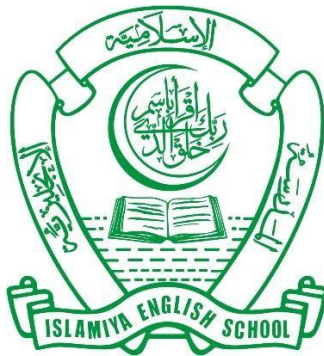


INCLUSION POLICY

(Revised in Aug 2026)



Islamiya English School Abu Dhabi LLC



Inclusion at IES

Introduction

This policy supports and guides schools in promoting the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in schools. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, and the School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.).

Inclusive education is not a project or an initiative and does not sit solely with the inclusion Support Team (IST). Every staff member is responsible for ensuring Inclusion.

Inclusion takes place at every level across the school. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

Purpose

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- Specify admissions requirements for students with additional learning needs.
- Ensure schools are offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in schools.

Policy

1. Inclusion Policy

1.1 Inclusion Policy Requirements: Schools shall develop and implement an Inclusion Policy that includes, at a minimum:

1. The school's vision, mission, strategy, and targets in promoting inclusive education.
2. Details of how the school supports the admissions process for students with additional learning needs and their families (see Section 2. Admissions).

3. The school's standard inclusive provision for students with additional learning needs as per Section 3. Standard Inclusive Provision including:

- a. Staffing arrangements and eligibility (see Section 3.1 Inclusion Staff Requirements).
- b. Accessibility and evacuation of the campus and learning spaces (see Section 3.2 Physical Accessibility).
- c. Inclusive teaching and learning support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system (see Section 3.3 Inclusive Teaching and Learning Support).

4. Information regarding the charging of additional fees and any support

required beyond that of the school's standard inclusive provision (see Section 4. Additional Fees).

5. Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs

(see Section 5. Leadership).

1.2 **Students:** This policy is applicable to any student who may require in-school specialist services.

Mission

- At IES we aim to operate a rights-based model of inclusion which is in line with the ADEK's principles and directives and recognizes a student of determination's right to access the same quality of education as other students. We recognize that the disability is not within the person but is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems. We seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. We continue to strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable system of inclusion.

This will be achieved by:

- Enabling every teacher to play a key role in facilitating the educational inclusion of students with additional learning needs (ALN).
- Using flexible and responsive teaching and learning styles.
- Providing appropriate and achievable learning targets for all students.
- Supporting the learning and participation of all students.
- Implementing systems for early identification of barriers to learning and participation.
- Recognizing, reflecting and celebrating the skills, talents, contributions and diversity of all our students.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued member of society.

- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion.
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students

Vision

- At Islamiya English School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success at every level within a truly inclusive environment. We encourage and welcome a diverse range of students and continuously strive to ensure that every person feels welcome, safe, accepted and valued within a common learning environment at Islamiya English School. We promote the success of all students ensuring that each student can achieve success and relevant learning opportunities whilst removing barriers to learning which may limit achievement. We aim to meet the individual needs, promote social and emotional wellbeing and realize the potential of all learners in an environment that recognizes their different talents, the different ways they learn, the different rates at which they learn and their unique background and culture.

Aims

ADEK has clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. “General Rules for the Provision of Special Education Programs and Services in Public & Private Schools, by MOE, UAE (2006)” utilizes the social construct of disability to set a clear vision of inclusive education and defines disability as:

“A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual’s interaction with society and is not an attribute of the person.”

Measuring Success

Students demonstrate better developed learning skills, are more resilient in the face of challenge, have a determination to succeed and are better prepared for their future. They are encouraged and supported to become lifelong learners through accessing opportunities within tertiary education, vocational training or adult education without discrimination and on an equal basis with other. Students with and without needs benefit from an Inclusive setting. IES is proud to be a fully Inclusive School.

