

Inclusion Policy

2024 - 2025

Effective from- 3 October 2023

Next review date: August 2025

This policy has been read and adopted by AAESS Governing Board and Principal:

Signed:



For and on behalf of the AAESS Governing board

Date: September 2024

Signed:



Mr. Andrew Thomas, Principal

Date: September 2024



Introduction

Inclusion ensures that all students at Al Ain English Speaking School are able to achieve their full potential through a universal design for Learning and Accessibility. We are committed to providing students who have additional learning needs with the same opportunities in education as their peers. For educators, Inclusion is the ongoing process of increasing equitable access to teaching and learning to achieve progress and goals.

Purpose

The School upholds the articles in Federal Law No. 29, and Article 12 of the National Policy for the Empowerment of People of Determination. This law defines people with additional learning needs as those who have a temporary or permanent disability that limits their ability to perform the ordinary requirements as individuals without additional learning needs. Students with additional learning needs (ALN) may also be high achievers who are gifted and talented (G & T) and exceed the standard provision provided for them.

Al Ain English Speaking School's Inclusion policy complies with the statutory requirements laid out by:

- The Law and guidance of the UAE
- The ADEK Inclusion Policy (October 2023)
- Further ADEK compliance policies effective from September 2024

Policy

1. Our vision and mission at AAESS

Every student must be given an opportunity to succeed in learning, create a positive self-image as a learner and feel motivated. Each student comes from a unique learning background, and has different learning styles and different skills. Al Ain English Speaking School needs to support these diverse learners in their development through a child-centred approach.

Acknowledging the importance of diversity and difference in order to foster an international perspective is a fundamental objective of our school. This is why our programmes of study at AAESS are Inclusive, as they are able to meet the requirements of all students, including students with additional learning needs from admission to graduation.

We believe that Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We are committed to ensuring our school is a learning community based on accepting everyone with consideration, tolerance, courtesy, and respect. As well as promoting honesty, fairness, and transparency when engaging with parents.

All stakeholders have an equal responsibility to protect all students including those with additional learning needs from all forms of maltreatment and this policy should be read in conjunction with the school [Safeguarding, Student Protection and Educational Risk policies](#)

2. Our strategy at AAESS

In order to facilitate the attainment of the desired levels of literacy and numeracy goals and objectives for students with additional learning needs throughout their school journey-

- We offer a non-discriminatory enrolment process which admits students with additional learning needs to participate in our standard Inclusive provision
- We ensure our teachers practise effective Differentiation as an integral and standard part of teaching strategy using a variety of learning practices and formats.
- We support learners with additional learning needs where appropriate, in mainstream settings as our primary aim (Push in)
- We identify a student who is at educational risk promptly and take immediate action to meet their needs with an adapted curriculum and intervention.
- We provide support programmes during the school's weekly timetable as needed (Pull out)
- We plan strategically to make the school's buildings and facilities and English National curriculum more accessible for students with additional learning needs
- We track progress and review goals regularly by using data analysis and assessment and a tiered model of support
- We directly work in collaboration with students where possible so that student autonomy and agency is respected.
- We identify and enlist the help of external agencies from the approved list of professionals providing specialist services
- We encourage positive learning attitudes in our pupils with additional learning needs by supporting them to track their own learning and become independent learners
- We provide extra academic intervention support from trained teaching and support professionals who meet staff eligibility requirements
- We supply resources which adapt the existing curriculum in an appropriate way
- We foster parent engagement by encouraging parents to support their children's learning through effective parent support programmes and collaboration.
- We provide CPD for all of our academic staff so that Inclusive practice is embedded

3. Our targets at AAESS

The School aims to ensure that-

- **AAESS Student Administrative Affairs and Inclusion policies** are upheld
- A low rate of students at Educational risk is maintained
- Inclusion is embedded in all policy and procedure at AAESS as a key performance indicator
- Review targets for Documented Learning Plans such as IEP are met
- Assessment data for students with additional learning needs is obtained and cross-referenced against the rest of the school population to detect positive and negative trends including for MVPA & Student Protection reporting requirements
- Transitions between cycles, into further education and between schools are smooth for students with additional learning needs
- Assessment accommodation targets are met for students with additional learning needs completing Board examinations
- Risk Management of the health and safety risks for students with additional learning needs is Inclusive and robust with a low rate of incidents, accidents and near misses.

