Quest (Inclusion) Policy 2026-27

Policy Summary
Dwight School Dubai (DSD) is an inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND) or Students of Determination (SOfD), Students of Concern (SOC), Twice Exceptional students (TE) alongside students identified as Gifted and/or Talented (G&T) and Highly Able (HA), and students with English Language Learner (ELL) needs.

We recognise:

- All students have the right to education in a common learning environment
- The learning potential of all students and value student diversity
- The significance of learning theories that support child-centred and differentiated approaches to teaching and learning
- The need to advance inclusive culture at our school

School Section	Whole School
Audience	All staff and Parents
Date written	August 2026
Date/s to be reviewed	June 2027
Lead	Assistant Principal & Head of Quest (Inclusion)
Stakeholders involved in policy creation and review	Head of School, Inclusion Governor, Inclusion Champion, and the Quest Team
Dissemination	Available to all staff, with training Parent community
Related policies and documents	-UAE Federal Law 29, 2006 protecting the rights of people of determination. Link -UAE Federal Law 2009 explaining General Rules for the Provision of Special Education Programs and Services. Link - Dubai Law No. 2, 2014 concerning the protection of the rights of persons with disabilities. Link -UAE's ratification of the UNCRPD, particularly Article 24 on the rights to Inclusive Education. link - Executive Council Resolution No.2 (2017) on regulating private schools in Dubai. Link - Dubai Inclusive Education Policy Framework (2017). Link -Implementing Inclusive Education: A Guide for Schools (2019). Link - KHDA Directives and Guidelines for Inclusive Education, 2019 (Handbook for Schools). Link -Home School Provision: A collaborative approach to distance learning for students of determination. Link -Advocating or Inclusive education: A Guide for Parents (2021). Link - Guidelines and Standards for the use of external assessment reports for students of determination in Dubai private schools 2025 Link - Guide for Implementing the Categorisation System for Students of Determination Link - Back together: Accelerated Learning in Resettled Classrooms. Link - Guidelines and Standards for External Assessment Reports for Students of Determination in Dubai Private Schools. Link - Wellbeing Matters 2022 (KHDA). Link - IB Access and Inclusion policy (2022). Link - Adverse circumstances policy (2024). Link - NAGC Gifted Education Programming Standards. Link - WIDA English Language Development Standards 2020. Link - The Bell Foundation: Effective Teaching of EAL. Link - DSD Admissions policy. Link - DSD Child Safeguarding Policy. Link. - DSD Teaching and Learning Policy. Link - DSD Assessment Policy. Link - DSD Wellbeing Policy. Link -DSD Accessibility Policy. Link

The Dubai Disabilities Strategy has a determined and aspirational vision to create a fully cohesive and inclusive society. One where the rights and access to equitable opportunities for people of determination are assured and protected. Under the leadership of the Executive Council of Dubai, and through the focus of 'My community… a city for everyone initiative, KHDA has the privilege of leading the Inclusive Education taskforce and the development of Dubai's Inclusive Education strategy. (KHDA, 2017). *The wellbeing guiding framework by the KHDA discusses that persuasive international evidence highlights the interdependent relationships between health, wellbeing, and academic achievement. The Dubai Plan 2021 and, most recently, the Dubai Plan 2030, bring wellbeing and education to the forefront of national priorities. The dedicated pursuance of wellbeing is a fundamental feature of successful human development.* (KHDA, 2022).

DWIGHT SCHOOL DUBAI

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A. RESPONSIBILITY FOR COORDINATION OF QUEST (INCLUSION) PROVISION

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Inclusion Governor:	Mr. Henning Fries, COO Dwight Schools
Inclusion Champion:	Ms. Rachel Smyth, Head of Upper School

1. Dwight School Quest Philosophy

1.1	Dwight is a co-curricular, non-denominational International Baccalaureate (IB) school that serves the educational needs of the national and global community in Dubai.
1.2	Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop inquisitive, knowledgeable, self-aware, and ethical citizens who will build a better world.
1.3	Through an educational model that places importance on global vision, personalised learning and community Dwight has a strong commitment to developing globally aware, compassionate, and motivated students who will contribute positively to our diverse school community.
1.4	Our goal is to nurture and develop student leaders who show the courage to take intellectual risks using the skills to communicate and work effectively with others.
1.5	We seek dynamic, open-minded, and responsible students whose desire to learn is heightened by their engagement with peers and our dedicated faculty.