Principles

Rationale

At Islamiya English School we value children as individuals and recognize the diversity of our students. A student with needs (ALN) is referred to as a Student with Additional Learning Need and some may find it significantly harder to learn or to take part in activities compared to

students of the same age. These students may require additional support or provision in order to access the same curriculum. All members of staff are committed to offering an inclusive curriculum to ensure the best possible support and outcomes for all students, regardless of their needs, abilities and aspirations. We promote a holistic approach and follow a social model rather than medical model meaning we focus on the individuals and their surroundings rather than their actual diagnosis. Alongside adapting the curriculum to cater for all needs, we strive to provide a nurturing environment that develops the well-being of each student. The guiding principles for learning supports are:

- Every teacher is a teacher of students with ALN in schools. Teaching students with ALN is a whole-school responsibility, requiring a whole-school response.
- Classrooms offer a safe, stimulating and supportive learning environment that allow access and challenge for all.
- Teaching and learning is approached with active awareness of learning difficulties and barriers, learning differences and learning styles.
- Recognition of the importance of emotional well-being and focusing on the development of self-esteem and confidence as a fundamental contributor to achievement.
- Language and literacy are vital to successful learning in all areas of the curriculum.
- Supporting students during phases of significant transition.
- To create a community of inclusion that encompasses the needs of all students while focusing on links to real life learning experiences ensuring all students are equipped for independence in the future.

Background

This policy supports and guide schools in promoting the principles of inclusive education in an ecosystem in which the skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in schools. Through its implementation, this policy promotes a right- based approach to education for all the students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No (29) of 2006 concerning the Rights of People with Disabilities and its amendments, and the School for All: General rules for the Provision of Special Education Programs and Services (MOE, n.d.).

Therefore, Students with Additional Learning Needs is “A need which occurs when a student identified with an impairment requires the school to make specific accommodations and 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.”

2. Admissions

IES welcomes applications from Students with Additional Learning needs and those with specific learning difficulties. In order for IES to support every student appropriately, students undergo an admission assessment/ provide accommodations during entrance tests which is marked or graded on entry, the school then has a better understanding of specific needs and areas for development. A member of the Inclusion Team is involved once the Head of Inclusion will then arrange a meeting with parents to discuss the next steps in relation to working together to support the student.

Applicants must declare any disabilities or specific learning disability/Clinical assessment reports from parents at the time of the application to ensure the school can be fully equipped to provide appropriate support.

2.1 Admitting Students with Additional Learning Needs: In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the ADEK Student Administrative Affairs Policy. Accordingly, schools' admissions processes shall adhere to the following:

1. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
2. Requesting original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
3. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
 - a. Students starting school for the first time or coming from alternative early education settings.
 - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - c. Students in exchange programs.
4. Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments as a means to inform the provision of learning support as per the **ADEK Student Administrative Affairs Policy**. These assessments shall not be used to deny admission to the school.
5. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
6. Defining what constitutes the school's "inability to accommodate" (see Section 2.2.).

7. Records for Students with Additional Learning Needs

Updating records for students with additional learning needs on the eSiS **ALN module**

2.2 Inability to Accommodate Notification: Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

1. ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. Schools shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.

2.3 Re-enrollment: In line with the **ADEK Student Administrative Affairs Policy**, schools

shall re-enroll all students for the next academic year.

1. Request for a child for repeating a Grade/ Year

When a parent wishes to request a child to, repeat the grade/year, **ADEK approval is required** and the school shall submit an application form for retention, including a medical report, and the student's DLP.

2.4 Referrals to Specialized Provision: The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

1. Where a school considers that a student may require a more specialized placement, they must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

2. In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all three of the following conditions:

- a. ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
- b. The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school.
- c. The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK

3. Standard Inclusive Provision

3.1 Inclusion Staff Requirements: Schools shall appoint the following inclusion positions, as per the requirements of the **ADEK Staff Eligibility Policy**:

1. Head of Inclusion: Schools shall appoint at least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team

a. Flexibility for Heads of Inclusion

As per the Staff Eligibility Policy, Heads of Inclusion who require CPD as their additional qualification shall demonstrate completion (within one year of appointment) of 60 hours of coursework through local and/or international training providers covering related topics