- Inclusion at special events, extracurricular activities, trips and at school initiatives is promoted for students with additional learning needs
- Standards of welfare and Safeguarding for students with additional learning needs are Inclusive and included full access to School Counselling services
- Access to school medical services, screening and vaccination programmes are Inclusive
- All students have the standard Inclusive provision they need in order to set and meet individual learning targets and additional learning support if they have additional learning needs or are at educational risk

4. Our Inclusive admissions policy at AAESS

The School follows the **ADEK Student Administrative Affairs policy** and the Principles of Federal Law 29 so that all learners are given equal opportunity to enrol at AAESS if a place is available. Re-enrollment cannot be refused for a student with additional learning needs.

Parents are requested to make full disclosure of information that might affect a learners' ability to participate fully in school life and engage proactively with the School regarding this important requirement. The School is also permitted to request comprehensive documentation including Clinical Assessment Reports* from specialists involved with the student. Whilst formal assessment results cannot be used to refuse admission designated staff are permitted to observe the child and tests may be conducted. Students with siblings already in the school will be prioritised and reasonable adjustment will be made for access. Targeted transition support will also be arranged by the school for students with additional learning needs

Students who meet the following conditions upon admission may meet the definition for requiring additional learning needs provision-

- A diagnosis of a cognitive or learning impairment that impedes their ability to progress at the same pace as their peers. This may be present from birth or as the result of an injury
- A speech or language disorder that affects expressive or receptive communication
- A behavioural condition that affects compliance and self-regulation of behaviour
- A sensory impairment affecting sight, hearing or sensory processing
- A physical disability
- A Mental Health diagnosis (psychiatric illness)
- A chronic Medical condition requiring regular clinical interventions and monitoring
- An exceptional aptitude in a particular field or activity (see separate policy).
- An English as an Additional Language (EAL) need (where English is not the first language of the student and they are not yet proficient)
- A combination of any of the needs listed above.

*Registering with ESIS:

If a learner has obtained a Psychological Assessment which identifies a learning need, learners will be registered on ESIS as pupils of determination as per ADEK requirements.

The Head of Inclusion or Principal of the Cycle (SLT) will meet with parents to discuss how the additional learning needs can be met by the school including whether Individual Assistants will be required before admission and the staff eligibility rules for these support workers. This will include if an Individual Assistant is required on school transportation. If an Individual Assistant is recommended the School must provide a justification for their need.

After enrollment during the first Term if the teacher identifies any learner with the traits listed above which have not been disclosed prior to enrolment, the school will complete the AAESS enrolment review process which may include the following:

- Parent/Team-around-the-child meetings.
- Reviewing documents provided.
- Requesting additional documents.
- Contacting the previous school (with parent permission).
- Additional observations.
- Internal screening.
- Requests to conduct an external assessment.
- Conditional enrolment with requested support.
- Evaluation of perceived required support.
- Learning and safeguarding risk assessment evaluation.

If the SLT leadership decides that AAESS cannot meet the needs of a particular learner after careful consideration, the school shall submit an **Inability to Accommodate** notification to ADEK and the parents within 7 days of the admission decision being issued.

4.1 Inability to accommodate & referrals to specialised provision

If a student has additional learning needs which are beyond the capacity of AAESS to safely or reasonably provide ADEK will be informed so that they can make the decision regarding admission. These learners will need services, resources, or facilities which the school cannot currently facilitate or make changes to current arrangements to facilitate. The school would make a recommendation to ADEK (prior to discussions with parents) that the students receive Specialised provision. ADEK will check if the student meets current eligibility criteria

4.2 UAE Nationals with diagnosis of severe Autism (Primary need)

If this has been confirmed following clinical assessment they may only be referred for specialised provision if 3 conditions are met-

- a) ADEK, Parents and School all agree that non-mainstream provision is in their best interest
- b) The student requires intensive therapies which are not available at AAESS
- c) AAESS ensures that parents consent to the school making a referral to ADEK and the reasons for the referral

5. Standard Inclusive Provision (* Individual Assistants are not part of this provision) at AAESS

This provision covers the following elements- *Staffing requirements, Physical accessibility of site and learning spaces, Teaching and Learning approaches, Referral process, Model of support, Curriculum, Assessment accommodations*

5.1 Staffing requirements

- The school meets the **ADEK Staff Eligibility policy** for all members of the AAESS Inclusion Team in terms of qualifications and experience of SEND pedagogy and maintains their access to CPD
- The Head of Inclusion is a member of the school senior leadership team (SLT) in the role of Deputy Principal.