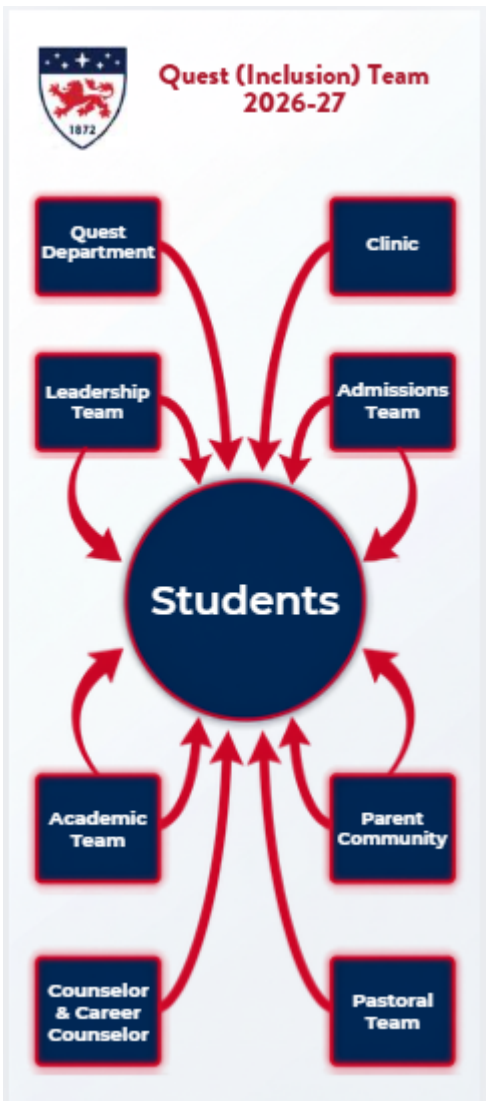
2. School Vision for Inclusion

2.1		Dwight School Dubai is committed to promoting a safe, supportive and inclusive learning environment that respects diversity, ensuring every student receives a high-quality education.
2.2		The foundation of the Quest program lies in the belief that all children can learn and reach their full potential given opportunity, effective teaching, and appropriate resources.
2.3		We value student diversity and respect individual learning differences by promoting an inclusive environment that aims to increase access and engagement in learning for all students by identifying and removing barriers.
2.4		The Quest Program at Dwight School Dubai prepares students to access quality education, particularly Students of Determination (SOfD), Students of Concern (SOC), students identified as Gifted and/or Talented (G&T) and Highly Able (HA), Twice Exceptional Students (TE), English Language Learners (ELL), and Arabic Language Learners (ALL) so all students have an equal opportunity to fulfil their potential and be prepared to access an international education to their highest individual academic and social-emotional potential.
2.5		The Quest team works in a collaborative partnership with students, parents, teachers, and external support services to ensure holistic development of every child.
2.6		We believe that **every teacher of Dwight School** is a teacher of **every learner,** including requiring Quest support services. The key values and beliefs that underpin the school's Quest policy are based on the Assess, Plan, Do, and Review cycle and include:
	2.6.1	Equal value and respect for all
	2.6.2	Recognition of individual differences with special regard for Students on the Quest Registers
	2.6.3	The development of independent skills through the provision of appropriate learning opportunities
	2.6.4	A constant search for improvement in the quality of service provided to all learners including Students of Determination
	2.6.5	Commitment to both the ethical and statutory requirements of legislation including partnership between students, parents/carers and professionals
2.7		Scope of the policy
	2.7.1	This policy applies to all learners in the school who have additional or special educational needs. The policy applies equally to all students and their families, whatever their gender, ethnic origin, home language, religion, disability of social circumstances.
	2.7.2	The policy also has implications for all our partners in the QUEST process, e.g. governing bodies, parent/carers and both statutory and external agencies.

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B. DWIGHT DUBAI QUEST (INCLUSION) SUPPORT TEAM 2026-27



C. DSD STRATEGY FOR STUDENTS OF DETERMINATION (SOFD) AND STUDENTS OF CONCERN (SOC)

The aim of this policy is to provide a whole school approach to the identification and provision for students with Special Educational Needs and Disabilities (SEND) or Students of Determination.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion (KHDA, 2017).

3. Objectives

3.1	**Our objectives are**	
	3.1.1	To identify and provide for Students of Determination (SOfD) and Students of Concern (SOC)
	3.1.2	To work within the guidance by the UAE Federal Law 29/2006 and Dubai Inclusive Education Policy Framework (2017)
	3.1.3	To provide support and advice for all staff working with Students of Determination (SOfD) and Students of Concern (SOC), providing a clearly defined framework with a set of procedures which are straightforward to implement. To ensure that all teachers have access to the appropriate initial, in-service, and on-going professional development and support necessary to work effectively in their classrooms with people of determination.
	3.1.4	To ensure that the positions of school and programme leaders are filled by candidates who have, or have the capacity to acquire, the identified knowledge and skills related to operationalising the Dubai inclusive education policy framework. To establish a strong Quest (Inclusion) Support Team (QST) in line with the KHDA expectations.
	3.1.5	To provide support and advice for parents and families of Students of Determination (SOfD) and Students of Concern (SOC). To enhance awareness among our parent community regarding inclusion, understanding and supporting their children's needs.
	3.1.6	To provide a Head of Quest who will work within the Quest (Inclusion) Policy.
	3.1.7	To coordinate and collaborate with outside school support services for psycho-educational assessments, speech therapy, occupational therapy and sensory integration therapy, organising and working with learning support assistants. To establish partnership links with the relevant external agencies and higher education institutions, so that students are effectively supported on transition from one educational establishment to another.

4. Admission process for students of Determination (SOfD)

4.1	Dwight School Dubai is committed to promoting a safe, supportive, and inclusive learning environment that respects diversity, ensuring each student receives a high-quality education. The school welcomes students of determination who can access and benefit from the school curriculum and programs, with provision provided by the Quest department, to develop the optimum potential of every student.
4.2	Any new applicant with identified SEND will be referred to the Assistant Principal & Head of Quest (Inclusion). The Quest Department will study the reports, observe, and assess the child and make appropriate recommendations to the Admissions Department. The final decision regarding the new admission will be taken collaboratively between the Vice Principal & Head of Lower School or Vice Principal & Head of Upper School and the Head of School. This decision is based on the assessment of the school's physical and human resources to ensure all students of determination have equitable access, alongside peers of their age, in accessing school wide facilities, resources and activities.
4.4	Information on the school's Admissions Process can be found here https://www.dwight.ae/admissions/admission-process
4.5	Our aim is to respond appropriately to each student's individual needs. We therefore ask all parents or carers to be open and honest when filling in admission documents giving details of a student's individual needs: this will enable us to explore how we can provide effective support.
4.6	Priority admission is provided for a student of determination with a sibling already on roll in the school.
4.7	An assessment is made on the entry to the school to ensure that every student has the potential to meet the academic demands of the IB curriculum. The assessment criteria include recent school reports, references, a copy of any individual education plan (IEP), and a copy of any educational psychology report. Additional assessments may be administered where there is doubt over a prospective student's ability to access the curriculum and achieve the school's expected academic standards.
4.8	These additional standardised assessments will be carried out by the Assistant Principal & Head of Quest (Inclusion) and the Quest team, to understand individual needs and bridge challenges that a student of determination may face in accessing the curriculum. The school will look for positive ways to overcome difficulties and if the child is able to access the curriculum, is of suitable academic standard, and there is a space in the grade, the case will be discussed in school and with parents. A lack of formal diagnosis is not a barrier to receiving the Quest support services.
4.9	The Assistant Principal & Head of Quest (Inclusion) may observe a SOfD in their previous school setting or meet with the Inclusion Team from the previous school to gain additional information, where necessary. Students may be asked to have taster lessons at Dwight School as part of their admission process.

