



MANIPAL

ACADEMY of HIGHER EDUCATION

DUBAI CAMPUS

(Institution of Eminence Deemed to be University)



INCLUSION POLICY

2026-2027

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MAHE Dubai is committed to providing an inclusive and accessible campus environment for all students. Campus facilities, including academic buildings, library, laboratories, washrooms, and residence halls, are equipped with accessibility features such as elevators, ramps, and accessible pathways. Dedicated parking facilities are available to support ease of access for Students of Determination. Wheelchairs are also available through the Campus Medical Room for assistance when required.

Should you need any other information or support, please do not hesitate to contact Office of Student Affairs - studentaffairs@manipaldubai.com

AIM

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

MAHE Dubai promotes equity in education wherein each child is provided an opportunity to be successful at the university. Students of Determination (SOD) are integrated into classrooms providing reasonable accommodations, and available assistive technologies to help achieve academic potential along with opportunities to develop healthy relationships with the MAHE Dubai community of faculty members, staff and students.

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

MAHE Dubai seeks to understand the needs of SODs by identifying them either at the time of admission through an interview with the student, parents/guardian or during the tenure of their program through discussions with the student, faculty members and parents/guardian.

The support for the SOD is determined based on the medical and/or psycho-educational information obtained from the parents / guardian during enrolment.

Faculty members ensure that students understand the learning objectives and use diverse assessment methods, including individual and group assignments, to measure progress and provide timely feedback.

Inclusive practices such as peer tutoring, collaborative learning, buddy systems, and reasonable accommodations (e.g., extended deadlines and examination time) support student success and engagement.

Students of Determination are provided with appropriate support to build confidence, adapt to their environment, and develop positive relationships within an inclusive campus community.

MAHE Dubai promotes a safe, respectful, and inclusive learning environment that values diversity and encourages social acceptance, enabling all students to thrive.

KEY LEGISLATIONS AND GUIDANCE

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006, which guarantees a Person of Determination (POD) 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’.
- National Policy to Empower People of Determination - Ministry of Community Development.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD 2006).
- 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.

DEFINITIONS

People of Determination (PoD): People of Determination (PoD) is the official term introduced by the Government of the United Arab Emirates in 2017 to replace terms such as "disabled" or "persons with disabilities."

People of Determination, including SODs, are individuals with long-term physical, sensory, intellectual, mental, communication, or multiple impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. They may require special and immediate intervention.

The term *People of Determination* reflect the UAE's commitment to recognizing the strength, resilience, and contributions of individuals with diverse abilities and promoting their inclusion and equal participation across all aspects of society.

Discrimination:

Any distinction, exclusion or restriction due to special needs that results in prejudicing, canceling, enjoying or exercising on an equal footing any of the rights prescribed under operative legislations in the state.

FOR STUDENTS OF DETERMINATION, MAHE DUBAI:

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

ADMISSION PROCESS FOR STUDENTS OF DETERMINATION

1. **Initial Identification:** During the admission process, where a student is identified as potentially requiring additional educational support or reasonable accommodation, the Admissions Counsellor shall refer the student to the Office of Student Affairs. Based on the professional assessment/diagnostic report submitted by the student/parent, the Office of Student Affairs will review the student's identified support needs and determine the appropriate reasonable accommodations in accordance with the University's SOD procedures.
2. **Inclusion Assessment:** The student is added to the Conditional Offers Tracking List. 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.
3. **Communication and Coordination:** the Office of Student Affairs updates the checklist and notifies Admissions of required next steps. The complete file is returned to Admissions for processing.
4. **Conditional Offer:** Admissions email the parent with a conditional offer, listing all required documents (including those requested by Student Affairs).
5. **Document Submission:** Once Admissions receives all the required paperwork, they inform the Office of Student Affairs.
6. **Final Review:** the Office of student affairs reviews and confirms the paperwork. Upon their approval, and in coordination with The Pro Vice Chancellor, a final confirmed offer is sent, and the student is enrolled.

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

INCLUSION SUPPORT TEAM

Admission Counselors – for streamlined admissions
 Faculty members– for enhanced academic support
 Wellbeing Officer/Counsellor – for social emotional support
 Deputy Registrar – for exam support
 Career Services officer – career guidance, and employment support.