- The school has 4 Inclusion Teachers covering each cycle and they adhere to the policy timetabling requirements
- The school has 4 Inclusion Assistants who provided targeted support as instructed in IEPs either within class, in small groups or as 1:1 (subject to ongoing review)
- The school has 22 Individual Assistants (IA)* who provide specific 1:1 support and supervision for individual students with significant additional learning needs. This can extend to non-teaching and personal care. The AI are parent-funded. Each AI must be recorded on eSIS and PASS and be approved as suitable by the Head of Inclusion

5.2 Physical accessibility of site and learning and support spaces at AAESS

- The school has a Risk Register listing hazards on the site and a Health and Safety policy
- The school has completed an Accessibility Risk Assessment and Survey to inform an Accessibility Plan which includes deficits which need corrective actions and exemption applications to ADEK
- The School Health and Safety Officer and Head of Inclusion also follow the [Code of Practice 16 ADOSH-SF OSH Requirements for People of Determination \(People with Special Needs\) v4.0 July 2024](#)
- Individual Risk assessments are completed for students with additional learning needs to identify accessibility risk management on site and on school trips and establish control measures.
- The School has well-drilled Evacuation and lockdown procedures which include provision for students with additional learning needs through the use of PEEPs, and staff or visitors with physical impairment. The site has an extensive Fire and Gas protection and detection system and staff trained in designated roles
- At AAESS we follow the requirements for facilities and learning spaces specified by the [ADEK Inclusion Policy \(2023\)](#) and the [ADEK Buildings and Facilities Policy](#) (See Appendix A)
- Where the Accessibility survey has identified deficits these have been reported to the Governing Board for corrective action

5.3 Inclusive teaching and learning support approaches at AAESS

At AAESS our goal is to help provide all learners with the necessary tools and skills to access the curriculum taught in class through the use of well-planned differentiation, Inclusive classroom strategies, and the use of available resources. The Identify, Refer and Track process is initiated when class teachers have tried a variety of adaptive teaching strategies to help support learners in the classroom without any outcomes or if they observe and have evidence that a student is exceeding mastery expectations and requires curriculum enrichment. Teachers can also refer if they consider there are development needs relating to social, emotional and physical conduct. The expected time frame from date-of-referral to date-of-IEP- implementation is 2-4 weeks.

An electronic referral form which tracks trends over time, is completed by the class teacher and sent to the Head of Inclusion. The class teacher documents their professional observation and assessment data on the form. The form is used as follows-

Step 1:

The Head of Inclusion conducts two separate observations where variables differ between subject and time. Teacher and Head of Inclusion observations are compared and discussed by both parties.

Step 2:

Further information is requested if the Head of Inclusion determines this would be useful. This may be-

- Requests for external assessments to be conducted by licenced Specialist services such as Clinicians*
- Parent/ Team-around-the-child feedback and input
- Internal standardised screening processes to help identify specific learning needs or developmental areas.

*Registering with ESIS:

If a learner has obtained a Psychological Assessment which identifies a learning need, learners will be registered on ESIS as pupils of determination as per ADEK requirements.

Step 3:

All the information obtained is assessed at a meeting to discuss the identified areas of need and educational risk and possible support-

- The Head of Inclusion will determine if the student referred has additional Learning needs including Gifted & Talented needs
- The learner will be identified within the categories of need (see Categories of Need)
- Support required will be agreed within a tiered model (see Support Provisions).
- Strategies will be provided to the class teacher to try with the learner in class which will be monitored over a set period. This may include the provision of assistive technology
- An IEP (Individual Education Plan) will document strategies, targets and timescales for review and the types of intervention support which can be provided, by who and when for students who require Tier 2 and Tier 3 support
- Parents will be informed of each step and outcomes

Step 4:

- Each referred student and the information gathered are entered on the Inclusion database and an individual electronic file created
- Access to this file and IEP is shared with all of the relevant teachers of the student to aid their planning and target setting for the following subjects-English, Maths, Arabic, Islamic, PE*
- Targets are selected by the class teacher and inputted into the IEP.
- Parents are invited to join a meeting in which the targets are discussed, and parent feedback is collected and incorporated into the IEP.

