

INCLUSION POLICY



School Vision

To create a safe, pleasant and respectable learning environment where all students are motivated and believed in their power to realize their full potential.

School Mission

Al Adhwa Private School will provide excellence in education, prepare leaders for global society and strive to equip them with skills to build their future through creativity, innovation and determination.

Introduction:

The School welcomes students with additional learning needs (ALN) to help them take full part in both academic and social life on campus. The School complies with the UAE Disability Act which guarantees the rights and protection in health, education, work and public services for students with special needs.

Inclusive Culture and Environment:

Create a welcoming and safe school environment that respects and values diversity. Implement policies and practices that promote equity and prevent discrimination and bullying.

Celebrate cultural diversity and inclusivity through school events, activities, and curriculum content.

Aims and Objectives

- Ensure that the necessary provision is made for any student who has additional learning needs (ALN).
- Aware of the importance of identifying and providing those students who have additional learning needs.
- Ensure the personal and social development of students with additional learning needs through joining in the activities of the school together with other students.

Additional Learning Needs Description

Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context.

This description applies to three specific groups under the ADEK framework:

- **Students of Determination (SOD):** Students who have been formally identified with a disability according to the UAE National Standard Classification of Disabilities and possess a valid medical report.
- **Student with an Additional Learning Need:** A student of determination or any other student that may have an undiagnosed or undetermined learning need that has not been diagnosed but is considered a barrier to accessing the curriculum without accommodations or modifications.
- **Gifted and Talented (G&T) / Twice Exceptional (2e):** Students who give evidence of high-performance capability or those who are "Twice Exceptional"—possessing both high potential and a disability/learning difficulty.

Admission

The school operates an equal opportunities policy for children with educational learning needs.

School's admissions processes adhere to the following:

- Prioritizing the admission 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 pediatrician.
- Supporting the transition process for all students with additional learning needs.
- Providing accommodations for assessments, using these to inform learning support, without affecting admission decisions.
- Ensuring equitable access to the learning environment and physical spaces, making reasonable adjustments as necessary.
- Parents requesting grade retention for their child require ADEK approval. The school shall submit a retention application with a medical report and the student's DLP.
- The school is to upload and maintain accurate records of all students with ALN on the eSIS ALN Module. By signing the Parent-School Agreement at admission and during each re-enrollment cycle, parents acknowledge that ALN-related data is shared with ADEK for educational planning, compliance monitoring, and safeguarding in accordance with UAE data protection laws.

In-ability to accommodate:

- The school is committed to making all reasonable adjustments to admit every student. However, if the school determines, through documented evidence, that it truly cannot meet the specific needs of a student with ALN:
- The school shall submit an official "Inability to Accommodate" notification to both ADEK and the parents. The notification must be accompanied by exhaustive evidence demonstrating the reasonable adjustments and accommodations the school considered or attempted.

Strategy

❖ Curriculum and Instruction:

- Implement a flexible and adaptive curriculum that meets the diverse needs of all students.
- Utilize adaptive teaching instruction techniques to accommodate various learning styles and abilities.
- Utilize universal design for learning (UDL) to provide information in multiple ways and allowing students to express their learning through diverse forms.
- Apply curriculum modification as per students' needs to ensure all students can access and engage with the curriculum.
- 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 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.

❖ Inclusive Teaching and Learning Support

A. Inclusive Teaching and Learning Support

• Identification, Referral, and Tracking System

The school shall develop an identification, referral, and tracking system for the following:

a. Raising Concerns:

- Teachers can raise concerns about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.

b. Integrating Input:

- Includes input from students (as appropriate), parents, and staff members.

c. Identifying Needs:

- Identifies student needs through assessments and as per the medical report, overseen by the Inclusion teachers/ Head of Inclusion.
- Implement measures to improve learning and identifies students needing further assessment.

d. Developing Documented Learning Plans (DLP)

- Develop DLPs that monitors, assesses, and evaluates students learning and progress.

e. Parental Communication:

- Establishes ongoing communication with parents regarding the student's additional learning needs.

f. Recording on eSIS:

- Records details of students with additional learning needs on the Student Information System (eSIS), as required by ADEK.

g. Tracking Progress:

- Uses a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
 - **Tier 1: Universal Support** - implement general classroom strategies that support every student, ensuring a positive and inclusive learning environment for all.
 - **Tier 2: Targeted Support** - offer additional, focused support through small group instruction and tailored interventions for students who need extra help beyond what's provided in Tier 1.
 - **Tier 3: Individualized Support** - provide personalized support, including interventions and assistance for those with significant needs, to address challenges and help each student to improve.
- Reviews progress data for students with additional learning needs termly and reports to parents.
- Reviews learning plans regularly, tracking progress towards targets termly.
- Ensures teachers track the progress and attainment of students with additional learning needs, linking outcomes to the learning plans.