- a. As per the **ADEK Staff Eligibility Policy**, Heads of Inclusion (profile 2) who are not former Inclusion Teachers, or who do not meet the qualification criteria but who have at least 5 years of experience as an inclusion- related Senior Leader in a school (former SENCos, Inclusion Leads, Pod Specialists, etc.) shall demonstrate completion of 60 hours of coursework through training provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- SEND (Special Educational Needs and Disabilities) pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Learning interventions and evaluation of effectiveness
- Target-setting for learning and developing IEPs
- Coordinating inclusive provision
- Resource allocation and deployment

2. Inclusion Teacher: Schools shall appoint at least 1 Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs.

a. As per the ADEK Staff Eligibility Policy, Inclusion Teachers (profile 3) who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

3. Inclusion Assistants: Schools shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:

- Whole-class support where there are higher numbers of students with additional learning needs.
 - Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets (see Section 3.3.1.d).
 - Dedicated 1:1 support to a particular student, if required, as per their DLP (see Section 3.3.1.d) and the Clinical Assessment Report.
- Schools shall conduct an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

4. Individual Assistant: Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

- a. When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the student's school day.
- b. The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.
- c. Schools shall maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student

Strategies of Inclusion Policy:

While Dealing with ALN we make sure:

- The special education needs of children are identified and assessed with the help of effective strategies.
- That the realistic support is available to the students and their families through collaborative early identification and intervention.
- That the viewpoint of parents /carers, students and professionals involved and facilitate students /young person's involvement in the decision making processes where appropriate
- To respect students and parental choice notwithstanding the needs to meet our responsibility to maximize student achievement through appropriate interventions
- To adopt a structured approach to assessment and effective intervention.
- To maximize students particular participation in their own education and their role as citizens within their learning family and social communities.
- The manage students' need with the relevant support interventions and school facilities.
- To provide a broad balanced and suitably differentiated curriculum in support of students and young people determination and severe are low incidence disabilities
- The student progress is reviewed regularly against clearly defined learning outcomes suited to the child or young person's abilities attitudes and potential.
- To provide a comprehensive program of continuing professional staff development for teaching and support staff commensurate with their defined areas of responsibilities.
- That there are comprehensive and effective support procedures to support student/ young people with additional learning needs and their parents or carers.

Targets of the Inclusion Policy:

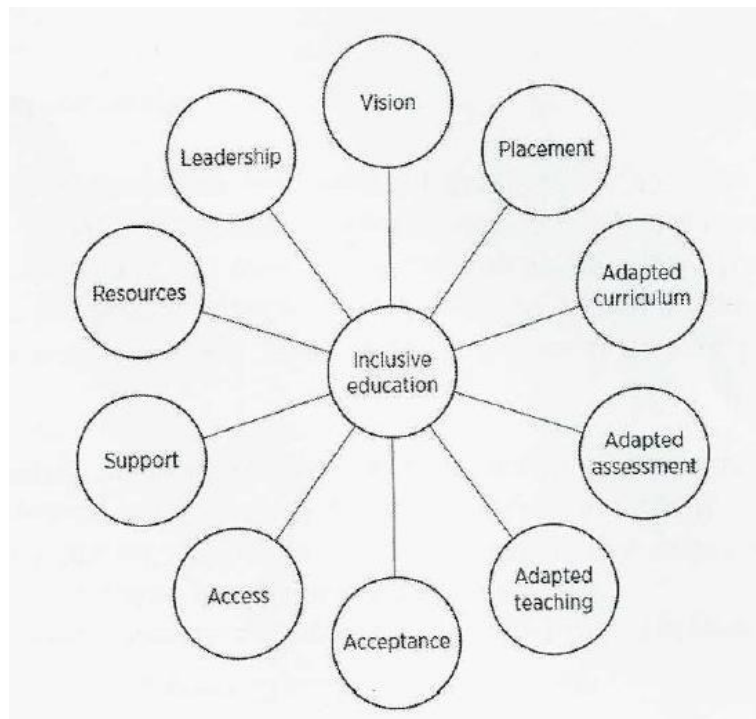
- To address the individual needs of all students with a ALN
- To identify students with ALN as early as possible through admission procedures, observation and diagnostic tests.
- To ensure that students with ALN have equal access to an extensive and balanced curriculum that suits their learning style and needs.