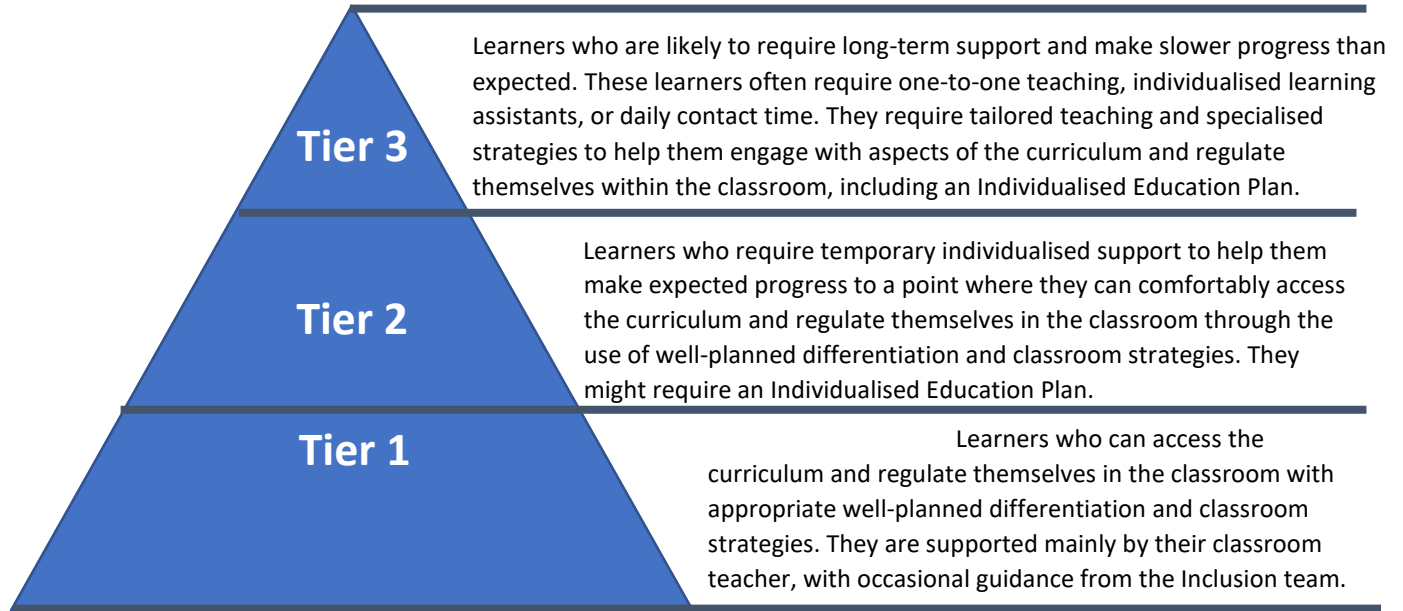
Step 5:

- The learner is monitored closely by all the class, intervention and subject teachers involved to determine their overall progress, as well as IEP specific progress.
- The Inclusion Team closely follows up with class teachers and intervention or individual assistants to ensure the appropriate support has been put in place.
- Overall progress data is collected and compared to targets. This is reported termly to parents and meets the **ADEK Student Performance reports policy**.

- IEP specific progress is shared half termly by the inclusion team working alongside the classroom teachers with parents, and the plan is reviewed annually by the Head of Inclusion

Categorisation of Support- Tiered Support Model

Once a learner is identified with an additional learning need, they are assigned a tier of support which indicates the level of required specialised provision. The criteria and types of intervention for the 3 tiers are indicated in the diagram and chart below-



<p>Tier 1: Quality first teaching</p> <p>IEP not usually in place</p>	<ul style="list-style-type: none"> • High-quality inclusive teaching is supported by effective whole-school policies and frameworks • Planning for learning should be designed to move all learners from where they are to where they need to be in terms of age-related expectations. • Effective Tier 1 teaching anticipates the needs of learners based on good use of transition data and ongoing assessment data then using this to differentiate for the needs in the class. • Learners and teaching staff must know what the next steps for learners should be and support them to get there. • The outcome of Tier 1 Quality First Teaching is for learners to be on track to meet or exceed age related expectations at the end of the year or key stage.
--	---