B. Inclusive Teaching & Learning Approaches

- a. **Inclusive Lesson Planning:** Incorporate inclusive teaching strategies to support students with additional learning needs as a feature of adaptive teaching.

(e.g.: adaptive teaching, flexible grouping, and etc.)

- b. Personalized Content:** Tailor teaching content for students with additional learning needs, ensuring alignment with the tiered model of support and learning plan targets.
- c. Professional Development:** Provide staff with professional development opportunities and awareness sessions on inclusive education approaches.
- d. Inclusion Team:** Ensure the SENCo/Head of Inclusion monitors the Inclusion Team to support students with additional learning needs.
- e. Guidance for Assistants:** Provide professional development guidance for Inclusion Assistants/Individual Assistants.
- f. Tiered Support Model:** Adopt a tiered model of support response to interventions to ensure progress for all students with additional learning needs.
- g. Specialist Interventions Coordination:** The school coordinate interventions by external agencies (Speech and Language Therapists, Occupational Therapists, Psychologists, etc.) through the In-School Specialist Services system, as per the ADEK policy.
- j. Early Intervention:** Raise concerns over progress and attainment with parents early to support timely intervention.

❖ Assessment Accommodations

The school evaluate the needs of all students with additional learning needs to ensure all accommodations and modifications meet the student's additional learning needs. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties/needs.

The progress of children with additional learning needs will be reviewed through formative and summative assessments. Documented Learning Plans (DLPs) reviews will be held regularly.

Targets:

- **Academic Achievement:**
 - Increase the academic performance of all students, with a particular focus on those with additional learning needs.
 - Reduce the achievement gap between different student groups by providing targeted support and resources.
- **Student Engagement and Participation:**
 - Enhance student engagement and participation in all aspects of school life, including extracurricular activities and leadership opportunities.
 - Ensure that all students feel a sense of belonging and are actively involved in the school community.
- **Professional Development and Capacity Building:**
 - Build a knowledgeable and skilled workforce that can effectively support diverse learners through professional development.

- **Family and Community Involvement:**
 - Increase family and community involvement in school activities and decision- making processes.
 - Establish regular communication channels between the school and families to keep them informed and engaged.
- **Monitoring and Evaluation:**
 - Use data and feedback to continuously improve strategies and interventions aimed at promoting inclusivity.

Accessibility and Evacuation of the Campus and Learning Spaces

- **Physical Accessibility**
 - The school ensures school buildings and learning spaces provide equitable access to education for all students, as per the ADEK Buildings and Facilities Policy.
 - The assigned emergency response team will support the concerned students in case of evacuation/emergency.
 - Develop Personal Emergency Evacuation Plans (PEEP) and risk assessments for students and staff needing extra support, ensuring support staff assist during evacuations, and transportation to make necessary adjustments for accessing school buses, in drop-off and pick-up zones.

- **Learning Spaces**

Provide equitable access to education and inclusive learning opportunities, the school ensures:

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
 - Special timetabled classes are scheduled and accessible to students with additional learning needs.
 - Dedicated learning spaces (resources rooms) are assigned for students with additional learning resources.
 - Ensure specialized teaching spaces (e.g., science labs, computer labs, sports facilities, arts spaces) are accessible for all students.
 - In-School Service Sessions: Provide dedicated spaces within the school premises for the intervention sessions.
- **Physical Accessibility**
 - Designated toilets and parking spaces are available for students and staff with special needs.
 - Sloped ramps with handrails are installed at key entry and exit points to support wheelchair users and individuals with mobility needs, ensuring full accessibility in compliance with health and safety regulations.

Staffing Arrangements and Eligibility

The school appoints Head of inclusion, inclusion teachers per cycle and inclusion assistant as per ADEK policies of staff eligibility.

Roles and Responsibilities

Leadership Roles and Responsibilities:

- **The Board of Trustees shall:**
 - Set the strategic directions for the school incorporating a commitment to inclusive education.

• **The Principal shall:**

- Ensure that inclusive provision is a regular agenda item in our Senior Leadership Team (SLT) meetings and Board of Trustees discussions.
- Continuously develop and review our inclusive provision through the School Development Plan (SDP), setting measurable targets to evaluate and enhance support 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 key staff members, including a Head of Inclusion, a coordinator for multilingual learners, and a coordinator for gifted and talented learners, to oversee and support the education of diverse student groups.

• **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.
- Assess our school's accessibility for students with additional learning needs in collaboration with the Health and Safety Officer, ensuring that our emergency evacuation procedures are effective and inclusive.

Monitoring and Review:

This policy is reviewed and monitored on a yearly basis by the Principal and

Review Committee. This policy has been updated and agreed for implementation.

Approved By:

School Principal

MS. AMIRA GAFER GORAISH
APS Principal