- To work with the Inclusion Support Team (IST) in continuously enhancing and accessible curriculum for all students.
- To collaborate with class teachers to ensure that students with ALN have their lessons appropriately differentiated to enable students to overcome any barriers to learning.
- To provide information and support to all teacher about students with ANL on their difficulties and recommend strategies for their education provision, sharing examples of good practice.
- To successfully track and monitor the progress of all students with ANL to ensure each student makes expected progress.
- To ensure that parents are involved in their child's learning and gain an understanding of their ANL.
- To involve students in the development and review of their own learning journey and 'Documented Learning Plans (DLP).
- To liaise with outside agencies when specialist support is required.
- To support staff in embedding inclusive strategies within the classroom.
- Mandate an Inclusion Support Team to oversee DLP provision and exemplary practices across the school.

Teaching and Learning support:

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 that enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative; it is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

The diversities of language, gender, ethnicity, race, socio-economic background and differentiated modes of learning are also catered under the umbrella of IES. Moreover, it is the professional obligation of special and general educators to achieve the educational equity, maximum engagement, access and participation of all the learners in the learning environment by celebrating and valuing diversity along with human rights, equity and social justice as wells embracing disability as social and educational obligation.



Students' with Additional Learning Needs (ALN)

- A student with an ALN may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order for them to access the same curriculum.
- ALN provision is additional to, or otherwise differentiated from the education provision made generally for children of the same age. The aim of the provision is to ensure the student can access education on an equitable basis and within common learning environment with same aged peers.
- A student may be identified as having a learning difficulty if he/she:
 - Has a significantly greater difficulty in learning than the majority of children of the same age.
 - Has a disability which either prevents or hinders the child from making use of educational facilities provided in comparison to children of the same age.
- The UAE School Inspection Framework defines a SEN as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.

Disability

A Disability is ‘a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities. ‘This is all that is needed.

Barriers to Learning

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student’s exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms

Impairment

A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

Common Learning Environment

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, restaurant, playgrounds and the local community. A common learning environment is not a place where students who experience ALN learn in isolation from their peers. Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen education setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

Equity

Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

Categories of SODs/ALN

The following is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination and IES follows this within their identification and categorization of Students of Determination (SODs/ALNs). The 4 categories are as follows;

Cognition and learning

(Intellectual disability, Specific learning disorders, multiple disabilities and Developmental delay that is younger than five years of age)

Communication and interaction

(Communication disorders, Autism spectrum disorders)

Social, emotional and mental health

(Attention Deficit Hyper Activity disorder, Psycho-emotional disorders)

Physical, sensory and medical

(Sensory impairment, Deaf-blind disability, restricted mobility and/or a physical disability and Chronic or acute medical conditions)

Standard Inclusion Provision

The Inclusion Department

The Inclusion Department supports students with a range of educational needs, general learning difficulties and specific learning difficulties by:

- Completing interventions (within the classroom setting and outside the classroom setting) with students to improve their academic, social and emotional abilities.
- Offering support and guidance to staff to ensure each student have access to a modified, engaging and challenging curriculum.
- Tracking the progress of each student with ALN.
- Targeted time to focus on ALNs targets during student's additional language exemption time (if necessary).
- Complete testing and specialist support to identify potential barriers to learning.
- Consultation with specialist agencies to ensure the level of provision is suitable to each student with ALN.
- Providing access arrangements and provision in examinations.

Inclusion Support Team

The Inclusion Support Team (IST) is a working party which comprises of the following personals in Islamiya English School

- Senior Management of the school,
- Inclusion Coordinator/ Head of Inclusion
- Clinical Psychologist,
- School Counsellor,
- Inclusion Teacher
- Inclusion Assistants
- Individual Assistants (Shadow Teacher)

The IST will work in close collaboration with all classroom teachers and other educational staff to promote and implement inclusive education across the school by removing barriers to learning and ensuring an inclusive culture.