<p>Tier 2 - As per Tier 1 plus additional, time-limited, tailored intervention support programs in mainstream lessons</p>	<ul style="list-style-type: none"> ● Provision is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed age related expectations. ● A structured program of targeted small-group support that has an impact on progress in reading, writing & numeracy which can either be pull out or push in ● It is delivered by Inclusion teachers or Inclusion assistants who have the pedagogy skills to help learners have additional time to develop the necessary skills to achieve their learning objectives and maintain motivation. ● The progress of learners is closely tracked over a given timescale documented in an IEP ● At AAESS we aim to deliver push in guided support as much as possible to meet the Inclusion needs of these students with additional learning needs within mainstream lessons ● Learners who are attending short-term Speech Therapy and Occupational Therapy will be Tier 2. ● The outcome of Tier 2 intervention is for learners to be back on track to meet or exceed age related expectations at the end of the year or key stage.
<p>Tier 3 - As per Tier 1 plus individualised programmes of 1:1 support-at times in specialised Intervention learning spaces.</p>	<ul style="list-style-type: none"> ● Expectations are to accelerate and maximise progress and to minimise performance gaps. ● This will involve support from a member of the Inclusion Team during a one to one or small group session ● Inclusion Assistant, Individual Assistant or In School Specialist services deliver one-to-one or and/or small groups to support learners towards the achievement of very specific SMART targets within an IEP ● Targets are regularly monitored and reviewed by class teachers, learners, therapists, Inclusion Team staff, Heads of Years, parents and Head of Inclusion ● The outcome of Tier 3 intervention is for learners to be on track to meet or exceed Individual targets relevant to their age and stage of development by the end of the year or key stage and prepare for transition

5.4 Gifted and talented learners at AAESS

- Gifted and Talented students at AAESS are provided for through a comprehensive approach that aims to cater to their unique educational and social needs. The key provisions include:
 1. **Challenging and Engaging Curriculum:** The policy emphasises the importance of a curriculum that challenges gifted and talented students. This involves providing opportunities for these students to work at high cognitive levels and engage in learning experiences that are stimulating and demanding.
 2. **Differentiation and Pre-Assessment:** Teachers are encouraged to pre-assess students to identify their strengths and areas that require development. This allows for the curriculum to be differentiated, ensuring that gifted students are not just given additional work, but are instead provided with deeper and more complex assignments that stretch their abilities.
 3. **Grouping and Extension Activities:** The policy suggests that grouping gifted students together for at least part of the school day can be beneficial. Extension activities and compacting the curriculum are strategies used to provide these students with the opportunity to delve deeper into subjects and explore areas of interest at a more advanced level.
 4. **Encouragement of Risk-Taking and Challenge:** Recognising that gifted students may become risk-averse due to their accustomed success, the policy encourages teachers to motivate these students to take on challenges. This is intended to help them develop resilience and a growth mindset.
 5. **Holistic Development:** The policy is not solely focused on academic excellence but also on the holistic development of the child. This includes fostering social skills, leadership abilities, and providing a well-rounded education that addresses the intellectual, social, and emotional needs of gifted and talented students.
 6. **Teacher Training:** The policy advocates for training in gifted education for all teachers, ensuring that they are equipped with the knowledge and skills necessary to support gifted and talented students effectively.
 7. **Avoiding Misconceptions:** The policy highlights the importance of understanding the differences between high achievers and high-ability students, ensuring that Gifted students are not merely seen as tutors for their peers or given additional tasks that do not provide real intellectual challenge.
- By implementing these strategies, AAESS aims to create an environment where gifted and talented students can thrive, achieving their full potential while also receiving the support they need to develop as well-rounded individuals.
- Further information is available in our tailored policy- [AAESS Gifted and Talented policy](#)

5.5 Resolution of additional learning needs requirement

A learner must meet the following criteria to be considered as no longer requiring additional learning needs support provision:

- Must have been categorised as Tier 1 provision for the duration of a full term to ensure proper monitoring of progress and self-regulation within the classroom.
- Must demonstrate their ability to regulate themselves within a classroom setting to a point in which regular classroom management strategies are effective.
- Does not require 1-to-1 class support, or intervention sessions from an Inclusion Assistant or Individual Assistant
- The learner will be monitored for a time to prevent regression.

