



INCLUSION POLICY

2025-2026

Aim

Provide a supportive learning environment for Students of Determination (SoD) at Manipal Academy of Higher Education, Dubai Campus (MAHE).

The Manipal Academy of High Education promotes Equity in education wherein each child is provided an opportunity to be successful at the university. Students of Determination (SoD) are Integrated into the classrooms providing reasonable accommodations, and available assistive technologies to help achieve academic potential along with opportunities to develop healthy relationships with the MAHE community of faculty, staff and students.

Campus services are accessibility-friendly, with features such as ramps, elevators, and accessible washrooms. MAHE seeks to identify and understand the unique challenges experienced by SoDs and adjust to reduce barriers to academic, social and emotional learning.

MAHE seeks to understand the needs of SoDs by identifying them either at the time of admission through an interview with parents/ caregivers or during the tenure of their program through discussions with the referee (please see end of document for referral procedure)

1. The support for the SoD is determined based on the medical and/or psycho-educational information obtained from the parents / guardian during enrolment.
2. The faculty ensures that students understand the learning objectives and how the assessment will measure their progress towards those objectives, and where possible use multiple measures.
3. They measure both independent and group assignments and provide frequent targeted feedback.
4. Collaborative student arrangements such as peer tutoring, co-operative group work, buddying, extended deadlines for assignments, extended time on tests/examinations and students providing feedback to teachers on the effectiveness of teaching also fosters an effective inclusive education.
5. SoD students are also provided with support and encouragement to adjust to their surroundings and maintain good relations with their peers. MAHE strives to foster an environment where all the learners respect each other at the Campus and tolerate the differences in socio-economic, cultural background and their learning ability.
6. Social acceptance among peers encourages SoD students to thrive in a safe and secure learning environment.

Key Legislations and Guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

- Dubai Law No. (2) 2014 ‘to protect the rights of People of Determination in the Emirate of Dubai’.
- UAE PM launches National Strategy for Empowering People with Disabilities – Emirate News Agency –WAM
- National Policy to Empower People of Determination (PDF)- Ministry of Community Development
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Executive Council Resolution No. (1) of 2022 Issuing the implementing Bylaw No. (3) of 2022 Concerning the Rights of Persons with Disabilities in the Emirate of Dubai
- The National Project for Inclusion for People of Determination.
- ‘My Community: A City for Everyone’ initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

Definitions

Disability - A social condition that occurs when an individual with an impairment experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. Thus, a disability is the result of an individual’s interaction with society and is not an attribute of the person. (Dubai Inclusive Education Policy, 2017)

A disability is a ‘physical, neurological, or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

The definition of ‘day to day activities’ includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

Impairment - A medically identified condition or long-term limitation of a person’s physical, mental cognitive, communicative or sensory function. Impairment and disability are not the same thing. Impairments can become disabilities if barriers to participation for people with impairments are not removed. (Dubai Inclusive Education Policy, 2017)

Accommodation - Accommodation occurs when rectifying a disability to ensure that a person with an impairment is treated equitably.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

For Students of Determination, MAHE Dubai:

1. Adapts infrastructure and modifies classrooms.
2. Accommodates needs during assessment and learning including facilities in classrooms (seating, and wheelchair access).
3. Examination Accommodation: Additional time for assessments, Assignments/Projects and Scribe.
4. Special exam location to provide quiet environment
5. Provides counseling sessions when required for socio-emotional needs.
6. Trains peers and teachers for adequate support
7. Ensures immediate action to eliminate any reported discrimination in campus as according to the Discipline Policy / Student Code of Conduct
7. Trains students for smooth transition after graduation to the work environment.

Admission Process for Students of Determination

1. Initial Identification: During the admission process, if a student appears to have SEND needs, they are flagged by the Admissions counsellor.
2. Tracking and Referral: The student is added to the Conditional Offers Tracking List’ and referred to the Office of Student Affairs for further evaluation.
3. Inclusion Assessment: A representative from the Office of Student Affairs meets the student to assess support needs and outlines any required documentation from the parent as noted in the tracking list.
4. Communication and Coordination: Office of Student Affairs updates the checklist and notifies Admissions of required next steps. The complete file is returned to Admissions for processing.
5. Conditional Offer: Admissions email the parent with a conditional offer, listing all required documents (including those requested by Student Affairs).