4.10	DSD is not equipped to educate students with profound learning challenges, or those with severe comorbid impairments. Admissions decisions are made on an individual basis, in which the school reserves the right to decline admission. In such cases, the school is pleased to offer advice and support to parents seeking admissions to other schools or centres.
4.11	**Facilities**: Dwight school is equipped to include SOfD in all aspects of school life including dedicated Quest learning classrooms, Sensory room, learning hubs outside classrooms, elevators in all buildings, restrooms for physically handicapped students/staff, clinic, ramps in all buildings for easy wheelchair access,etc. in line with the Dubai Universal Accessibility Code.
4.12	Quest students are fully supported by school stakeholders. In exceptional circumstances requiring an enhanced level of provision, any expected additional cost for this provision or the expected support is clearly communicated to the parents. Such cases are enrolled through an individualised service agreement registered with KHDA, when provided by the school. The individualised service agreement and the associated fee to parents is applied when the required provision is not available through standard school service for students of determination. If parents decide to avail the Individual Learning Support Assistant (ILSA) services through external centres, they will bear the cost of the ILSA and the Case manager from the centre. The professional delivering the individualised service should meet the criteria of either being a therapist or a specialist practitioner holding appropriate and approved qualifications and licensing requirements. The professional should be an appropriately trained and experienced learning support assistant, who would be under the guidance of the school's management, policies, and procedures. In keeping with the Dwight ethos of promoting a sense of community, the Quest program is communicated as an integral part of the school's education provision.

5. Identifying Special Educational Needs (SEND)/ Students of Concern (SOC)

5.1	The Dubai Inclusive Education Policy Framework (2017) defines SEND as *A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.*
5.2	Identification of students with SEND happen through a range of ways including: ● Admissions procedures ● Teacher observations and referrals ● A range of individually administered assessments and screening tests ● Standardised ability, reading, progress, and attainment tests (CAT4/CEM, NGRT, MAP and PTs) ● Formative and summative assessments and other anecdotal information ● Parent referrals, self-referral, and peer referrals ● Interviews with parents and/or previous school reports ● Standardised assessments of cognitive development and ability administered by psychologists
5.3	When determining if a child has SEND, we will refer to the categories of need as described below: **Table I: KHDA Categorisation – Students with a Formal Diagnosis**

Category	KHDA Classification	Examples / Scope
1	Intellectual Disability	Mild, moderate, severe intellectual disability; adaptive functioning needs
2	Communication Disorders	Speech sound disorder, language disorder, social communication disorder
3	Autism Spectrum Disorder (ASD)	Autism spectrum conditions across levels of support
4	Attention-Deficit / Hyperactivity Disorder (ADHD)	Inattentive, hyperactive-impulsive, combined presentations
5	Specific Learning Disorders	Dyslexia, dysgraphia, dyscalculia
6	Visual Impairment	Low vision, partial sight, blindness
7	Hearing Impairment	Mild to profound hearing loss, deafness
8	Deaf-Blind Disability	Combined vision and hearing impairment
9	Physical Disability	Cerebral palsy, neuromuscular, orthopedic conditions
10	Psycho-Emotional Disorders	Anxiety, depression, OCD, PTSD, eating disorders, conduct disorders
11	Multiple Disabilities	Two or more significant co-existing disabilities

Table II: KHDA Barrier-Based Categorisation for Identified Students (No Formal Diagnosis)

Main Barrier Category	Barrier Sub-Categories / Examples	Additional Information / Levels of Support
1. Thinking and Learning Needs	General learning needs across subjects; early developmental needs; memory/ thinking needs due to illness or injury	• Learns with some support • Learns with regular support • Learns with high levels of support
2. Communication and Speech Needs	Language understanding and use; speech sound difficulties; stammering; social language needs	• Identifies specific speech/ language areas of need
3. Social Communication and Interaction Needs	Difficulties with social communication and interaction	• Needs little/no support • Needs regular support • Needs high levels of support
4. Attention and Focus Needs	Attention difficulties; hyperactivity; impulsive behaviour	• Differentiates types of attention/ focus needs
5. Social, Emotional and Behavioural Needs	Low mood/sadness; anxiety; strong mood swings; trauma responses; repetitive/ obsessive behaviours; refusal/ defiance; selective non-speaking; angry outbursts; eating/ food challenges; personality/ behaviour challenges; tics	• Reports specific behaviours and emotional patterns requiring support
6. Learning Difficulties in Specific Skills	Difficulties with reading, writing, maths/number skills; general skill-based academic challenges	• Identifies specific areas where learners struggle
7. Vision Needs	Low vision; difficulty seeing details; significant visual clarity limitations	• Levels of visual need recorded
8. Hearing Needs	Hearing loss; difficulty hearing or following speech; inability to hear most speech	• Levels of hearing need recorded
9. Physical and Movement Needs	Movement/posture needs; muscle weakness; coordination/motor planning difficulties; fragile bones; joint problems; limb differences; spinal injuries	• Records ongoing physical/motor needs
10. Multiple and Complex Needs	Co-existing barriers across *two or more categories* requiring highly individualised and specialist input	• Also record each relevant barrier category alongside this selection

5.4	In determining if a student should be entered on to the SOC register, the Assistant Principal & Head of Quest (Inclusion) and the Quest Coordinator will consider all of the information gathered from within the school about the student's progress, standardised assessment data (CAT4/CEM, NGRT, MAP, PTs), internal assessment data, and expectations of progress. This includes high quality and accurate formative assessment, using effective tools, observations, teacher feedback and early assessment materials. Particular indicators of concern may include: • a student who makes significantly slower progress than that of their peers starting from the same baseline • a student who fails to match or improve upon previous progress rates • a student whose gap in attainment, when compared to same-aged peers, widens.
5.5	Behavioural difficulties do not necessarily mean that a student has SEN and will not automatically lead to them being registered as such. However, students who present with challenging behaviour may have unidentified SEN and the school will endeavour to identify these in appropriate ways.
5.6	Ongoing identification of SOfD and SOC is based on the following: The termly data collection for all subjects is used to monitor the academic progress of every student. The Pastoral teams work closely with the Quest team to identify any potential SEND underlying pastoral issues. Any member of teaching staff and parent/carer can refer a student to the Quest Coordinator, if there is an area of the student's learning or wellbeing which is causing concern.