5.6 Shift to remote learning

In case of a need to transition to remote learning, additional accommodations and modifications can be made depending on learner need and resource availability. Accommodations and modifications could include:

- Reduced timetable
- Additional focus lessons with Inclusion specialists
- Reduced homework load
- More time for submitted work
- Differentiated tasks
- Alternative tasks
- Not being required to turn the video on

During a shift to remote learning, the following Inclusion procedures will be adapted accordingly:

1. Parent engagement- it is a parent responsibility to ensure their child with additional learning needs is academically or behaviourally supported during remote learning. Parents will be informed if concerns arise and offered guidance.
2. Individual Education Plans- IEPs will continue to be developed and tracked and progress expectations adjusted.
3. Referrals-parents will be asked to put in place support for the duration of remote learning and will be informed that the referral process will be initiated when remote learning has ended. An IEP will be generated after this.

5.7 Inclusion in the curriculum at AAESS

All of our learners have a common entitlement to a broad and balanced academic and social curriculum. The English National Curriculum is followed at AAESS. Students with additional learning needs should follow a curriculum pathway which meets their needs and allows them to progress and achieve outcomes. This should include-

- Equal access to extracurricular activities
- Acknowledgement of Equivalency rules- if a student follows a modified curriculum parents must be made aware of the impact of this on equivalency and this must be recorded on eSIS
- Curriculum Modification could include:
 1. Small group, or one-to-one interventions (aimed at curriculum enrichment).
 2. Differentiating (creating different difficulty level tasks).

3. Scaffolding (providing a lot of support initially, and reducing it over time).
4. Choosing content from previous year groups.
5. Resource support (timetable squares, phonics mats, graphic organisers, etc.).
6. Tailoring formative assessments to their current level to help inform teaching and learning.

- Technical and Vocational Education Where appropriate parents can be advised to move their child onto a vocational curriculum. In such instances, ADEK will be consulted regarding the suggested curriculum to ensure it meets with the ADEK and MOE requirements, as well as clear defined pathways for equivalency. Where any agreed modified vocational curriculums do not meet equivalency requirements, parents will be a part of the decision to move the learner onto such a curriculum and sign an undertaking of acknowledgement. The eSIS monitoring system will reflect any changes to a modified vocational curriculum.

5.8 Assessment accommodations

At AAESS we believe that it is important to track age expectation attainment and progress. All learners will be enabled to complete the standardised formative assessments used to do this at intervals during their school journey. At AAESS, these formative assessments include:

- Cambridge curriculum assessments (Board Exams)
- Edexcel curriculum assessments (Board Exams)
- Cat4 testing
- GL progress Testing (English, Maths, Science)
- MOE required Arabic and Islamic assessments
- Reading age assessments

If a learner requires support during summative assessments, accommodations will be carefully reviewed and selected on a case-to-case basis by the Head of Inclusion. Accommodations will not affect the content of the assessment but rather the way in which the assessment is presented to the learners, and the provision of additional support to help them access the content of the assessment. Some accommodations could be:

- Additional 25% of time
- Readers (Pen or computer)
- Scribes (Live or word processor)
- Facilitated movement breaks
- Rescheduling the assessment for an alternative day
- Translations (Bilingual dictionary)

If the summative assessment is externally based, permission for accommodations will be applied for by the Head of Inclusion with supporting evidence and justification. The evidence requirement will be discussed with the parent taking account of strict timescales and deadlines. Applications will be scrutinised by exam boards and final Approval will be made by exam boards not the school

