Inclusion Policy

Approved by: Governing Board	December 2022
Last reviewed on:	August 2026
Next review due by:	August 2027

These policies apply to all staff (teaching and administration) and students working in the school.

Monitoring and review

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged.

SCHOOL INCLUSION POLICY

INTRODUCTION

THE SCHOOL is committed to providing an inclusive education for all students, recognizing the rights and individuality of each child in our community. We aim to eliminate discrimination and provide equitable access to quality education for students with additional learning needs.

In alignment with Federal Law No. (29) of 2006, ADEK Inclusion Policy requirements, and the National Child Protection Policy in Educational Institutions in United Arab Emirates (September 2022) we strive to support every student's academic, social, and emotional development within our mainstream educational environment.

Mission Statement

The school will be recognized as a provider of top-quality education to a highly diverse student body. The School will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical and moral values. The School will maintain high standards of efficiency and accountability throughout its operation.

DEFINITIONS

Additional Learning Needs (ALN): Students who require extra support, modifications, or accommodations within our school setting, either temporarily or permanently. This includes students of determination and those with special educational needs or barriers to learning.

Documented Learning Plan (DLP): A personalized plan outlining learning targets, support strategies, and accommodations for students with additional learning needs.

INCLUSION OBJECTIVES

- Early identification of students with additional learning needs
- Effective partnerships between parents and school
- Appropriate support through tailored academic support strategies
- Reasonable accommodations for additional needs
- High expectations and consistent progress monitoring

LEADERSHIP RESPONSIBILITIES

Principal:

- Ensures inclusion is part of school development planning
- Appoints Head of Inclusion
- Provides adequate staff training

- Oversees accessibility and safety measures

Head of Inclusion:

- Coordinates support for students with ALN
- Maintains student records and DLPs
- Works with teachers on inclusive strategies
- Liaises with parents and external specialists as needed

ADMISSIONS

We welcome applications from all students, including those with additional learning needs. Admissions decisions are based on our ability to provide appropriate support.

- Priority given to students with manageable ALN and their siblings
- Recent clinical reports requested to plan appropriate support
- Reasonable accommodations provided for entrance assessments
- Transition support provided for new students

Inability to Accommodate: In cases where we cannot meet a student's needs despite reasonable adjustments, we will notify ADEK and parents within 7 working days for review.

SUPPORT PROVISION

Staffing

- Head of Inclusion (minimum 1, with leadership role)
- Inclusion Teachers (1 per cycle)
- Inclusion Assistants as needed
- Individual Assistants (parent-funded when required for personal care)

Teaching Support

We use a tiered model of support:

- **Tier 1:** Universal classroom support for all students
- **Tier 2:** Targeted small group interventions with possible external support by specialists
- **Tier 3:** Intensive individualized support with DLP

Learning Environment

- Accessible classrooms with flexible seating options for students who require it
- Catering to students using assistive technology when appropriate

CURRICULUM AND ASSESSMENT

- All students access mainstream curriculum with adaptations where possible
- Assessment accommodations provided (extra time, quiet rooms, etc.) as needed
- Regular progress monitoring and reporting

ACCESSIBILITY

Physical Environment:

- Accessible entrances, bathrooms, and learning spaces
- Emergency evacuation plans for students with ALN
- Risk assessments for accessibility challenges

Learning Accessibility:

- Multiple means of presenting information
- Varied assessment methods
- Accommodations where possible (lighting, acoustics)

DOCUMENTED LEARNING PLANS

- Created for students requiring Tier 2 or Tier 3 support
- Developed collaboratively with parents, teachers, and specialists
- Reviewed termly (3 times per year)
- Progress tracked every 4 weeks
- Annual reviews for intensive support cases

ADDITIONAL FEES

General support for students with ALN is included in standard fees. Additional charges may apply only for:

- Specialist interventions beyond standard provision
- Individual Assistants for personal care needs
- External specialist services

When additional fees are necessary:

- Written agreement required
- Fees limited to reasonable amounts
- Regular review of services and costs

PARENT PARTNERSHIP

- Regular two-way communication about student progress
- Involvement in DLP development and review
- Home support guidance provided
- Termly meetings to discuss provision

MONITORING AND REVIEW

This policy is reviewed annually and updated as needed to ensure compliance with ADEK requirements and effective support for all students with additional learning needs.

This policy aligns with ADEK School Inclusion Policy requirements while reflecting our school's capacity and commitment to inclusive education.