6. A Graduated System of Support (SOfD/SOC)

6.1	Quest provision is education or provision that is additional to or different from that made generally for other students of the same age.	
	6.1.1	We recognise that all teachers are teachers of students with SEND and teaching these students is a whole school responsibility requiring a whole school coordinated response.
	6.1.2	We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.
	6.1.3	We follow a graduated response for students when high quality teaching, differentiated for the individual, is insufficient
6.2	Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from the Quest department and/or external agencies and/or ILSAs.	
6.3	**Level 1 Support**: At Dwight School, first quality teaching, adapted for individual students, is the first step in responding to students who have SEND. Individual intervention and support cannot compensate for a lack of good quality teaching. However, teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. All SOfD have a Learner Profile developed by the Quest Department in collaboration with all stakeholders. Quality First Teaching (QFT) by staff members is monitored rigorously and feedback shared with individual teachers for continuous improvement.	
	6.3.1	In aforesaid circumstances, classroom teachers will consult the Assistant Principal & Head of Quest (Inclusion) and/or Quest teachers to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.
	6.3.2	Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

6.4	**Level 2 Support**: When considering whether a student requires further support from the Quest Department, any of the following may be evident:	
	6.4.1	the student makes little or no progress even when teaching approaches are targeted at an identified area of weakness
	6.4.2	a student shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
6.5	At this stage, it is acknowledged that the student needs support additional to high quality teaching differentiated for individual needs within the classroom.	
	6.5.1	Action can be triggered either by referral from teaching or pastoral staff, by parental representation, by the student themselves, or by an external agency.
	6.5.2	To establish if a student has learning barriers we will follow the Assess, Plan, Do, Review cycle. Assessments may draw information from across the curriculum including progress data, formative assessment, discussion with teachers, observation of the student in the classroom, discussion with the student. The student's progress will be considered alongside holistic data and expectations of progress.
	6.5.3	Parents/Carers are contacted and the student's needs are discussed at a meeting – the student is invited to participate in this process as far as possible. We consider the participation, support and partnership of parents/ carers and students to be an important aspect of the level 2 support given to students.The Quest Department develops the Learner Profile for each SOfD collaboratively with all stakeholders.
	6.5.4	The Learner Profiles lists the students' demographic data, category of learning needs, main barriers to learning, additional barriers to learning, areas of interest, areas of strengths, areas of difficulties, performance level (ability and attainment data), learning preferences, classroom accommodations including helpful strategies, any additional assessment information, exam access arrangements and medical needs (if applicable). These Learner Profiles are shared with all the relevant staff members, including specialist teachers. This ensures consistency in support provisions from all teachers.
	6.5.5	Some SOfD merit an Individual Education Plan (IEP) in addition to their Learner Profile. The IEPs have SMART (Specific, Measurable, Achievable, Relevant, Timeframe) goals for Literacy, Math, socio-emotional needs, executive functioning skills and/or independence skills, as deemed necessary. The IEP is a continuous and collaborative process of development, implementation, and review. Whilst the Quest teacher leads on the development of the IEP, the classroom teachers collaborate in this process providing the learning goals, are enabled to implement it, and are held accountable for its impact within the classroom.
	6.5.6	Students may be withdrawn from their foreign language lessons or Citizenship lessons for non-muslim students (whole school) or Study lessons (upper school).
6.6	For students needing Speech and language therapy or occupational therapy, we may draw on more specialised assessments and support from external agencies and professionals. The Quest coordinator, parents, families, children and young people are involved throughout the process. Parents and carers have an important part to play in assessment and review processes and their wishes will be taken carefully into account.	

6.7	**Level 3 Support**: In a small minority of cases when high quality teaching and additional provision are still not supporting a student in making progress, the student may have special educational needs of a severity or complexity, which require the support of an ILSA. The Assistant Principal & Head of Quest (Inclusion) will utilise the graduated approach to evidence this need carefully. Where such a request is made, the student will have demonstrated significant cause for concern, following three consecutive cycles of the 'Assess, Plan, Do, Review' cycle. All students availing of Level 3 support have an IEP in addition to their Learner profile.

All students accessing level 3 support service will benefit from the development and implementation of an individual education plan.

LEVEL 2 - TARGETED SUPPORT SERVICE



Additional, specific and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services.

Some students accessing level 2 support service may require enhanced support through an individual education plan.

LEVEL 1 - GENERAL SUPPORT SERVICE



High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

7. Support for Social, Emotional and Mental Health (SEMH)

7.1	Depending on need, we support students with SEMH in a range of ways. Initially their needs may be met by their Classroom Teachers or Form Advisors and/or their Deans.
7.2	Some students may be referred to the School Counselling Service. A trained counsellor is available in school and referrals can be made by any staff member, parent, or students (self or peer referrals).
7.3	The school counsellor's office or the dean's offices provide the quiet space for students who are struggling during the school day. It is always staffed by the pastoral team who are available to provide emotional support and assistance.
7.4	In some cases a student's needs require additional professional support and parents may be encouraged to request a referral to external specialists. The school counsellor is in touch with the external specialist and shares the relevant helpful strategies with the relevant staff in a sensitive manner..
7.5	In case of students on Quest registers needing SEMH support, these helpful strategies are shared within their Learner profile. SOfD having an IEP will include Socio-emotional goals developed in collaboration with the school counsellor.