6. Document Submission: Once Admissions receives all required paperwork, they inform the Office of Student Affairs.
7. Final Review: Office of student affairs reviews and confirms the paperwork. Upon their approval, and in coordination with Academic President, a final confirmed offer is sent, and the student is enrolled.

If a student is identified as Student of Determination after admission, Faculty/Office of student affairs will notify Admissions to update the student's records accordingly.

Roles and Responsibilities

Faculty and staff support students with additional needs by providing consistent accommodations throughout their academic and learning experience.

Academic President: Dr. Sudhindra Shammna

- Work with the Head of Student Affairs, School Chairpersons and Deputy Registrar to determine the strategic development of the Inclusion Policy and provision within MAHE.
- Have overall responsibility for the provision and progress of Students of Determination and those with SEND

Office of Student Affair: Head of Student Affairs – Ms. Shalini Nair

Help to raise awareness of Inclusion issues at governing board meetings.

Monitor the quality and effectiveness of inclusion and provision for Students of Determination within MAHE and update the governing board on this

- Collaborate with the Academic President, School Chairpersons, and Deputy Registrar to guide the strategic development and implementation of MAHE's Inclusion Policy and related support frameworks.
- Take overall responsibility for the day-to-day implementation of the Inclusion Policy and coordinate specific support provisions for Student of Determination.
- Provide guidance to faculty and staff, working in partnership with parents
- and external agencies to ensure students of determination receive appropriate, high-quality support and instruction.
- Offer informed advice on applying a graduated approach to delivering support, ensuring flexibility and responsiveness to individual student needs.
- Serve as the primary point of contact for external agencies involved in supporting students of determination.
- Ensure accurate and up-to-date records are maintained for all identified students of determination.

Counsellor Support

Individualized Emotional Support

- Provide confidential one-on-one counselling to address emotional challenges, stress, anxiety, or low self-esteem related to learning difficulties.
- Help students develop coping strategies to manage academic pressure and social integration.

Academic Coaching and Study Skills

- Support students in building time management, organization, and study skills adapted to their specific learning needs.
- Guide students in setting realistic academic goals and staying motivated.

Advocacy and Liaison

- Act as a liaison between the student and faculty to ensure appropriate accommodation is in place (e.g., extra time on exams, assistive technology).
- Advocate for inclusive teaching strategies and promote awareness among staff and peers.
- Coordinate with accessibility services.

Development and Monitoring of Support Plans

- Collaborate with faculty and support with strategies. Monitor through Individualised Plans and Risk assessment if needed.
- Regularly review progress and adjust plans as needed.

Referral and Collaboration with Specialists

- Refer students to educational psychologists or other relevant professionals for formal assessments, if needed.

Transition Support

- Provide guidance during key transitions (e.g. university to employment), helping students build resilience and self-advocacy skills.

Faculty

- The faculty is responsible for the progress and development of every student in their class and keep counselors, student affairs and parents informed.
- Working closely with counselor support to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Head of Student Affairs to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion Policy.

Student of Determination

- To access provisions as per their specific learning barriers and challenges, SoD's will communicate with Head of Student Affairs to evaluate and register before the commencement of the academic year/respective semesters.
- Evaluate the level of support needed and the accommodation required with Program coordinators and Deputy registrar.
- Students must submit all medical and psychological educational assessments documents with recommendations to the Head of Student Affairs.
- A copy to be shared with Counselor for mental and emotional health support.
- A copy of the recommendations and accommodations to be provided to the student's program coordinator and faculty.
- The SOD list and documents are maintained in the Office of Student Affairs and the Counselor can have access to students' files.
- SOD can also book appointments with the counsellor and therapist from Mind Weavers at the MAHE Wellness Hub.

