



Dhanya Augustus

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Professional Summary

Experienced Head of Inclusion and Designated Safeguarding Officer with extensive expertise in inclusive education, student wellbeing, and SEND provision within British curriculum schools. Proven ability to lead whole-school inclusion strategies aligned with DSIB and KHDA frameworks while contributing to successful school improvement journeys and inspection outcomes. Skilled in strategic leadership, safeguarding, staff development, curriculum adaptation, intervention planning, and fostering inclusive learning environments that support student achievement and wellbeing.

Qualifications & Certifications

- NPQSENCO (National Professional Qualification for SENCO)
- Ministry of Education UAE Approved Special Needs Teacher
- Master's Degree in Psychology
- Level 4 Certification in Child Protection and Safeguarding
- Registered Behavior Technician (BACB, USA)
- Certified Autism Specialist (CAS)
- Level 4 Inclusion Leader (NASENCO)
- Certified ASDAN Centre Coordinator

Professional Development

- Professional Qualification for Senior Leadership – Gulf Education Services
- Certificate in Special Education – Training Qualification UK
- Advanced CBT Diploma – Centre for Excellence
- Counselling Skills Diploma – Centre for Excellence
- Play Therapy for Counselling and SEN
- British Sign Language Workshop – Pomegranate Institute
- Applied Behavior Analysis Practical Training
- Supporting Children with Reading & Writing Difficulties – University of London
- Multisensory Teaching for Dyslexia and Dysgraphia
- Training in Specific Learning Disabilities

- Montessori Training – Child Welfare Institute, Kochi

Professional Experience

Head of Inclusion & Designated Safeguarding Officer

Arab Unity School, Dubai | Sep 2020 – Present

- Led whole-school Inclusion Action Plan in alignment with DSIB Inclusion Framework and KHDA expectations.
- Monitored identification, assessment, and provision for Students of Determination (SoD) and Students with Additional Educational Needs (AEN) .
- Developed, implement, and monitor **Individual Education Plans, Behaviour Intervention Plans and Advanced Learning Plans**.
- Ensured high-quality, inclusive teaching practices across all phases through coaching, training, and monitoring .
- Analysed student progress data to evaluate impact of interventions and drive continuous improvement.
- Coordinate internal and external assessments (e.g., CAT4, GL, diagnostic tools) to inform provision and identification processes.
- Liaised with external specialists (e.g., therapists, educational psychologists) to support student needs.
- Ensured appropriate **exam access arrangements** in line with awarding body regulations (e.g., GCSE, A-Level) .
- Led and manage the inclusion team, including learning support assistants, specialists and counsellors.
- Conducted professional development for staff on differentiation, adaptive teaching, and inclusive pedagogy.
- Build strong partnerships with parents through regular communication, workshops, and review meetings.
- Prepared documentation and evidence for DSIB inspections ensuring readiness and compliance.
- Monitored admissions processes to ensure fair and inclusive practices.
- Managed inclusion budget, resources, and staffing effectively.
- Tracked and reported on key inclusion KPIs to leadership and governing body.
- Advocate for students' rights, ensuring equitable access to curriculum, extracurricular activities, and school life.

Designated Safeguarding Officer:

- First point of contact for all child protection concerns.
- Led safeguarding investigations; maintained secure, confidential records.
- Liaised with KHDA and social services on safeguarding matters.

- Delivered ongoing training for staff on safeguarding practices.
- Conducted risk assessments and implemented safety plans for vulnerable students.

Well-being Leadership:

- Coordinated well-being surveys in partnership with KHDA.
- Analyzed well-being data and developed responsive action plans.
- Launched school-wide well-being initiatives for students, staff, and parents.
- Partnered with counselors and pastoral leads to create a nurturing school environment.
- Led parent workshops focused on mental health and well-being.

Head of Inclusion

Bilva Indian School, Dubai | 2015 – 2020

- Established and developed the SEN department, contributing to school improvement from 'Weak' to 'Good'.
- Implemented inclusion procedures aligned with KHDA requirements.
- Trained teachers to support SEND, EAL, and Gifted & Talented learners.
- Developed referral systems using CAT4, ASSET, PIPS, and INCAS data.
- Introduced ASDAN, NIOS, and vocational pathways into the curriculum.

Special Education Teacher

GEMS Winchester School, Dubai | 2012 – 2015

- Identified and assessed students requiring additional support.
- Developed and implemented ILPs, IEPs, and behaviour support plans.
- Delivered intervention support and mentored teachers on differentiation strategies.
- Collaborated with parents and inclusion teams to monitor student progress.

Resource Room Teacher

Elite English School, Dubai | 2009 – 2012

- Developed individualized learning plans and modified curriculum for students with learning needs.
- Provided counselling and academic guidance to students and parents.
- Supported teachers in planning differentiated lessons and interventions.

Additional Information

- Nationality: Indian
- Visa Status: Employment Visa
- Languages: English, Malayalam, Hindi

References available upon request.