8. Supporting students at school with medical conditions

8.1	The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

9. Student Achievement Monitoring for SOfD/SOC

9.1	All teachers are responsible for monitoring the progress and attainment of all students including the SOfD/SOC. Student achievement forms a part of regular data review meetings with their Head of Department/ Line Managers.
9.2	The Assistant Principal & Head of Quest (Inclusion) and Quest Teachers monitor and review student progress data on a termly basis. This data review comprises the standardised assessments and internal assessments (CEM/CAT4, NGRT, MAP, PTs, Formative and Summative tests, post intervention assessments, IEP progress data, etc.). Any students' concerns are discussed with their classroom/ subject teachers and the next action steps are discussed. Students and Parents form a part of these discussions. Term meetings are held with parents for SOfD with an IEP.

10. Criteria for exiting the SOfD/SOC registers

10.1	It is important to keep the student's self-esteem and personal, social, emotional, and academic progress in mind when considering the future intervention and/or support envisaged. A student will be withdrawn from the Quest register when academic attainments are on par with a peer group or in line with the high expectations. The student may then be entered on the Level 1 register for monitoring purposes. Exiting the inclusion programme will be a collaborative decision made by the Leadership team, Assistant Principal & Head of Quest (Inclusion), Homeroom / Subject teacher, Quest teachers, parents, students, and any other therapist; and will usually be taken at the end of the school term or year. SOfD shall remain on the register for monitoring for the remainder of the school career if there is a diagnosed learning disability.

D. DSD STRATEGY FOR GIFTED AND/OR TALENTED (G&T), TWICE-EXCEPTIONAL STUDENTS (TE) AND HIGHLY ABLE (HA) STUDENTS

It is a wise man who once said that there is no greater inequality than the equal treatment of unequals. - Felix Frankfurter, US Supreme Court Justice (1939-1962).

Dwight school is committed to providing high quality holistic education in a supportive, caring, and collaborative learning environment. Dwight's legacy of innovation and personalised learning dates all the way back to 1872. Every child has a spark of genius. Our goal is to nurture that potential to help our students learn and grow. We do this through our Personalized Learning pillar. Whether connecting a student with an exceptional mentor, designing tailor-made enrichment, crafting a special study abroad opportunity, or providing a novel program or tutorial, Dwight goes out of its way to recognize and foster each student's gifts and talents.

OUR DEFINITION OF G&T

The term giftedness refers to *'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.'* These domains will include intellectual, creative, social, and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.

The term talented refers to *'a student who has been able to transform their 'giftedness' into exceptional performance'*. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability (UAE School Inspection Handbook, 2015-16).

11. Objectives

11.1	**Our objectives are**	
	11.1.1	To ensure that all Gifted and/or Talented (G&T) students, Twice Exceptional students (TE) and those identified as Highly Able (HA) are clearly identified and are known to all staff.
	11.1.2	To ensure that the school caters for the needs of these students within and beyond the curriculum. To ensure that the more able students have a high level of achievement with learning attributes that ensure personal success and benefits to the wider community.
	11.1.3	To provide support and advice for all staff working with more able students, providing a clearly defined framework with a set of procedures which are straightforward to implement. To ensure that all teachers have access to the appropriate initial, in-service, and on-going professional development and support necessary to work effectively in their classrooms with our able learners. QFT is rigorously monitored and feedback provided to teachers to ensure continuous improvement.
	11.1.4	To provide inspiration to other students through appropriate student role models. To raise aspirations of all students through a school ethos of high achievement and challenging learning opportunities.

12. Identification

12.1	Identification of G&T/TE/HA students happen through a range of ways including: ● Teacher observations and referrals ● Gifted and/or talented screening checklists (GATES) ● Student interest surveys, self-reports, and student interviews ● Standardised attainment tests (CAT4, NGRT, MAP, and PTs) ● Identification of SEND (explained in relevant section) for TE ● Anecdotal information, especially about Arts, IT or Sports ● Completed behaviour checklists ● Interviews with parents and/or previous school reports for new admissions. ● Standardised assessments of cognitive development and ability, administered by psychologists
12.2	Identification of more able students is an on-going process throughout the academic year. The registers are updated once a term. The G&T/TE/HA register is developed by the Assistant Principal & Head of Quest (Inclusion) and reviewed by the Head of School and Inclusion Champion to determine whether the student merits the G&T/HA programme.



12a. Gifted Education Programming Standards (GEPS)

Based on the NAGC 2019 Gifted Education Programming Standards (GEPS), Dwight School endeavours to offer the academic services for the deserving gifted students following these general principles:



13. Support Provisions

13.1	Dwight School aims to form effective partnerships with parents so that students with special gifts and talents are understood, valued, and included in the school community, where they can make friendships with students with similar interests and abilities.
13.2	All G&T/TE students have individual Learner Profiles that details the students' demographic data, area of giftedness, areas of interest, areas of strengths, areas of difficulties, performance level (ability and attainment data), learning preferences, extra curricular opportunities, VIA character traits, useful behaviour characteristics across the intellectual, specific academic abilities, creativity, leadership, and artistic talents that can be used for personalisation of their learning, classroom accommodations including helpful strategies, any additional assessment information, exam access arrangements and medical needs (if applicable). These Learner Profiles are shared with all the relevant staff members, including specialist teachers to ensure consistency in support provisions from teachers.
13.3	Individual teachers in the school support the identified G&T/TE/HA students by providing them with challenging lesson objectives. Additional services include assigning students to individual projects and research studies, specialised educational tours, attending lectures, debates, educational seminars, participating in competitions, opportunities to use problem solving skills, programs of leadership, communication and other enrichment opportunities involving sports, music, art and/or drama.
13.4	**ENRICHMENT**: The Assistant Principal & Head of Quest (Inclusion) is responsible for the enrichment provisions for G&T/TE/HA learners beyond the classroom. Individual departments or teachers may run the after-school clubs for G&T/TE/HA students in their subject areas.
13.5	The **NAGC GEPS** (NAGC, 2019) consists of research-backed learner outcomes formulated within the following six standards (S1-S6), namely:
13.5.1	**Learning and development**: DSD understands the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage self-awareness and understanding of cognitive growth and socio-emotional development in all settings.
13.5.2	**Assessment**: Assessments provide information about identification and learning progress for students with gifts and talents.
13.5.3	**Curriculum planning and instruction**: DSD teachers apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.
13.5.4	**Learning environments**: Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and inter-personal and technical communication skills for leadership to ensure specific student outcomes.
13.5.5	**Programming:** DSD educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.
13.5.6	**Professional development:** It is obligatory on behalf of the educators to engage in continuous professional development, keep up to date with research-based practices, be responsive to personal and cultural progressions and adhere to policies, rules and standards of ethical practices.
13.6	**SPARK OF GENIUS SCHOLARSHIP PROGRAM:** The Spark of Genius Scholarship Program will empower participating students at Dwight School Dubai to develop competences, skills, and attributes, at a higher level, and in doing so provide valuable service to the school and wider community. Benefits to the G&T/HA students participating in this program, include: Recognition of a young person's exceptional ability or talent, thus a place in the Spark of Genius Scholarship Program is prestigious. Educational opportunities within and beyond the curriculum, which may also strengthen University applications and future pathways. DSD has developed this program to create an ethos and learning environment that engages and inspires able learners, recognising and developing exceptional ability and talent (Spark of Genius), and a vision to attract and retain students with passion, creativity, and commitment to learning and providing service to the school community.