Staff Development

- Attendance at planning meetings providing information about students and advising on inclusive strategies for the classroom.
- Information on the Assessment database about individual students, including IEP targets.
- Continued professional development (CPD) to address specific areas of SEND.
- After-school workshop sessions for classroom teachers as part of school training programme, and as a forum for sharing good practice.
- All stakeholders recognize the learning potential of all students.
- Learning with and advising fellow teachers.

Accessibility

Equality

We are fully committed to avoiding discrimination and promoting equality for all students. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning.

3.2 Physical Accessibility

Schools will ensure buildings and learning spaces are reflective of a Universal Design approach and provide equitable access education of all students.

- At least the ground floor of the school is accessible to all
- Personal Emergency Evacuation Plans are developed produce for those that need additional support to evacuate safely.
- Risk assessment and mitigation plan developed.
- School accessibility plan developed.

1. General Accessibility: Schools shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per the ADEK Buildings and Facilities Policy.

- a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- c. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- d. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- f. School buildings are accessible on the ground floor, at a minimum, to all students.
- g. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- h. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- i. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- j. All teaching staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.

k. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.

i. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).

m. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.

n. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.

o. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements (see Section 3.2.1)

Learning Spaces

- Furniture and classroom resources are appropriate for all.
- Students are not disadvantaged by having some lessons in spaces they cannot access.
- Specialized teaching spaces (science, sports, art) are accessible to all.
- Needs of children with hearing and visual impairments are met.
- Universal design for learning approach.
- Accommodations and modifications to teaching.

2. Accessibility of Learning Spaces: To provide equitable access to education and inclusive learning opportunities, schools shall ensure:

a. All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.

b. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.

c. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.

d. Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.

e. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.

f. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.

g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

h. Assistive Technology for students

Where a student may require Assistive Technology, Schools may **apply to ADEK for financial support.**

3. Specialist Support Spaces

- Facilitation of pull-out interventions therapy and targeted support through provision of: Accommodations for each cycle
- Spaces that meet sensory needs
- Technological and digital resources that are equivalent to other classrooms
- Learning resource appropriate for the needs of students receiving support.

In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the **ADEK In-School Specialist Services Policy, schools shall:**

- a. Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- b. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- c. Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- d. Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP (see Section 3.3.1.d).

Examination Access Arrangements

IES would ensure that students with Additional Learning Needs are not disadvantaged during any form of assessments.

Therefore school would evaluate the needs of students with ALN to:

- Ensure accommodations and modifications reflect the student's normal way of working in classroom
- Adhere to guidelines/obtain permission from external assessment boards
- Develop an Assessment Accommodation Policy

Examples of adaptations that may be considered include:

- Extra time-granted 25% extra time: in exceptional circumstances this may be increased to 50% extra time.
- Reader-to read the instructions of the paper, the questions and the candidates answer.
- Scribe-writes down, or word processor with the spelling and grammar check enabled instead.
- Laptop-word processor with the spelling and grammar check disabled.

- Prompter-keeps the student focused on the need to answer a question and then move on to the next question.
- Modifier paper-modifications include increased font and diagram size, alternate colored paper, modified language paper and braille paper.
- Supervised Rest Breaks-timing of the examination can be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's needs/condition.

Identification and Support

Early identification of student needs is key in effective inclusion, provision and support of all students. All members of staff are accountable in the identification of barriers to learning for students in their care. The inclusion Department offer support in screening and observing students to support the students and teacher. Members of the Inclusion Team work closely with all Sections, Year Groups and the Admissions Team to ensure barriers to learning are identified as early as possible, parents also play a key role in working alongside the school throughout the identification process.

Documented Learning Plan (DLP)

A Plan which outlines any personalized learning targets, modifications to curriculum, additional support or tools for learning which are agreed upon by school staff, parents and students.