Confidentiality

All students' medical and psychological records are kept confidential in the Office of Student Affairs and are accessed only on a need-to-know basis.

Maintain Privacy of Accommodations Requests, Arranging accommodations without revealing student identities to faculty or staff, when possible, will protect student confidentiality and avoid unnecessary discomfort. When faculty or staff are involved in implementing accommodation, the school administration should confirm with students how they would like to be involved in communications with faculty.

Enabling SOD to engage in activities available in the campus

- We are committed to ensuring that all students, regardless of individual needs, have equal access to the full range of campus life experiences. This includes participation in extra-curricular activities, campus events, educational tours, and membership in student clubs.
- Students are actively encouraged to take part in residential trips, with appropriate support measures implemented to accommodate their specific needs.
- Inclusive participation is also promoted in activities such as sports events, cultural performances, and specialized workshops, ensuring that every student can engage and contribute meaningfully.

SOD classification and the special arrangements and accommodations:

Code	Special Needs	Special Arrangements and Accommodations
LD	Specific Learning Disabilities	• Reading and Spelling Software for In-class work, • Extra Time for Exams • Extended deadlines for assignments/projects • Counselling • Test reader and/or scribe
PH	Physical and health related disability	• Wheelchair accessible parking and washrooms. • Easy movement in the classroom • Extra Time for exams • Test reader and / or scribe
VI	Visual Impairment	• Assistive technologies to aid sight
HI	Hearing Impairment Including Deafness	• Assistive technologies to aid hearing
SL	Speech and Language Disorders	• Use of Assistive Technology: text-to-speech software, speech-to-text software, or augmentative and alternative communication (AAC) devices. • Clear and Concise Language: Professors can use simpler sentence structures and avoid jargon when explaining concepts or giving instructions. • Visual Aids: Incorporating visual supports like diagrams, charts, and graphic organizers to supplement verbal information.
AS	Autism Spectrum Disorders	• Socio-emotional support, Peer Support • Additional time for projects and assignments • Preferential seating (e.g., near the front, away from distractions), • Providing course materials in advance, allowing for breaks during class. • Transition Support: Assistance with navigating campus, understanding expectations, accessing resources. • Special test location to provide quiet, non- disruptive environment • Extra Time for Exams
EBD	Emotional and Behavioural Disorders	• Academic Accommodations: Extended deadlines to complete assignments • Supportive Classroom Environment • Counseling and Therapy: Access to mental health professionals within the campus for individual or group therapy. • Special test location to provide quiet, non- disruptive environment
ID	Intellectual Disabilities	• Socio-emotional support, Peer Support • Additional time for projects and assignments • Preferential seating (e.g., near the front, away from distractions), • Providing course materials in advance, allowing for breaks during class. • Transition Support: Assistance with navigating campus, understanding expectations, accessing resources. • Extra Time for Exams
ADHD	Attention Deficit/ Hyperactivity Disorder	• Special test location to provide quiet, non- disruptive environment • Note-taking support: access to recorded lectures or class notes, ppt, peer note-takers, or assistive technology. • Preferential seating: Being closer to the front of the classroom • Opportunity to stand or move around. • Providing more flexible deadlines for assignments and projects • Extra Time for Exams

Evaluating the Effectiveness of Inclusion Policy

MAHE evaluates the effectiveness of provision for SOD by:

- Reviewing students' individual progress towards their goals at predetermined intervals in each semester.
- Using student feedback.
- Parent consultation and feedback.

INCLUSION SUPPORT TEAM

Faculty – for enhanced academic support

Deputy Registrar – for exam support

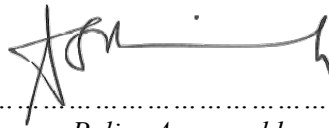
Admission Counselors – for streamlined admissions

Career Services officer – for work placements

Student Counsellor – for social emotional support

Policy Effective Date: 01st April 2025

Policy Amendment Date: Reviewed Annually



Policy Approved by

Dr Sudhindra Shamanna

Academic President

Manipal Academy of Higher Education, Dubai