14. Monitoring Student Achievement of the Students on the G&T/TE/HA registers

14.1	All teachers are responsible for monitoring the progress and attainment of all students including the G&T/TE/HA. Student achievement forms a part of regular data review meetings with their Head of Department/ Line Managers.
14.2	The Assistant Principal & Head of Quest (Inclusion) monitors and reviews student progress data on a termly basis. This data review comprises the standardised assessments and internal assessments (CAT4, NGRT, MAP, PTs, Formative and Summative tests). Any students' concerns are discussed with their classroom/ subject teachers and the next action steps are discussed. The Assistant Principal & Head of Quest (Inclusion) meets with the students to discuss their needs and address any concerns regarding their achievement data.

15. Criteria for exiting the G&T/TE/HA registers

15.1	It is important to keep the student's self-esteem and personal, social, emotional, and academic progress in mind when considering the future participation and/or support envisaged. A student will be withdrawn from the G&T/TE/HA register when student progress drops below expectations, or the identification procedure shows the need to rethink their eligibility. Before removing the student from the G&T/TE/HA registers, they will be offered support for one term/academic year by the relevant teachers. The G&T/TE student may then be entered on the HA register for monitoring purposes. Exiting the Quest programme will be a collaborative decision made by the Leadership Team, Assistant Principal & Head of Quest (Inclusion), Homeroom / Subject teacher, Parents, and Students, and will usually be taken at the end of the school term or year.

E. DSD STRATEGY FOR STUDENTS WITH ENGLISH LANGUAGE LEARNER (ELL) SUPPORT

As an IB World School, language acquisition and development are important and valued components of the curriculum. The school's language of instruction is English so, upon admission, students must meet the English language proficiency level as per the grade requirement. Students, for whom English is an additional language, may be required to participate in the ELL program offered by the Quest department.

16. Objectives

16.1	All teachers at Dwight are English language teachers. QFT is rigorously monitored and feedback provided to teachers to ensure continuous improvement. The Quest team provides a range of support for students with English language learner (ELL) needs:	
	16.1.1	Clearly defined identification and exit process for students requiring (ELL) support.
	16.1.2	A level-based approach for planned assessment, intervention, and support for all students.
	16.1.3	Student and parent/s participation and partnership in the development of personalised support.

17. Support Provisions for students with English language learner (ELL) needs

17.1	At the time of admission, language support may be recommended for a new student, based on the student's language needs, team's interaction, past records, and information shared by the parents.	
17.2	For returning students, the Quest teachers complete the language assessments at the end of the academic year to determine the continuity of support needed.	
17.3	**Identification and Assessment**: All students are assessed by ELL specialists using the WIDA or WELLCOMM Screener at the beginning of the academic year to determine their levels of language skills across the speaking, reading, listening, and writing. Based upon the WIDA/WELLCOMM scores, students are assigned to an English Proficiency Level (Beginner, Intermediate, Advanced). This score, along with the CAT4, NGRT, MAP, and PTs data collected by the Quest teacher, is used to determine enrollment in the Quest Program. Students who score at level 3 or below will be required to participate in the program. Those who score at level 4 may be asked to participate in the program. Students who score at levels 5 and 6 are not enrolled and are considered to have adequate English skills for participation in mainstream classes for all instruction. All students are assessed using the WIDA Model or WELLCOMM at the end of the academic year to determine the support envisaged for the subsequent academic year. **Note**: *Dwight School has a whole school approach to supporting students with Verbal Deficit (VD) to enhance their reading and reasoning, vocabulary, spellings, grammar and writing skills. Verbal Deficit is the difference between the Nonverbal and Verbal batteries of the CAT4 test [VD ≥ 15 (CAT4: NV−V)].*	
17.4	The language support is provided using the WIDA Framework, Phonics programme, resources from Bell Foundation, ReadTheory, Twinkl, RazKids, and other resources. The 2020 WIDA supports the design of standards-based educational experiences that are student-centred, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs (illustration below).	
17.5	All students with ELL needs have Learner profiles developed by the Quest Department.	
17.6	Students on the ELL register receiving Level 2 support (Beginner and Intermediate) are provided English Language Support using the WIDA English Language Development (ELD) Standards Statements:	
	17.6.1	**ELD Standard 1:** English language learners communicate for Social and Instructional purposes.
	17.6.2	**ELD Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
	17.6.3	**ELD Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
	17.6.4	**ELD Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
	17.6.5	**Professional development:** It is obligatory on behalf of the educators to engage in continuous professional development, keep up to date with research-based practices, be responsive to personal and cultural progressions and adhere to policies, rules and standards of ethical practices.

Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12



18. Monitoring Student Achievement of the Students on the ELL registers

18.1	All teachers are responsible for monitoring the progress and attainment of all students including those with ELL needs. Student achievement forms a part of regular data review meetings with their Head of Department/ Line Managers.
18.2	The Assistant Principal & Head of Quest (Inclusion) and the Quest Teachers monitor and review student progress data on a termly basis. This data review comprises the standardised assessments and internal assessments (CAT4, NGRT, MAP, PTs, Formative and Summative tests, post intervention tests, WIDA/WELLCOMM assessments). Any students' concerns are discussed with their classroom/ subject teachers and the next action steps are discussed. Students and Parents form a part of these termly review meetings.