- Individual Educational Plan
- Individual Learning Plan
- Individual Support Plan
- Behavior Support Plan
- Advanced Learning Plan
- Pupil Passport

If a student is unable to access mainstream curriculum and intensive individualized support from a Learning Support Assistant along with having a formal diagnosis, then an Individual Education Plan (IEP) will be put in place.

- Within the IEP, a student will have academic, social/emotional and/or physical/behavior, communication targets which will be set by the Head of Inclusion.
- These targets will be reviewed with the students' parents alongside the class teacher and any outside agencies working with the student such as Educational Psychologists or therapists.
- In combination, the multi-disciplinary team will agree on the next set of targets put forward and will work as a team to achieve these.
- All students who are placed on an IEP will still have full access to mainstream curriculum, however it will be greatly modified to ensure the student can access, progress and succeed at his/her own individual level.
- Students who receive intensive individualized support will be supported by an additional Inclusion Support Assistant (ISA) which is parent funded. The ISA might be full-time or part-time, depending on the students' needs.

Tiered Model of Support:

An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher.

- Tier 1- Universal
High quality teaching for all adapted to individual needs.
- Tier 2- Targeted
Some support in and/ or out of class, example from the inclusion team.
- Tier 3- Intensive and Individualized support
Such as 1:1 assistant, some parts of the curriculum maybe highly modified.

Identification, Referral and Tracking:

In IES a robust identification, referral and tracking system is developed which:

- Outlines how to raise concerns.
- Identify needs, example through standardized assessments.
- Enables communication with parents.
- Integrates input from staff, students and parents.
- Enables the creation of Documented Learning Plans.
- Record student's details on eSIS.

In IES a robust identification referral and tracking system which tracks the progress of students with Additional Learning Needs by:

- Using Tiered Model of Support.
- Reviewing and reporting progress termly.
- Subject leaders tracking progress and attainment in their subjects.
- Creating and implementing a documented Learning Plan for students receiving at least Tier 2 and 3 support.
- Conducting annual reviews for Tier 2 and 3 students.
- Personalizing student progress report.

3.3 Inclusive teaching and learning support

- IES ensures that the teaching and learning approaches reflects the following elements:
- Lesson planning incorporates inclusive teaching strategies.
- Lesson content is personalized for students with Additional Learning Need and supports towards Documented Learning Plan targets.
- School staff including Inclusion Assistants and Individual Assistants, have access to continuous professional development about inclusive approaches to education.
- The Inclusion team is deployed according to the needs of the students.
- Use of a tiered model of support which reflects students' needs and response to intervention.

- Assistive technology is used to support learning. (Where a student may require assistive technology, Schools **may apply to ADEK for financial support**).
- Teachers are responsible for delivering adaptive teaching for all students.
- Concern about progress and attainment are raised with parents promptly.
 1. Identification, Referral, and Tracking System: Schools shall develop a robust identification, referral, and tracking system which:
 - a. Outlines how teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
 - b. Integrates the input of the student (as appropriate), parents, and staff members.
 - c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
 - d. Enables the development of a DLP that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. Schools shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
 - e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
 - f. Records the details of students with additional learning needs on eSIS, as required by ADEK.
 - g. Tracks the progress of students with additional learning needs by:
 - Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
 - Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
 - Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.
 - Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
 - Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
 - Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.

2. Inclusive Teaching & Learning Approaches: Schools shall ensure their teaching and learning approaches reflect the following elements:

- a. Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.
- b. Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.

- c. Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion and other specialists.
- d. Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
- e. Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- f. Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
- g. Ensure the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the ADEK In-School Specialist Services Policy.
- h. Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
- i. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.
- j. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.

3. Curriculum

IES provides students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

- a. Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
- b. Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MOE guidance on pathways to equivalency, where appropriate.
- c. Ensuring that where any agreed modified curriculum pathway may not fulfill equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- d. Ensuring that eSIS is updated to indicate when the student is following a modified curriculum

4. Assessment Accommodations:

IES shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, schools shall:

- a. Evaluate the needs of all students with additional learning needs to:
 - Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.
 - Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
 - Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable)

3.4 Schools Teaching MoE Curriculum: All schools teaching the MoE curriculum are also subject to the requirements of Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.