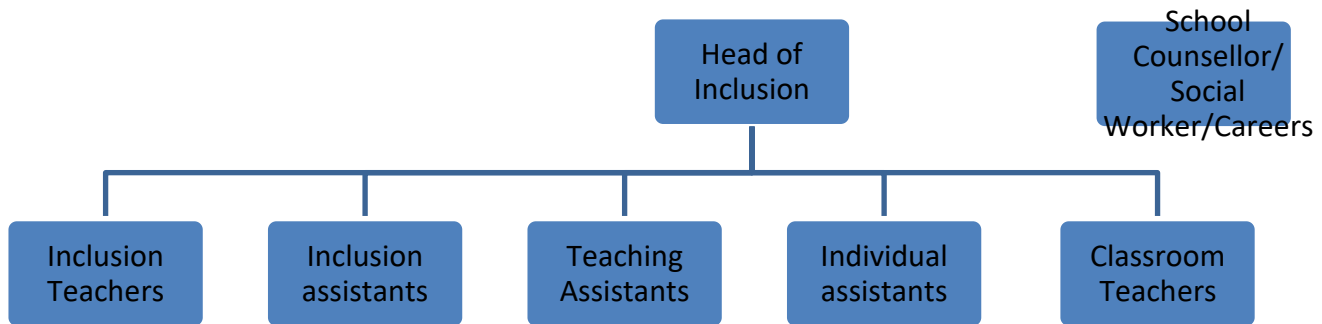
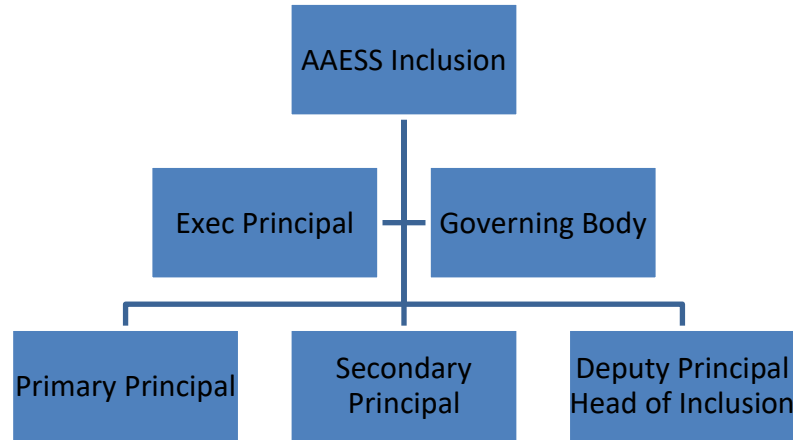
6. Additional Fees at AAESS

The primary aim of the school is to ensure that education of students with additional learning needs are met within the AAESS Fee structure. The school can only request additional fees if they following applies-

1. Specialist provision required is beyond the standard Inclusive Provision and evidenced in a Clinical Assessment Report as a stipulation
2. A costed rationale has been provided and itemised fee statement uploaded to eSIS
3. Parental agreement has been obtained which is subject to annual review or when fees change
4. Termly financial statement provided to parents itemising how fees have been allocated
5. Apply a limit to fees so that they do not exceed 50% of the tuition fees applicable
6. Admin Charges for In-School Specialists must not exceed 10% of the cost
7. If the fee cap does not meet costs the case should be passed to ADEK for arbitration. Parental consent is required at all times
8. Additional charges should be review termly to monitor if provision is effective and value for money

7. Leadership of Inclusion at AAESS

We believe that it is the responsibility of all staff to ensure the Inclusion of learners in all aspects of school. This is overseen and quality assured by the school leadership team



7.1 Roles and Responsibilities

Governing board at AAESS

- Sets the strategic direction for the school regarding Inclusion at AAESS
- Includes one member who oversees Inclusion at AAESS
- Supports Inclusion at AAESS by the provision of a budget to finance specialist staffing, resources and infrastructure

School Principal and Senior Leadership Team (SLT) at AAESS

- Includes Inclusion as a standing agenda item at SLT planning meetings and Governing Board meetings at AAESS
- Has a School Development Plan which has targeted evaluation and improves Inclusion provision and accessibility for students with additional learning needs at AAESS
- Has a Head of Inclusion in post who meets the requirements of the **ADEK Staff Eligibility Policy** and is a member of the SLT at AAESS
- Has appointed a member of staff to be responsible for the coordination of gifted and/or talented learning provision at AAESS
- Maintains a comprehensive programme of CPD opportunities relating to adaptive teaching and Inclusion as well as training all staff 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**.
- Has a robust ADOSH Risk management procedure for building and facilities at AAESS which mitigates hazards affecting students with communication, mobility, sensory, and behavioural needs and staff with occupational needs
- Collects and analyses different types of data on students with additional learning needs and submits this to ADEK as per any compliance request.
- Ensures all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded, reported and resolved at AAESS.
- Has a system for the emergency evacuation (PEEPs) of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles through training and awareness
- Are fully accountable for the safe evacuation of all people on site including all students with additional learning needs and visitors of determination during emergency situations at AAESS