19. Criteria for exiting the ELL registers

19.1	During the academic year, the Quest Teacher conducts regular assessments to gauge the language levels of the students on the ELL registers. Based on these assessments, the Quest teacher and the homeroom teachers determine if the student is capable of functioning autonomously and successfully in the regular instructional classroom, as well as meeting the grade level requirements, and is ready to exit the programme. Then the exit process is followed. Students can exit the program and fully participate in the class, when they attain at or near Level 5 on the WIDA language assessment in all areas of Speaking, Writing, Listening and Reading (overall score 5). Individual cases where a student scores below Level 5 in all assessments but is still recommended for exit from the program, will be reviewed collaboratively by the homeroom / English teacher, Quest teacher, Assistant Principal & Head of Quest (Inclusion), parent, and the student.

F. DSD STRATEGY FOR STUDENTS WITH ARABIC LANGUAGE LEARNER (ALL) SUPPORT

20. Introduction

At Dwight School Dubai, we are deeply committed to fostering a supportive, inclusive, and effective learning environment for all Arabic Language Learners (ALL), including non-native speakers. Recognizing the unique challenges faced by students learning Arabic as an additional language, our Arabic and Islamic Department has developed this comprehensive framework to identify common student difficulties and provide targeted, research-based solutions.

This document aligns closely with the UAE Ministry of Education (MOE) Arabic curriculum phases, which are implemented at Dwight to accurately place students based on their years of Arabic study. By integrating personalized learning approaches, culturally relevant content, and cutting-edge educational technology, we aim to empower every student to progress confidently in their Arabic language acquisition.

The strategies and tools detailed here are carefully selected to address linguistic, social, cultural, motivational, and pedagogical challenges. They are designed to support our teachers in delivering differentiated instruction tailored to each learner's needs, ensuring meaningful engagement and success in Arabic language learning.

21. Overview and Purpose

The purpose of this provision is to:

- **Identify** the most common challenges and barriers faced by ALL students at Dwight in acquiring Arabic language skills across reading, writing, speaking, and listening.
- **Provide** clear, practical solutions grounded in current research and best practices for teaching Arabic as an additional language.
- **Integrate** the UAE MOE Arabic curriculum phases, ensuring that students are grouped and taught according to their proficiency level and years of study, promoting personalized and effective learning journeys.
- **Leverage** the suite of digital resources and apps used at Dwight — such as I Start Arabic Alef Baa Taa, Etqaan assessment platform, Bravo Bravo, Islamic Treasure (for Muslim students), and Microsoft Translator — to enhance learning and engagement.
- **Support** our Arabic and Islamic teachers through ongoing professional development and by providing a clear reference guide to tailor instruction and interventions for ALL students.

By developing this handbook, the Arabic and Islamic Department at Dwight School Dubai reaffirms its commitment to delivering an outstanding language learning experience that honors the diversity of our student body and upholds the highest standards of educational excellence.

22. Types of Support for Arabic Language Learners (ALL)

At Dwight School Dubai, we are proud to implement a tiered and responsive support model for Arabic Language Learners (ALL), ensuring every student receives the level of assistance they need to succeed. Our approach is data-informed, learner-centered, and aligned with Dwight's personalized learning philosophy.

22.1 Targeted HLTA Support (In-Class and Pull-Out Sessions)

We utilize the expertise of our professional Higher-Level Teaching Assistant (HLTA) to provide focused, high-impact support for ALL students. This includes:

- **1:1 support** during Arabic lessons for students needing individualized attention.
- **Small group pull-out sessions** (typically 1–3 students) for intensive language development conducted outside the main classroom.
- **Interventions are guided by insights** from data: Student's ALL Profile, ELL Profile, Individualized Education Plan (IEP), and the department's Data Story, as well as CAT4 data.
- **Sessions are tailored to address specific gaps** in vocabulary, grammar, reading fluency, speaking confidence, and cultural understanding.

22.2 High Level Quality First Teaching (QFT) in the classrooms:

Arabic teachers at Dwight are equipped to deliver highly differentiated, personalized learning experiences in their classrooms by:

- **Using learner data** from the Departmental Data Story, CAT4 results, IEPs/ILPs, ALL and ELL profiles to inform lesson planning, grouping, and scaffolding strategies.

- **Embedding targeted strategies** such as keyword banks, sentence scaffolds, peer support structures, and technology integration (e.g., *Bravo Bravo*, *Etqaan Assessment platform*, *I Start Arabic*).

- **Regularly monitoring progress** and adapting instructional approaches to ensure alignment with students' current MOE phase and language proficiency.

This multi-layered support model ensures that all Arabic learners, regardless of their background or starting point, receive the right interventions at the right time, with strong collaboration between class teachers, HLTA support staff, and the department leadership.