4. Additional Fees

4.1 Schools shall follow the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

1. Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), schools may request additional school fees. Where additional school fees are necessary, schools shall:

- a. Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision.
- b. Obtain a parental agreement, which shall be renewed at least annually, or when there is a change in the fees charged.
- c. Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges.
- d. Schools shall provide termly financial statements to parents itemizing the allocation of additional funds charged.
- e. Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for inschool specialists does not exceed 10% of the cost, as per the **ADEK In-School Specialist Services Policy**.
 - Schools in the low to very low tuition fee range for whom the above cap may be insufficient to cover costs are authorized to charge above 50% of the tuition fee if parents' consent to paying the extra charge. Alternatively, schools shall seek approval from ADEK for any extra charges.
- f. Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

Leadership

5.1 Leadership Roles and Responsibilities: The school's Inclusion Policy shall describe the roles and responsibilities of the school leadership, with the following as a minimum:

1. The Board of Trustees shall:

- a. Set the strategic direction for the school incorporating a commitment to inclusive education.
- b. Nominate one board member for oversight of inclusive provision.
- c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- d. Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

2. The Principal shall:

- a. Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- b. Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- c. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- d. Appoint a Head of Inclusion who meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs (see Section 3.1).
- e. Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- f. Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- g. Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK Student Protection Policy.
- h. Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- i. Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- j. Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- k. Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- l. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

3. The Head of Inclusion shall:

- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK Records Policy.
- d. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.

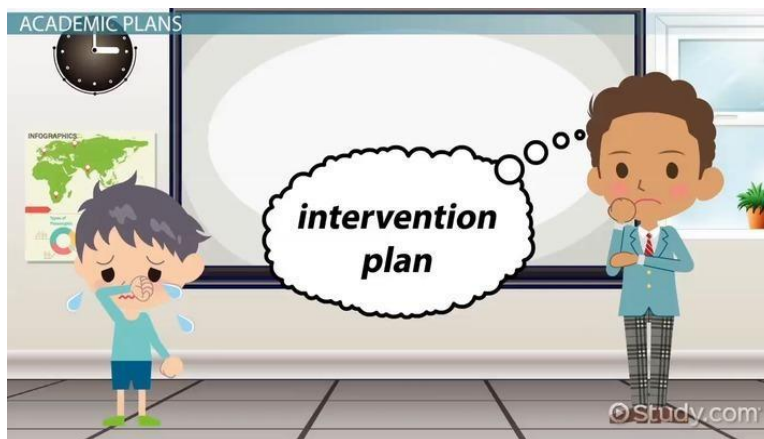
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- f. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- g. Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- h. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- i. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- k. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.

Parent involvement:

IES works closely with parents to encourage an active partnership through on ongoing communication. Parents have much to contribute to our support for students of determination. Head of Inclusion has regular meetings with parents and telephonic conversations to share the progress of students.

We may also recommend the need of outside intervention and/or in-school intervention from external agencies to parents and we share the process of decision-making by providing clear information relating to the education of student of determination.

Intervention plans:



Intervention plans are developed including Individual Educational Plans (IEPs) and Behavioral Modification Intervention Plans (BMIPs) to suit the unique needs of each child. Our teachers modify the curriculum to make learning more personalized.

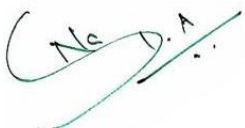
The students have easy access to known and trusted counsellor and their emotional and behavioral wellbeing is closely monitored by regular therapeutic modules and counselling. The students in higher grades receive effective personal and career guidance to help themselves in their transition to higher education. The quality of comprehensive support enables almost all students with ALN to make their best personal and economic progress.

We are a data-driven school, and the assessment data is analyzed effectively to plan intervention and to use feedback and monitoring as part of the assessment procedure for the students of determination. We engage parents as partners in all the stages of ALN provisions and value parental opinion in shaping Inclusion improvement.

Policy Review

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies.

Draft Date:	03/07/26
Approved By Board of Governors:	Approved
Principal Approval:	
Review Date:	24/08/27

The End.