ROLES AND RESPONSIBILITIES

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

Pro Vice Chancellor

- Work with the Head of Student Affairs, Deans/Associate Deans and Additional Registrar to determine the strategic development of the Inclusion Policy and provision within MAHE Dubai.
- Has overall responsibility for the provision and progress of Students of Determination.

Office of Student Affairs

Monitor the quality and effectiveness of inclusion and provision for Students of Determination within MAHE Dubai and raise awareness of Inclusion issues at governing board meetings, such as:

- Collaborate with the Pro Vice Chancellor, Deans/Associate Deans, and Additional Registrar to guide the strategic development and implementation of MAHE Dubai'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 members and staff, working in partnership with parents and external agencies to ensure SODs 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.

Office of the Additional Registrar

- Receive, review, and maintain records of approved examination-related recommendations and accommodations for Students of Determination.
- Coordinate with the relevant academic departments, faculty members, and examination teams to ensure the timely implementation of approved accommodation during assessments and End Semester Examinations.
- Facilitate examination arrangements, including but not limited to additional time, separate examination seating, scribes, or other approved support measures.
- Communicate approved examination accommodations to relevant stakeholders on a need-to-know basis while maintaining strict confidentiality.
- Ensure that all examination-related accommodations are implemented in accordance with university policies, regulatory requirements, and approved recommendations.
- Maintain documentation pertaining to accommodation requests, approvals, and examination arrangements for compliance, and reporting purposes.
- Collaborate with The Office of Student Affairs, and academic departments to support the effective delivery of examination accommodations and promote an inclusive learning environment.

Wellbeing/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 to set realistic academic goals and stay motivated.

Advocacy and Liaison

- Act as a liaison between the students and faculty members to ensure appropriate accommodation is in place (e.g., extra time on exams, separate seating arrangements).
- 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 members and support with strategies.
Monitor through Individualized 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 members are responsible for the progress and development of every student in their class and for keeping counselors, student affairs and parents informed.
- Faculty members shall participate in awareness and inclusion training programs on neurodiversity and inclusive teaching practices to enhance their understanding of diverse learning needs and foster an inclusive and supportive learning environment.
- Work closely with counselor support to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the Head of Student Affairs to review each student's progress and development and decide on any changes to provision.
- Faculty members are encouraged to adopt appropriate pedagogical approaches, reasonable accommodations, and inclusive classroom practices to support the academic success and well-being of all students.

Student of Determination (SOD)

- To access provisions as per their specific learning barriers and challenges, SOD's will communicate with the 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 the Office of Student Affairs (Wellbeing Officer/Counselor).
- Students must submit all medical and psychological educational assessments documents with recommendations to the Office of Student Affairs (Wellbeing Officer/Counselor).
- A copy to be shared with the Counselor for mental and emotional health support.

- SODs can also book appointments with the Wellbeing Officer/counsellor and therapist from Betterly Wellness Medical Center at the MAHE Wellness Hub.

CONFIDENTIALITY

All student records, including medical, wellbeing, and accommodation-related information of Students of Determination, shall be maintained confidentially by the Office of Student Affairs and the Wellbeing Officer/Student Counsellor. Access to such information shall be restricted to authorized personnel on a need-to-know basis in accordance with university policies and applicable regulations.

Accommodation requests shall be handled with due regard to student privacy. Information shared with faculty members or staff shall be limited to what is necessary for implementing approved accommodation, while maintaining student confidentiality wherever possible.

Confidentiality may be breached in exceptional circumstances, including situations involving risk of harm to self or others, or where disclosure is required by law, regulatory authorities, or court order. Wherever practicable, the student shall be informed prior to such disclosure.

SOD MEETINGS:

Committee Members: Wellbeing Officer, Head of Student Affairs, Program Coordinator and Faculty members.

All Committee members will meet monthly for students' follow-up or in case of an emergency.

SOD ENGAGEMENT IN ACTIVITIES ON CAMPUS.

- MAHE Dubai is 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 extracurricular 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
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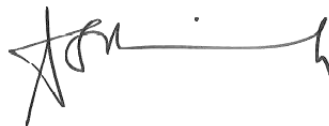
EVALUATING THE EFFECTIVENESS OF INCLUSION POLICY

MAHE Dubai evaluates the effectiveness of provision for SOD by:

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

Policy Effective Date: 1st May 2026

Policy Amendment Date: Reviewed Annually



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Policy Approved by

Dr Sudhindra Shamanna

Pro Vice Chancellor

Manipal Academy of Higher Education, Dubai