G. COMMON COMPONENTS FOR STUDENTS ON THE QUEST REGISTERS

23. Managing student needs on the Quest registers

23.1	When a student has been identified as a Quest student (SOfD/SOC/TE/G&T/HA/ELL/ALL):	
	23.1.1	The Assistant Principal & Head of Quest (Inclusion) will develop the Quest registers for the whole school and distribute this information with all the staff members at the beginning of the academic year. When any student gets identified as a Quest student during the academic year as a result of new admissions and/or referral process, relevant staff are informed and the registers are updated. These registers are saved on the shared drive accessible to all staff members.
	23.1.2	Where additional information is needed, the student may be assessed using a range of standardised testing, with the agreement of the student and their parents/carers.
	23.1.3	Any changes to the student's status on the Quest Register will be made in consultation with teachers/parents/carers.
23.2	Our teachers are trained to understand the needs of each student in their class so that they can plan to meet those needs appropriately. Quality First Teaching Strategies (SOfD/G&T/ELL/ALL)	
	23.2.1	A CPD programme of Quest specific sessions run throughout the year for the staff including the LSAs.
23.3	Teachers hold the responsibility for evidencing progress according to the expected outcomes described in the school policies, but the Assistant Principal & Head of Quest (Inclusion) and appropriate Quest Staff are responsible for reviewing the overall progress made by the students on the Quest registers. This will be reviewed termly.	
23.4	**INCLUSIVE ACCESS ARRANGEMENTS:** Access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them. At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment. Adjustments for some students may involve access arrangements for internal and external examinations. Requests for inclusive access arrangements for the IB PYP, IB MYP eAssessments, the IBCP, and the IBDP examinations will be submitted six months prior to the examination along with supporting documentation. A formal psycho-educational evaluation or assessment by the Head of Quest will be a prerequisite for a student to access accommodations. It is the responsibility of the Head of Quest and the PYP/MYP/DP/CP coordinators to ensure that the documentation required is completed and submitted to the IBO in order to gain these adjustments. In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered. For information about the IB's policy on candidates who require arrangements to access assessment, refer to the Access and Inclusion Policy (2022) (Link). Primary barriers are the key elements that impact a student's learning. Often, there are also associated secondary barriers that are causally related to the primary barrier. Both primary and secondary barriers must be considered when planning the access arrangements for a student. The following are primary barriers. • Additional language (first or best language is not the language of instruction) • Cultural variations • Hearing • Intellectual exceptionalities • Movement and coordination • Medical • Mental health • Numeracy • Processing • Reading • Seeing • Social–emotional • Speech and language • Writing All requests for access arrangements for IB assessments must be: • based on the usual way of learning and teaching in the classroom • in line with the eligibility criteria stated in this policy • submitted along with supporting documents as evidence • submitted by the deadline stated in the Assessment procedures for the relevant programme(s).	
23.5	Parents can meet with the Assistant Principal & Head of Quest (Inclusion), Quest Coordinator or any Quest staff member with prior appointment any time of the term. The Quest staff understand the sensitivity of the circumstances and make themselves available to meet with parents whenever they are not teaching. The contact details of the Quest teachers are always shared with the relevant parents at the beginning of the academic year. In addition, parents can meet with Quest staff during IEP meetings, data review meetings, and/or parent teacher conferences. Also, there are specific days allocated for parents to meet the Quest staff during Coffee mornings or EduTalks.	

24. Supporting Students and Families

24.1	At Dwight School we believe that the best outcomes are achieved where the school and its parents/carers work in partnership. To support this aim the school will:	
	24.1.1	Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to family's needs, desires and understanding and allow an open and honest relationship to develop.
	24.1.2	Work closely with parents/carers to ensure they understand the individual needs their child has including the implications of these needs, how the School will support the child and what they can do to support the child at home.
	24.1.3	Communicate regularly with parents and carers informing them of progress, any concerns which arise and any process requirements such as annual reviews. We will encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
	24.1.4	Ensure that all communication is in an accessible form.
	24.1.5	Support students, parents and carers through any transition periods e.g. primary to secondary, secondary to further education or work opportunities and/or transition to other schools. Dwight School Career Advisor is a staff member looking after the transition needs of high school students.
24.2	The school will continue to support all students, including students of determination. Currently, the IB PYP, MYP, CP and DP are the school's authorised and licensed education programs which are both rigorous and academic. At the end of each program, students' needs will be evaluated on a case-by-case basis to assess their readiness to meet the academic demands of the next stage of the curriculum. In addition, it is important for the school and parents to work together to be able to ensure that all students graduate by passing the IB Diploma Programme, Certificates or the IBCP Programme to avoid any failing conditions.	
24.3	Parents and carers are encouraged to make contact with the Assistant Principal & Head of Quest (Inclusion) at any time during the academic year if they have any questions or concerns.	

25.Monitoring and Evalua tion of Quest Services and Provisions

25.1	At Dwight School, the Quest services and provisions are reviewed on a regular basis through: ● Lesson observations, including observations of Learning Support Assistants and their impact in lessons ● Termly and Annual Review Meetings ● Parents' Evenings ● Weekly Quest Department meetings. The Inclusion Champion and the Inclusion Governor attend these meetings once a month. ● Weekly line management meetings between Assistant Principal & Head of Quest (Inclusion), the Quest Coordinator and the Inclusion Champion (Vice Principal & Head of Upper School) ● Weekly meeting between the Assistant Principal & Head of Quest (Inclusion), the Quest Coordinator and Vice Principal & Head of Lower School ● Monthly meetings between the Assistant Principal & Head of Quest (Inclusion), the Quest Coordinator, Inclusion Champion, and the Inclusion Governor ● Weekly meetings with the School Counsellor ● Termly meeting with the Assistant Principal & Head of Teaching, Learning & Assessments, Vice Principal & Heads of Lower and Upper School ● Weekly SLT meetings as the Assistant Principal & Head of Quest (Inclusion) is a Senior Leader of the School ● Weekly meeting with the Head of Admissions ● Bi-weekly meetings with the Upper School extended leadership team including the Lead Dean ● Termly meeting with the Quest Student Leaders ● Termly meeting with the Quest Parent Leaders ● Regular Coffee & Network meetings and /or Edu Talks with the broader parent community
25.2	The variety of evaluation and monitoring arrangements means that this is an active process of continual review and improvement of provision for all students.

26. Training and Resources

26.1	Staff receive annual updates on QUEST as part of INSET training, as well as specific guidance on working with key students including SOfD/ELL/G&T
26.2	The Assistant Principal & Head of Quest (Inclusion) is a part of the active Inclusion Whatsapp group in the UAE.
26.3	Learning Support Assistants attend external courses as appropriate, as well as ongoing training provided by the Head of Quest and the Quest staff members.

27. Storing and Managing Information

27.1	Information on SOfD is stored securely in confidential files in the Assistant Principal & Head of Quest (Inclusion)'s Office and also in restricted files on the school drive.
27.2	SOfD files are held in a secure archive when the students have left the school for a period of 1 year