Head of Inclusion at AAESS

- Coordinates all aspects of Inclusion provision for students with additional learning needs at AAESS and reports findings to the Principal and Governing board at AAESS
- Collaborates with all teachers at AAESS on the teaching and learning needs of students with additional learning needs and tracks their progress and attainment in relation to curriculum expectations.
- Ensures all documentation relating to students with additional learning needs is securely stored, reviewed, and shared as per the **ADEK Records Policy**.
- Update and review the register of students with additional learning needs in school and on eSIS. Ensure that data, DLPs and PEEPs are optimal

- Develops a PEEPs evacuation procedure 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**.
- Quality Assures teaching and learning of inclusive teaching approaches and the provision for students with additional learning needs.
- Fosters Parent engagement by meeting with parents to discuss the provision for students with additional learning needs throughout the school year
- Ensures all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment including the competency and effectiveness of Individual Assistants.
- Coordinates and sources professionals from the approved list of in-school specialists to facilitate the delivery of specialist services in the school, as per the **ADEK In-School Specialist Services Policy**.

ADEK Definitions

<p>Accommodation & Modifications to Teaching</p>	<p>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.</p>
<p>Accommodations & Modifications to Assessments</p>	<p>Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.</p>
<p>Adaptive Teaching</p>	<p>An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.</p>
<p>Additional Learning Needs</p>	<p>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.</p>
<p>Annual Review</p>	<p>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</p>
<p>Clinical Assessment Report</p>	<p>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.</p>

Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).
Continuous Professional Development (CPD)	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 programmes, mentorship programmes, peer/collaborative learning, academic conferences, research projects, observational visits, and community programmes to share teaching best practices. CPD excludes planning hours and general staff meetings
Documented Learning Plan	A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.
Equitable Access to Learning	Enabling the same access to learning and educational settings for all students through the provision of individualised accommodations and modifications to address any barriers that inhibit this
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance. Twice exceptional refers to students who may be gifted or talented but also have additional learning needs
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.
Individual Assistant	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 needs. In these cases, the student requires 1:1 support for at least 50% of their school day.
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
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment
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	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment
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 intervention	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in intervention	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.

Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher Tier 1: (Universal), whilst some may require specific interventions Tier 2: (Targeted) and a few may require a high degree of personalization and possibly external support by specialists Tier 3: (Intensive and Individualised). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model and others.
Twice Exceptional	Students who are both gifted and/or talented and have another additional learning needs
Universal Design	A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

APPENDIX A

General Accessibility Principles

- Buildings are accessible to all on the ground floor, with ramps suitable for wheelchairs at entry points. Elevators are also available.
- Pathways routes to buildings, parking areas for the site & playgrounds are accessible to all
- Stairs will have tactile indicators (metal or friction tape) & contrast on steps for safety reasons (pending item)
- Signs to include symbols & also be suitable for those with visual impairment (pending item)
- Evacuation alarms can be seen as well as heard (Flashing lights-pending item)
- Bathrooms are accessible but also equipped to meet the needs of those with physical disabilities
- A pool hoist should be in place which is only operated by trained staff. (pending item)
- Evacuation chairs are available for use and staff have been trained in their safe use.
- PEEPs (Personal Emergency Evacuation Plans) have been implemented for all students & staff that require them
- All students with additional learning needs have a right to access school transportation systems with reasonable approved adjustments made which meet ITC regulations.
- Existing buildings which cannot adapt to UDL principles must seek exemptions from ADEK (pending item)
- Renovations of existing buildings must meet UDL practice

Accessibility of Learning spaces & Specialist Support spaces

- All classrooms are accessible for all students,
- Adapted Furniture should be provided if required
- Classroom resources should offer various options to meet different fine motor abilities
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- Science labs, sports facilities, spaces for the arts, etc., are accessible to students of different ages & offer adapted resources to support Inclusion
- Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment
- 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 facilitate engagement with learning through different means.
- The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.
- Learning spaces are provided which are dedicated to provide Pull-out intervention & Specialist therapies across all cycles. These should include technological equipment which meets Digital learning needs for students with additional learning needs.
- The environment & furnishings of the specialist learning spaces are assessed so that sensory needs are met.
- Adaptive resources are available if they are specified for use in DLP/IEP