



SCHOOL POLICIES 2025-26

INCLUSION POLICY

Purpose

- To define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- To specify admission requirements for students with additional learning needs.
- To ensure that we offer standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- To outline requirements to charge additional fees to parents.
- To identify school leadership roles and responsibilities to promote inclusive learning environments.
- To define minimum requirements for compliance and standard provision of education for students with additional learning needs in schools.

Policy

1. Inclusion Policy

Inclusion Policy Requirements: We shall develop and implement an Inclusion Policy that includes

- The school's vision, mission, strategy, and targets in promoting inclusive education.
- Details of how the school supports the admissions process for students with additional learning needs and their families (see Section 2. Admissions).
- The school's standard inclusive provision for students with additional learning needs as per Section 3. Standard Inclusive Provision including:
 - ❖ Staffing arrangements and eligibility (see Section 3.1 Inclusion Staff Requirements).
 - ❖ Accessibility and evacuation of the campus and learning spaces (see Section 3.2 Physical Accessibility).
 - ❖ 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).
- Information regarding the charging of additional fees and any support required beyond that of the school's standard inclusive provision
- Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs

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

2. Admissions

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.

	<p>Our admissions processes shall adhere to the following:</p> <ul style="list-style-type: none"> • Prioritizing the attendance of students with additional learning needs and their siblings in the same school. • Requesting original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician. • Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to: <ul style="list-style-type: none"> 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. • 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. • 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. • Defining what constitutes the school's "inability to accommodate".
	<p>2.2 Inability to Accommodate Notification:</p> <ul style="list-style-type: none"> • If we 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. • 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.
	<p>2.3 Re-enrollment: In line with the ADEK Student Administrative Affairs Policy, schools shall re-enroll all students for the next academic year.</p>
	<p>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.</p>
	<ul style="list-style-type: none"> • Where a school considers that a student may require a more specialized placement, School will 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. • 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: <ul style="list-style-type: none"> ❖ ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school. ❖ 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. ❖ We shall ensure 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	<p><i>Inclusion Staff Requirements:</i></p> <p>We shall appoint the following inclusion positions, as per the requirements of the ADEK Staff Eligibility Policy:</p>
	<ul style="list-style-type: none"> • Head of Inclusion: • We 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. • 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: <ul style="list-style-type: none"> • 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 • Inclusion Teacher: • We 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. • As per the <i>ADEK Staff Eligibility Policy</i>, 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: <ul style="list-style-type: none"> • 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 • Inclusion Assistants: We 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: <ul style="list-style-type: none"> ❖ 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 ❖ Dedicated 1:1 support to a particular student, if required, as per their DLP and the Clinical Assessment Report. <ul style="list-style-type: none"> • We 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. • 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.

	<ul style="list-style-type: none"> • 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. • 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. • We 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.
3.2	Physical Accessibility
	<ul style="list-style-type: none"> • General Accessibility: • We 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. • Parking spaces, pathways, buildings, and playgrounds are accessible to all. • All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility. • Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step. • Signage uses symbols to accompany text and considers color contrast for ease of visibility. • Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment. • School buildings are accessible on the ground floor, at a minimum, to all students. • Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes. • A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff. • 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. • 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. • 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. • 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). • Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas. • 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. • Existing school buildings that are unable to fulfil 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.
	<ul style="list-style-type: none"> • Accessibility of Learning Spaces: • To provide equitable access to education and inclusive learning opportunities, schools shall ensure: • All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.

	<ul style="list-style-type: none"> • A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use. • All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible. • 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. • 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. • 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. • The teaching and learning environment incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.
	<ul style="list-style-type: none"> • <i>Specialist Support Spaces:</i> • 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: • 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. • Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs. • 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. • Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.
3.3	<i>Inclusive Teaching and Learning Support</i>
	<p><i>Identification, Referral, and Tracking System:</i> We shall develop a robust identification, referral, and tracking system which:</p> <ul style="list-style-type: none"> ❖ 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. ❖ Integrates the input of the student (as appropriate), parents, and staff members. ❖ 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. ❖ 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. ❖ 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. ❖ Records the details of students with additional learning needs on eSIS, as required by ADEK. ❖ Tracks the progress of students with additional learning needs by: <ul style="list-style-type: none"> • 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.

For students who are already in mainstream education system,

- Subject teachers have a prime responsibility in identifying a student with a learning difficulty.
- Teachers are advised to practice all possible strategies before referring a student to the SEN department.
- However, if there is no progress, teachers will fill a referral form and submit it to the respective supervisor.
- Supervisors will confirm the situation and forward the referral to the Head of Inclusion. Finally, the SEN team **acts** and **begins** the required interventions.

Procedures followed by the referral:

- Checking the current records of the students.
- Assessment to identify the SOD.
- Making the SEN List.
- Preparation of the IEP and BSP (Behavior Support Plan).
- Student Support Team (SST) Meeting.
- Parent-Consent.
- Copy of the Plans to the Parents and concerned teachers.
- Orientation to the teachers on SEN Policy and plans.
- Starting the Intervention.
- Communication with the Parents.
- Feedback/Analysis Report.

Inclusive Teaching & Learning Approaches:

We shall ensure their teaching and learning approaches reflect the following elements:

- ❖ Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.
- ❖ Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
- ❖ 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.
- ❖ Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
- ❖ Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- ❖ Adopt a tiered model of support response to interventions to ensure the *progress* of all students with additional learning needs.

	<ul style="list-style-type: none"> ❖ 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 <i>ADEK In-School Specialist Services Policy</i>. ❖ Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning. ❖ 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. ❖ Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.
	<p>Curriculum: We shall provide students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:</p> <ul style="list-style-type: none"> ❖ 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. ❖ Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate. ❖ 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. ❖ Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.
	<p>Assessment Accommodations: We shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, schools shall:</p> <p>Evaluate the needs of all students with additional learning needs to:</p> <ul style="list-style-type: none"> ❖ 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).
4.	Additional Fees
4.1	<p>We 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.</p>
	<ul style="list-style-type: none"> • Where the exceptional need of a student requires specialist intervention and support beyond the schools standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), we may opt to request additional school fees. Where additional school fees are necessary, we shall: <ul style="list-style-type: none"> ❖ Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision. ❖ Obtain a parental agreement, which shall be renewed at least annually, or when there is a change in the fees charged. ❖ Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges. ❖ We shall provide termly financial statements to parents itemizing the allocation of additional funds charged. ❖ Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in school specialists does not exceed 10% of the cost, as per the <i>ADEK In-School Specialist Services Policy</i>. ❖ Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

5. 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:

- **The Board of Trustees shall:**

- ❖ Set the strategic direction for the school incorporating a commitment to inclusive education.
- ❖ Nominate one board member for oversight of inclusive provision.
- ❖ Ensure financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- ❖ 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.





- **The Principal shall:**

- ❖ Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- ❖ 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.
- ❖ Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- ❖ 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).
- ❖ Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- ❖ 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.
- ❖ 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.
- ❖ 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.
- ❖ Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- ❖ Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- ❖ 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.
- ❖ Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

• **The Head of Inclusion shall:**

- ❖ Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- ❖ 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.
- ❖ Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the *ADEK Records Policy*.
- ❖ Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- ❖ 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.
- ❖ 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.
- ❖ Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- ❖ Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- ❖ 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.
- ❖ Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- ❖ 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*.

Signatures:

			
CHAIRMAN	DIRECTOR	PRINCIPAL	HEAD OF INCLUSION

Reviewed on: April 2025

Next review on: April 2026

School Stamp:



