AUSTRALIAN SCHOOL OF ABU DHABI

INCLUSION POLICY

SEPTEMBER 2024

Table of Contents

1- INTRODUCTION

ASAD is committed to fostering an inclusive and equitable learning environment, with our *Inclusion Policy* serving as a cornerstone of our educational philosophy. Reflecting our dedication to excellence and equity in education, this *Inclusion Policy* outlines our approach to creating an accessible, equitable, and inclusive academic environment that recognises the intrinsic value and potential of every student. This policy supports and guides ASAD in promoting the principles of inclusive education in a framework where skilled professionals are equipped with the pedagogical knowledge to meet the diverse needs present in our school community. Through its implementation, this policy champions a rights-based approach to education, embedding equity and inclusion throughout school life in line with Federal Law No. 29 of 2006 concerning the Rights of People with Disabilities and its amendments, as well as the Ministry of Education's School for All guidelines. It is guided by key frameworks such as ADEK's 2023 Inclusion Policy, the ADEK Student of Determination Directory (2016), and the 2013 Organising Regulations for Private Schools in Abu Dhabi (ADEC). By drawing on these standards, including Article 12 of UAE Federal Law 29 (2006), the policy ensures equal educational opportunities, with key definitions derived from these sources to maintain alignment with both national and international best practices.

2- PURPOSE

ASAD's is to cultivate an inclusive educational environment that supports the academic, social, and emotional development of all students, regardless of their abilities or backgrounds. By embracing diversity as a strength, this *Inclusion Policy* directs our practices and strategies in curriculum development, teaching methods, and assessment to accommodate the unique needs of each student. The purpose of this policy is to:

- Outline the admission criteria for students with additional learning support needs.

- Ensure that ASAD provides standard inclusive services, including appropriate staffing, physical accessibility, and teaching and learning support.

- As part of ASAD's commitment to transparency, the school provides clear and accessible information regarding any additional fees related to services that go beyond the standard inclusive provision. This ensures that families are fully informed of any extra support costs required to meet the individual needs of their children.

- Clear definition of the roles and responsibilities of all stakeholders involved in overseeing and implementing inclusive support for students with additional learning needs.

3- SCOPE

This *Inclusion Policy* applies to all students, staff, and stakeholders within the school community, including educators, administrative personnel, support staff, and families, ensuring a collaborative approach to fostering an inclusive educational environment.

4- DEFINITIONS

TERM	DEFINITION
Accommodations and Modifications to Teaching	Any adjustments to the way in which teaching takes place, including lesson delivery and behaviour management, so that it is suitable for the needs of students with additional learning needs.
Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. All accommodations and modifications must be in line with the guidelines of assessment providers and/or examination boards.
Adaptive Teaching	Adaptive teaching Involves modifying teaching methods, resources, and assessment strategies to meet the unique needs of all students, thereby enhancing their learning opportunities.
Additional Learning Needs (ALN)	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 applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Advanced Learning Plan (ALP)	An Advanced Learning Plan (ALP) is a personalised planning tool designed to guide instructional decisions for gifted students. It focuses on the student's identified strengths, interests, and social-emotional needs and outlines the appropriate materials, programming options, and assessments to support their development. ALPs are essential in facilitating the transition and growth of gifted students, ensuring that their educational experience is tailored to their unique abilities. These plans are reviewed annually, and wherever possible, the student should be actively involved in the review process and in setting new targets. At a minimum, the student's views should be considered to ensure their educational goals are aligned with their aspirations.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalised approach to learning.
At-Risk Groups	The following list outlines the categories of disabilities identified as needing specialised or modified approaches within the school setting by the *National Unified Classification for Disabilities in the UAE (2018)*: • Autism Spectrum Disorder

	• Complex Sensory Disorder • Hearing Disability • Visual Disability • Mental Disability • Physical Disability • Multiple/Complex Disabilities • Communication Disabilities (language and speaking) • Acquired Brain Injuries • Behavioural and Emotional Disabilities (includes ADD & ADHD) • Learning Difficulties (Global Developmental Delay) • Specific Learning Disabilities (Dyslexia, Dyscalculia, Dysgraphia) • Health Disabilities • Attention Deficit Hyperactivity Disorder.
Clinic Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle3 (G9-G12).
Documented Learning Plan (DLP)	A document detailing personalised learning objectives, curriculum adjustments, additional resources, or support tools, as agreed upon by school staff, parents/guardians, and, where suitable, students. This includes various plans such as Individual Education Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), and Advanced Learning Plans (ALP). These plans address specific academic, behavioral, linguistic, or social-emotional needs that have been identified.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
Gifted and Talented (G&T)	Gifted students are those whose potential significantly exceeds the average in one or more areas of human ability, such as intellectual, creative, social, or physical domains. Talented students, on the other hand, demonstrate exceptional skills in specific areas of human performance. To develop their abilities fully, gifted and talented students require specialised support and enrichment.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.

Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
Individual Assistant (IA)	Formerly known as "Shadow Teachers", Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioural, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.
Individual Education Plan (IEP)	A structured tool schools use to support learners with Special Educational Needs and Disabilities (SEND). It outlines a personalized approach to meet the student's unique needs. An IEP typically includes the following key components: • **SMART Targets:** Specific, Measurable, Achievable, Realistic, and Timely goals that are set for or by the student, focusing on small, achievable steps. • **Teaching Strategies:** Methods and approaches that will be used to help the student reach their targets. • **Provision:** The specific support and resources that will be put in place to assist the student. • **Review Timeline:** The schedule for when the IEP will be evaluated and updated. • **Success Criteria:** Benchmarks to assess progress and outcomes based on the set targets. • **Outcomes:** Results recorded when the IEP is reviewed, detailing the student's progress and next steps. The IEP is a dynamic document that must be reviewed regularly to ensure it remains aligned with the student's evolving needs and educational goals.
Mainstream Education	Mainstream education refers to a learning environment where all students, regardless of their abilities or learning needs, learn alongside their peers in an inclusive school setting. This approach promotes diversity and equal access to education, ensuring that students with different backgrounds, abilities, and needs are fully integrated into the general classroom, with appropriate support and accommodations provided as necessary.
Modified Curriculum	Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.
Multilingual Learners (ML)	Students who are learning the language of instruction and need additional support to overcome language barriers that affect access and achievement are

	referred to as English as an Additional Language (EAL) learners. This term includes pupils for whom English is a second or additional language, as well as those with little to no prior exposure to English, which creates an additional challenge in accessing the curriculum in line with their abilities. According to ADEK's 2023 Inclusion Policy, such learners are classified as Multilingual Learners. The support provided to these students is governed by the school's EAL policy.
Personal Emergency Evacuation Plan (PEEP)	A personalised plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.
Pull-out Interventions	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in Interventions	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
Specialised Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.
Students of Determination (SoD)	Students of Determination (SoD), previously identified as Special Educational Needs (SEN) or Disability (SEND) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as "any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance" (ADEK, 2013).
Tiered Model of Support (TMS)	Implements a structured support system ranging from universal interventions (Tier 1) to targeted strategies (Tier 2) and intensive, individualised support (Tier 3), ensuring that each student receives the appropriate level of assistance.
Twice Exceptional	Twice Exceptional students are gifted and talented and have additional learning needs. These students possess exceptional abilities in one or more areas but may face challenges that require specialised support to overcome barriers to learning. Our school provides tailored approaches to ensure that Twice Exceptional students receive the necessary enrichment for their strengths while addressing their unique learning needs.
Universal Design	A concept that goes beyond traditional accessibility, aiming to create inclusive environments that cater to all individuals, regardless of their abilities or needs. It involves integrating products, environmental features, and services that are inherently designed to be accessible and usable by everyone. By embracing universal design principles, schools and organisations ensure that spaces are inclusive, promoting equal access and participation for all community members.

Universal Design for Learning (UDL)	An educational framework that promotes equitable access to learning for all students, regardless of their needs, abilities, or backgrounds. UDL encourages flexible teaching methods and learning environments that accommodate diverse learning styles, ensuring that all students can succeed. By proactively addressing potential barriers to learning, UDL ensures that every student can engage with the curriculum in meaningful and accessible ways.

Source: *ADEK's 2023 Inclusion Policy*

5- POLICY

School Vision

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

School Mission

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

Principles of Inclusive Education

ASAD upholds a principled and accountable approach to supporting students with identified additional needs. Our principles ensure that all pupils receive the care and attention necessary for their growth and success:

- Every student is treated with fairness and dignity, and we make appropriate accommodations to address their individual needs, recognising the importance of inclusivity in fostering a positive learning environment.
- We prioritise the early identification of students with additional needs, including but not limited to Students of Determination (SoD) and those requiring support with English language acquisition. This proactive approach allows us to provide timely interventions, empowering students to reach their full potential.
- We utilise flexible teaching strategies that cater to various learning styles and preferences, promoting engagement and effective learning for all students.
- When additional support beyond reasonable adjustments is necessary, we engage in discussions with parents and guardians and where necessary, referrals to relevant external agencies will be proposed to ensure comprehensive support.
- The Inclusion Team works closely with the Student Support Team (SST) to develop tailored IEP's and action plans, ensuring that each plan is responsive to the unique needs of the student.
- We implement ongoing assessment practices to gather meaningful data on student progress and use this information to inform instruction and adapt teaching methods to meet individual needs.
- Regular reviews of educational provision and student progress are essential. We conduct regular assessments, with more frequent monitoring for students with complex needs, to ensure that the support remains effective and adapts to changing circumstances.
- We encourage opportunities for all students to engage in curricular, pastoral, and extracurricular activities, promoting their overall development and helping them gain confidence and skills that extend beyond the classroom.

- We encourage continuous professional development for educators to enhance their skills in inclusive education practices. We also support capacity building among staff, families, and community members to foster a collective understanding of inclusion.

Strategies for Promoting Inclusive Education

ASAD's inclusion strategy is dedicated to enhancing the welfare and well-being of all students by implementing effective and targeted approaches that ensure an equitable, supportive, and engaging learning environment for everyone. These strategies include:

- Adopting identification tools and evidence-based interventions within a multi-tiered support system that caters for students' varying needs by providing resources such as assistive technologies, alternative assessment formats, and personalised learning interventions to ensure their full participation in education.
- Implementing diverse teaching methods and differentiation that address a variety of learning styles and preferences, using a range of instructional techniques to enhance understanding and engagement for all students.
- Adopting Universal Design for Learning principles to create adaptable learning environments that accommodate individual differences. This approach includes offering multiple ways to engage students, present information, and allow them to express their understanding.
- Encouraging collaboration between general education and special education teachers through co-teaching models. This strategy fosters a variety of teaching methods and enhances support for Students of Determination.
- Establishing peer support initiatives that allow students to tutor and mentor one another, promoting a sense of community and facilitating social inclusion while improving academic achievement.
- Utilising a range of assessment methods to evaluate student understanding, allowing various ways for students to demonstrate knowledge through portfolios, projects, and presentations.
- Providing regular professional development for educators focused on inclusive practices and meeting diverse learner needs. This training equips staff with the skills necessary to effectively support all students.
- Actively partnering with the community and involving families in the educational process by organising sessions to inform and engage them.
- Incorporating social-emotional learning programs to help students develop important skills such as resilience and empathy, contributing to a positive school environment for all.
- Implementing differentiated instruction and advanced coursework and enrichment opportunities tailored to the strengths and interests of gifted and talented learners.
- Ensuring that individualised education plans (IEPs) are specifically tailored to meet the unique needs of each student. Regular reviews of these plans facilitate targeted interventions and accommodations based on individual profiles.

Key Targets in Promoting Inclusive Education

ASAD's *Inclusion Policy* aims to provide equitable opportunities for all students, including those identified as Student of Determination (SoD), gifted and talented individuals, and those with additional needs. The following key targets in promoting inclusive education will guide ASAD's efforts

- **Equitable Access:** All students, including Students of Determination (SoD), gifted and talented individuals, and those with additional needs, will have meaningful access to educational resources and opportunities. This commitment extends to students facing behavioral challenges, language barriers, or any other factors that may impact their learning experience. Success will be evaluated through regular feedback from students and families about their experiences and the effectiveness of available resources.

- **Collaboration:** A strong partnership among teachers, school leadership, the Inclusion Team, and families will be fostered to address and support the unique needs of every student. Progress will be monitored through collaborative meetings and feedback mechanisms to ensure that communication is effective and responsive.

- **Support for Gifted and Talented Students:** Tailor programs and activities to help gifted and talented students explore their potential and excel in all areas of school life. Evaluate the effectiveness of these initiatives through student participation rates and feedback on their engagement and development.

By integrating these targets into its practices, ASAD aims to cultivate an inclusive school community that effectively addresses the diverse needs of all students.

6- ADMISSIONS

In accordance with Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall not be denied admission to their preferred school, provided the school can accommodate them in the appropriate grade or year level, as outlined in ADEK Policy 44 (Student Admission, Registration, and Distribution). ASAD is committed to inclusive education, ensuring that every student can achieve their academic potential. We assess all applications equitably, welcoming students of diverse abilities and educational needs.

To facilitate a smooth application process, parents and guardians are required to complete a registration form and provide pertinent information regarding their child's educational history and any specific conditions or additional needs. During the admission process, the Student Support Team (SST) will conduct appropriate assessments of the prospective student to determine the support required to reduce or eliminate learning barriers. Additional information may be requested from parents and guardians, previous schools, and external professionals as needed. Should the SST identify any additional needs and challenges, they will keep parents and guardians informed about the admissions process for Students of Determination (SoD), including sharing the school's observation report with ADEK, the need for a comprehensive assessment from ADEK-approved centers, and outlining the school's recommendations. The team will prepare a report detailing observations, recommendations, and parental agreements, which will be shared with ADEK's SoD specialist. Based on the formal report and ADEK's guidance, the school will meet with parents and staff to discuss the appropriate provisions if a placement is offered to the prospective student.

As ASAD's main language of instruction is English, applicants from non-English speaking backgrounds may be required to carry out a supplementary assessment in listening, speaking, reading and writing skills under the guidance of EAL Coordinator. Where necessary additional EAL provisions will also be provided.
ASAD's admission processes comply with the following guidelines:

- Students with additional learning needs and their siblings will be given priority for enrolment.
- The attendance of students with additional learning needs and their siblings will be prioritised.

- Original clinical assessment reports from parents and guardians, completed by relevant specialists such as therapists, psychologists, or pediatricians, will be requested.
- The school will support the transition for all students with additional learning needs, providing targeted assistance to:
  - Students entering school for the first time or transitioning from alternative early education settings.
  - Students moving from specialised provisions, homeschooling, or other educational settings.
  - Students participating in exchange programs.

- Any necessary accommodations for assessments will be provided to students as part of the admissions process. These assessments will be used to inform the necessary learning support, in line with ADEK's *Student Administrative Affairs Policy,* and will not be used to deny admission to the school.
- All available information will be used to ensure equitable and safe access to both the learning and physical environments for students with additional learning needs, implementing reasonable adjustments where necessary.

Inability to Accommodate

In accordance 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 not be denied admission to ASAD. If ASAD determines that it is unable to meet the needs of a student with additional learning needs, the school will submit an official '*Inability to Accommodate Notification'* to ADEK and inform the parents within seven (7) days of the admission decision. ASAD remains committed to making reasonable adjustments to support the inclusion of all students. ADEK reserves the right to either uphold or overturn the notification based on the evidence provided by ASAD and other sources. Where possible, ASAD will continue to explore and implement appropriate adjustments to meet the student's needs.

Waiting Lists

When ASAD does not have vacancies or reaches its capacity for Students of Determination (SoD) or additional needs in a specific grade/year level, a waiting list will be established. Students will be added to the list and invited for placement on a first-come, first-served basis as openings become available. Prior to admission, a comprehensive review of the student's additional needs will be carried out to assess how ASAD can adequately support them, in line with the *admission* processes outlined above.

Re-enrolment

ASAD will automatically continue the enrolment of current students for the next academic year, as long as they fulfill all necessary requirements. This includes meeting any fee payment obligations and adhering to school policies. Should parents decide to withdraw their child, they must inform the school of their intention. This policy is designed to provide continuity in students' education and facilitate a smooth transition from one academic year to the next.

For further details, you can refer to the *ADEK Student Administrative Affairs Policy.*

Referrals to Specialised Provision

Most students with additional learning needs are enrolled at ASAD alongside their peers. However, alternative placements may be considered for those who meet specific eligibility criteria.

- If ASAD believes that a student may benefit from a more specialised placement, it must first contact ADEK before discussing this with parents and guardians. This step is essential to determine whether the student qualifies for specialist provision and to identify the most appropriate type of placement to meet their needs.
- For UAE Nationals diagnosed with severe autism through a clinical assessment (if this is their primary need), referral for specialised provision is only possible if they meet all three of the following conditions:
  - There is consensus among ADEK, ASAD, parents and guardians that the student would benefit more from specialised provision than from a mainstream setting.
  - The student requires intensive therapies such as occupational therapy, speech and language therapy, and Applied Behaviour Analysis that cannot be adequately provided in a mainstream school.
  - ASAD must ensure that parents and guardians understand the admission criteria for specialised provision and provide consent for the school to make a referral to ADEK.

Admissions with the support of Individual Learning Assistants

In situations where daily individualised support is necessary, ASAD will collaborate with parents and guardians to recruit a qualified Individual Assistant (IA). This recruitment process will involve both the Inclusion Department and parents, ensuring that the selected IA meets the specific needs of the student. While parents may employ the IA, all assistants will be managed and overseen by the Head of Inclusion as well as the relevant classroom/subject teachers.

The staff at ASAD will maintain responsibility for delivering high-quality professional services, ensuring that students continue to benefit from expert inclusion interventions, regardless of the introduction of a parent-funded IA. Furthermore, class/subject teachers will retain responsibility for tailoring their teaching strategies and coordinating the support provided by the ILSA to meet the individual learning requirements of each student.

7- STANDARD INCLUSIVE PROVISION

ASAD's commitment to inclusive education ensures that every student, regardless of their abilities or needs, is provided with the necessary support to thrive academically and socially. Our inclusive provisions encompass a broad range of strategies and resources to cater to the diverse needs of our students. These include employing qualified inclusion staff who collaborate closely with general educators, ensuring physical and learning spaces are accessible to all, and implementing differentiated teaching approaches tailored to various learning styles. We follow a tiered model of support through documented learning plans to track progress and provide targeted interventions when needed. A structured *internal referral* process helps to identify students requiring additional support early. Additionally, we ensure inclusive curriculum design, appropriate assessment accommodations, and consistent collaboration with families and external professionals. Through ongoing tracking of student development, we aim to foster an inclusive learning environment where every child can succeed.

Inclusion Staff Requirements

ASAD has appointed a dedicated team to ensure the effective delivery of inclusive education, in line with ADEK guidelines. This team includes a Head of Inclusion, who oversees all inclusion practices and strategies across the school; Inclusion Teachers, who work closely with classroom teachers to implement tailored teaching strategies; and Inclusion Assistants, who support students with additional learning needs on a daily basis. Where necessary, ASAD will collaborate with parents to recruit Individual Learning Assistants (ILAs) to provide one-on-one support for specific students. All staff members are accountable for ensuring equitable learning opportunities for every student and are integral to maintaining AAA's commitment to inclusion.

Physical Accessibility

ASAD is fully compliant with ADEK's *School Buildings and Facilities Policy.* We ensure that all parking spaces, pathways, buildings, and playgrounds are accessible to everyone. Entry points feature ramps meeting wheelchair accessibility standards, and stairs are equipped with handrails, contrast color bands, and tactile indicators. Signage includes symbols and color contrast for visibility, while evacuation alarms are paired with flashing lights for those with hearing impairments. Accessible bathrooms and ground-floor access are provided for students, with hoists for pool access, evacuation chairs for emergencies, and trained staff. Personal Emergency Evacuation Plans (PEEPs) are developed for those requiring additional support, and school transportation is coordinated to meet accessibility needs. Additionally, school transport is coordinated to meet accessibility requirements, and a risk assessment and accessibility plan are in place to guide ongoing improvements. Refer to *ASAD's Physical Accessibility Checklist.*

Accessibility of Learning Spaces

ASAD is committed to complying with ADEK's requirements by providing equitable access to education and fostering inclusive learning environments. All classrooms are designed to be accessible, offering adapted seating and a variety of classroom resources to meet the diverse needs of our students. We ensure that timetabled classes and specialised teaching spaces, such as laboratories and sports facilities, are accessible to students with additional learning needs. Acoustics and lighting are adjusted to accommodate students with hearing or visual impairments. Our classrooms follow the Universal Design for Learning (UDL) approach, offering multiple ways for students to access information, express learning, and engage with the curriculum. Accommodation and modifications are made to ensure all students have fair access to learning opportunities. Refer to *ASAD's Accessibility of Learning Spaces Checklist.*

Specialist Support Spaces

ASAD ensures compliance with ADEK's requirements by providing dedicated spaces for specialist learning support and pull-out interventions for students with additional learning needs in each cycle. These spaces are carefully evaluated for acoustics, lighting, flooring, and textiles to promote access to learning, particularly considering sensory needs. We ensure that specialist support spaces are equipped with both technological and digital resources, aligning with those found in other classrooms to support the development of digital literacy skills. Additionally, a variety of non-digital teaching and learning resources are made available to enable specialists to effectively deliver interventions as part of the Documented Learning Plan (DLP). Refer to *ASAD's Specialist Support Spaces Checklist.*

Identification, Referral and Tracking System

ASAD will implement robust Identification, Referral, and Tracking System to support the diverse needs of its students. This system enables staff to raise concerns regarding any aspect of a student's academic, social, emotional, physical, or behavioral development. Through collaboration with students, parents and guardians, and staff, ASAD ensures a comprehensive approach to identifying needs, providing appropriate interventions, and tracking progress. Personalised learning plans, continuous monitoring, and clear communication with families are key elements of this framework, ensuring all students receive the support they need to thrive.

Identification Procedure

It is essential that students requiring additional support are identified as early as possible, and that their needs, whether related to learning, development, or enrichment are clearly communicated among all professionals involved in their education.

At ASAD, students who may benefit from additional learning support are identified through a range of assessments and information sources, including:

- Initial standardised assessments during the admissions process
- Information from previous schools
- External and internal data
- Discussions with parents and students
- Screening and diagnostic assessments
- Teacher observations and assessments
- Whole school tracking systems
- External agencies, where necessary.

Referral Processes

Concerns about a student's academic, behavioural, or social development may emerge from various sources, including teachers, parents, students, or the admissions team. When such concerns arise, they are brought to the attention of the class/subject teacher. In response, teachers initiate tailored strategies, adapting their approach to meet the specific needs of the student while keeping a close eye on their progress. If necessary, they consult with the leadership or Inclusion Teams to refine the support provided.

In cases where progress remains a concern or falls short of expected outcomes based on available data, a formal '*Internal Referral Form'* in completed and submitted to the Head of Inclusion. This allows for a more focused assessment and ensures that specialised interventions are introduced, aligning the student's learning experience with their unique challenges.
The Head of Inclusion with members of the Inclusion Team will review the *Internal Referral Form* along with any supporting evidence provided. To gather a comprehensive understanding of the student's needs, the team may seek additional information by:
- Conducting classroom observations
- Meeting with teachers and parents and guardians
- Requesting further input from teachers
- Administering formal and diagnostic assessments.

Assessment

At ASAD a comprehensive range of assessments, both informal and formal, including standardised diagnostic tools, will be utilised to evaluate students and identify necessary supports to eliminate learning barriers. A holistic approach will be taken in collaboration with students, parents/guardians, and relevant professionals, ensuring that all perspectives contribute to the support process. Information gathered through assessments will guide staff recommendations for providing the most inclusive learning experience. Should internal evaluations suggest a potential social, medical, or learning challenge, external assessments may be recommended in consultation with parents.

Progress will be regularly reviewed at designated data collection points to assess student outcomes, adjust learning targets, and tailor intervention programs as needed. Collaborative decisions on support and interventions will be made by a multidisciplinary team consisting of the student, parents or guardians, teachers, the Principal, Head of Inclusion, Inclusion Assistants, specialist consultants, and, where applicable, the School Nurse and Social Worker. This ensures a coordinated, well-rounded approach to addressing each student's unique needs.

Documented Learning Plans (DLP)

At ASAD, Documented Learning Plans (DLPs) are collaboratively developed by class/subject teachers, specialists, parents/guardians, and the student to address individual learning needs. These plans outline SMART (Specific, Measurable, Attainable, Realistic, Timely) targets, guiding students' progress. DLPs are shared with parents for approval, requiring their signature for acknowledgment, and progress is monitored regularly to ensure continuous support and improvement.

Tiered Model of Support and Interventions

ASAD employs a *Tiered* Model of Support and Interventions to categorise the level of assistance required for students with special educational needs, based on the complexity of their barriers to learning.

Tier 1 (Universal)

The Tier 1 level includes support that is delivered by class teachers through regular classroom strategies, ensuring that most student needs can be met through differentiated instruction.

Tier 2 (Targeted Support and Interventions)

Students move into Tier 2 when there is evidence, monitored over time, that they are not making sufficient progress despite receiving differentiated in-class interventions. At this level, students may have a diagnosis but require minimal additional support. Tier 2 interventions might involve extra teaching staff, specialised materials, or equipment, along with different instructional strategies. A DLP is developed to outline the additional support and interventions needed. If progress remains insufficient, the student may be referred to the Head of Inclusion for further evaluation.

Tier 3 (Intensive and Individualised Support and Internventions)

Students are identified at Tier 3 when Tier 2 interventions fail to adequately meet their needs. Tier 3 involves intensive and highly personalised support, often requiring the involvement of external specialists, such as

Speech and Language Therapists (SaLT), Occupational Therapists (OT), or specialists in areas like Autism or Behavioural Needs. An Individual Education Plan (IEP) is developed at this stage to outline specific learning targets, accommodations, and modifications, and it tracks the student's progress closely. Tier 3 support may continue for the duration of the student's education, with frequent updates to the IEP based on the student's development and progress.

Individual Education Plan (IEP)

An IEP is developed for students receiving Tier 3 support. It is also applicable when a student has a formal diagnosis, requires therapy provided by a specialist, or is receiving support from an Individual Assistant (IA). The IEP includes:

- Short-term, SMART targets set with or by the student.
- Specific teaching strategies, accommodations, and modifications.
- Success criteria and recorded outcomes for review.
- Regular progress tracking reviewed every two weeks via the IEP tracker.

Progress Tracking and Reporting

Progress is closely monitored at all tiers, with termly evaluations of data to assess the effectiveness of interventions and ensure students remain on track. DLPs are reviewed at least three times a year, and for students receiving Tier 3 support, progress is tracked at least every four weeks. Personalised attainment and progress reports are generated based on DLP information, ensuring that student progress is celebrated in relation to their unique starting point.

Subject leaders also play a crucial role in monitoring the progress and attainment of students with additional learning needs in their respective subject areas, ensuring alignment with the DLP targets. Annual reviews are conducted to ensure that the support provided remains appropriate and that long-term educational pathways are identified.

Advanced Learning Plan (ALP)

For students identified as *gifted and talented or twice exceptional,* an Advanced Learning Plan (ALP) is created. The ALP includes individualised targets designed to maximise the student's progress and attainment. These targets are regularly reviewed to ensure that gifted and talented students continue to be challenged and supported effectively.

Behavioural Support Plan (BSP)

When students experience persistent difficulties with behaviour, a Behavioural Support Plan (BSP) is developed. The BSP outlines individual behavioural targets and interventions designed to help the student improve specific behaviours. The plan is particularly important for students diagnosed with behavioural disorders who do not have an IEP. In cases where a Risk Audit and Risk Management Plan are required for the child's safety, these are also integrated into the student's support plan.

Annual Review and Parental Involvement

Parents and guardians are actively involved in the creation, review, and approval of all DLPs. Their input, along with the student's voice, is considered when setting and adjusting targets. An annual review is conducted for all students receiving Tier 2 or Tier 3 support, and parents and guardians are kept informed about the student's progress, ensuring they remain engaged throughout the process.

By using a comprehensive and collaborative approach, AAA ensures that all students with additional learning needs receive personalised and appropriate support, helping them to achieve their full potential.

Inclusive Teaching and Learning Approaches:

At ASAD all students, including those with additional learning needs, receive the support necessary to thrive. Teaching and learning approaches incorporate adaptive strategies to ensure every student can access the curriculum. Through the *Tiered Model of Support*, which aligns with Documented Learning Plans (DLPs), students receive personalised instruction based on their unique needs. Teachers integrate inclusive strategies into lesson planning, ensuring DLP targets are met, while ongoing professional development equips staff with the skills to implement adaptive teaching approaches effectively. The Head of Inclusion and the Inclusion Team provide tailored support, working alongside Inclusion Assistants and external specialists, where necessary, such as therapists, OT's, Psychologists and counselors, to address more complex needs. Assistive technology is utilised where appropriate, enabling students to engage with their learning more independently. By fostering early intervention and collaboration between staff, students, and parents and guardians, ASAD ensures that every student is supported on their educational journey, with a focus on progress, attainment, and personal growth.

Customising the Curriculum

At ASAD, school leaders and teachers are dedicated to ensuring that both short- and long-term curriculum planning is tailored to meet the diverse needs of all students. As an IB authorised continuum school, ASAD integrates the IB framework with the Australian Curriculum, Assessment and Reporting Authority (ACARA) standards to provide effective and inclusive learning. The school ensures that all students with additional learning needs have access to a broad and balanced curriculum, including a full range of extracurricular activities, which are adapted to meet individual needs as appropriate.

A comprehensive Curriculum Map and Subject and Matrix Overview guide curriculum design, while Intervention Planners are utilised by Year Level Teams, individual teachers, and subject specialists to create differentiated learning activities tailored to each student's requirements. Teachers have the flexibility to incorporate standards from earlier grades to reinforce foundational knowledge, ensuring that students are well-prepared for age-appropriate content. Furthermore, when a modified curriculum pathway is necessary, parents are informed, and they are required to sign an acknowledgment of any potential impact on equivalency requirements. The eSIS system is regularly updated.

Collaborative Partnerships

ASAD acknowledges the valuable role external support services play in helping to identify, assess, and provide recommendations for supporting students. Referrals are always made with the child's best interests in mind,

and collaboration between the school and specialists is vital. Please refer to the *ADEK In-School Specialist Policy* for further details.

Assessment Accommodations

At ASAD, we are committed to ensuring that students with additional learning needs are not disadvantaged during any form of assessment. Our curriculum and assessment strategies are designed to accommodate the diverse learning profiles within our student body, providing a fair and equitable approach to measuring student achievement and potential. We integrate methodologies that align with the developmental stages and curricular frameworks of the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

To achieve this goal, we carefully assess the needs of all students with additional learning needs. This evaluation ensures that accommodations and modifications reflect each student's normal way of working in the classroom. By personalising our assessments, we can accurately measure each student's capabilities while respecting their unique requirements.

Furthermore, we ensure that permissions for accommodations and modifications are obtained and adhere to the policies and guidelines stipulated by external assessment providers and examination boards. This commitment to compliance guarantees that our assessments maintain integrity and fairness, enabling students to demonstrate their learning in a supportive environment. Through these strategies, we aim to create an inclusive assessment culture that empowers all students to reach their full potential. By regularly evaluating and adjusting our assessment practices, we foster a supportive atmosphere where each student can thrive academically and personally.

8- ADDITIONAL FEES

ASAD follows the principle of inclusion, ensuring that equitable access to education is a right for all students. For students with exceptional needs requiring specialist intervention beyond the standard inclusive provision, additional fees may be requested, as outlined in the student's Clinical Assessment Report. In such cases, ASAD will provide clear justification and evidence for the extra costs, obtain parental agreement (renewed annually or with any fee changes), and itemise all additional fees in the eSIS database. Every term a financial statement will be shared with parents and guardians, and additional charges will not exceed 50% of the tuition fee, with optional management fees capped at 10%. ASAD will also review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

9- ROLES AND RESPONSIBILITIES

The commitment to inclusion is fundamental to the culture and educational provision at ASAD, with all stakeholders playing a vital role in this mission. Every member of the school community shares a dedication to fostering an inclusive environment, which encompasses respecting the rights of all students to receive a quality education, promoting equality, and recognising the value of diversity.

All Members of the ASAD Community
- Share a commitment to inclusion.
- Respect the right of all children and young adults to receive an education.
- Promote equality.

- Recognise the value of diversity.

School Principal
- Include inclusive provision as part of the School Development Plan (SDP).
- Ensure a senior leader has direct oversight of Inclusive Provision.
- Appoint a Head of Inclusion (HoI) as a Leadership Team (LT) member.
- Designate staff responsible for Multilingual/EAL Learners and Gifted and Talented (G&T) students.
- Ensure data on the identification of students is submitted to the Abu Dhabi Department of Education and Knowledge (ADEK) as per requests.
- Record and resolve all cases of maltreatment of students with additional needs.
- Implement safe evacuation and risk assessment procedures.
- Facilitate access for staff to Continuous Professional Development (CPD) supporting students with learning support needs, gifts, or talents.
- Maintain an inclusive educational philosophy within ASAD.
- Ensure the inclusion team staffing is sufficient to meet the needs of students.

Head of Inclusion (HoI)
- Coordinate all aspects of educational, behavioural, social, and emotional provision for students with additional learning needs.
- Collaborate with teachers on the needs of students with additional learning needs and track their progress and attainment.
- Ensure documentation related to students with additional learning needs is developed, securely stored, evaluated, and disseminated.
- Maintain, review, and update the school-based register of students with additional learning needs, including their Developmental Learning Plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- Develop PEEPs for each student in coordination with the Health and Safety Officer, reviewing them termly or as needed.
- Evaluate ASAD's accessibility for students with additional learning needs and ensure an emergency evacuation procedure is in place.
- Review and update data requirements and eSIS information on students with additional learning needs.
- Engage in quality assurance reviews of inclusive teaching approaches.
- Meet with parents and guardians to discuss provision and support for students with additional learning needs throughout the year.
- Coordinate and evaluate specialist push-in and pull-out interventions for positive impact on attainment.
- Collaborate with in-school specialists for service delivery according to the *ADEK In-School Specialist Services Policy.*
- Contribute to Senior Leadership strategic planning and lead the Inclusion Team.
- Provide professional support and guidance to teachers.
- Ensure appropriate funds and resources for students with additional needs are used effectively.
- Monitor progress using a response to intervention approach.
- Collate data to demonstrate the effectiveness of quality-first teaching and intervention strategies.
- Oversee the progress and attainment of students with additional needs and the impact of provisions.
- Provide professional development for staff.

- Coordinate the day-to-day implementation of the school's Inclusion Policy, delegating tasks to Student Support Teams (SST).
- Maintain ASAD's eSIS register and oversee records for all students with additional needs.
- Organise necessary reviews and referrals and liaise with parents and external agencies.
- Facilitate therapy services in collaboration with external providers in line with the ADEK In-School Specialist Services Policy.

Role of the Inclusion Teacher
- Serve as a role model, coach, and professional mentor to all teachers.
- Work directly with students individually or in small groups to implement interventions and accelerate learning.
- Assess, monitor, and record the progress of students who require additional support.
- Create, monitor, communicate, and revise Development Learning Plans (DLPs) for relevant stakeholders.
- Collaborate with teachers through co-teaching to promote differentiation by sharing best practices and resources.
- Provide CPD in collaboration with the Head of Inclusion.

Classroom/Subject Teachers
- Continuously observe and monitor student performance, referring those who may need additional support to the Head of Inclusion (HoI) using the *Internal Referral Form*.
- Create, monitor, communicate, and revise Development Learning Plans (DLPs) for relevant stakeholders.
- Adapt teaching strategies, including differentiation to meet the diverse needs of all students in their classrooms.
- Implement interventions and modifications based on individual student needs.
- Collaborate with the Head of Inclusion and other specialists to support students with additional learning needs.
- Track and document the progress of students receiving support.
- Communicate regularly with parents and guardians about their child's progress and support needs.

Parents and Guardians
- Actively participate in their child's education by attending meetings and providing insights on their child's needs and progress.
- Promptly disclose any known additional support needs of their child during the admissions process or as soon as they become aware of them.
- Support their child's learning at home and reinforce strategies suggested by teachers and specialists.
- Ensure timely communication with ASAD regarding any concerns or changes in their child's needs.
- Acknowledge that external services may require funding by parents and guardians if not provided by the school.

Students
- Take an active role in their learning by setting personal goals and seeking help when needed.
- Communicate their needs and preferences regarding support and accommodations.
- Participate in discussions about their learning and progress with teachers and parents.
- Engage with available resources and support systems to enhance their learning experience.

10- POLICY REVIEW AND AMENDMENTS

The Student Support Team (SST) will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements. Feedback from all stakeholders will be solicited during each review period to ensure continuous improvement and effectiveness of the policy.

11- REFERENCES

- ADEK Inclusion Policy, October 2023
- Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.
- Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education
- Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special
- Education Programs and Services (Public & Private Schools).

12- RATIFICATION AND HISTORY

Document Title	Inclusion Policy
Version	V.1
Ratification Date	September 2024
Next Review Date	September 2025
Ratified By	Director: Mr Adel Salman