



# Al Ain English Speaking School

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## Inclusion Policy

### 1. INTRODUCTION

Inclusion ensures that all students at Al Ain English Speaking School (AAESS) can 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. AAESS upholds a rights-based approach to education for all students where all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of Persons with disabilities and its amendments 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.

### 2. PURPOSE

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

### 3. 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. AAESS needs to support these diverse learners in their development through a child-centered approach.

Acknowledging the importance of diversity and differences to foster an international perspective is a fundamental objective of our school. Our programmes of study at AAESS are

Inclusive, as they 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.

#### **4. OUR STRATEGY AT AAESS**

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 practice 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.
- 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.
- 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 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 to 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 our academic staff so that Inclusive practice is embedded.

## 5. 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-enrolment cannot be refused for a student with additional learning needs.
- Parents are requested to make full disclosure of information that might affect a learner's ability to participate fully in school life and engage proactively within AAESS 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 adjustments 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.
- 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.
- 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.

## 6. 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 will meet with parents to discuss how 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 whether an Individual Assistant is required on school transportation. If an Individual Assistant is recommended the school must provide justification for their needs.

After enrolment 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 parental 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.

#### **7. INABILITY TO ACCOMMODATE & REFERRALS TO SPECIALISED PROVISION**

If the senior leadership team 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.

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.

#### **8. UAE NATIONALS WITH DIAGNOSIS OF SEVERE AUTISM**

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

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

#### **9. 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.

#### **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 Assistants who provide targeted support as instructed in IEPs either within class, in small groups or as 1:1.
- Individual Assistants (IA) 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 IA's are parent funded. Each AI must be recorded on eSIS and PASS and be approved as suitable by the Head of Inclusion.

## **10. 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 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.
- AAESS has evacuation and lockdown procedures which include provision for students with additional learning needs using PEEPs, and staff or visitors with physical impairment.
- At AAESS we follow the requirements for facilities and learning spaces specified as set out in the *ADEK Buildings and Facilities Policy*.

## **11. 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 using 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 for implementation 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 licensed specialist services.
- Parent/ Team-around-the-child feedback and input.
- Internal standardised screening processes to help identify specific learning needs or developmental areas

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.
- The support required will be agreed within a tiered model.
- 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 outcome.

**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 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 input 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.
- 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

## 12. 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:

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| <p><b>Tier 1:</b> Quality first teaching</p> <p>IEP is not usually in place</p>  | <ul style="list-style-type: none"> <li>• High-quality inclusive teaching is supported by effective whole-school policies and frameworks.</li> <li>• 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.</li> <li>• 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.</li> <li>• Learners and teaching staff must know what the next steps for learners should be and support them to get there.</li> <li>• 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.</li> </ul>  |
| <p><b>Tier 2 -</b> As per Tier 1 plus additional, time-limited, tailored intervention support programs in mainstream lessons</p> | <ul style="list-style-type: none"> <li>• Provision is designed to increase rates of progress and secure learning for groups of learners that put them back on course to meet or exceed age related expectations.</li> <li>• A structured programme of targeted small-group support that has an impact on progress in reading, writing &amp; numeracy is offered.</li> <li>• The progress of learners is closely tracked over a given timescale documented in an IEP.</li> <li>• At AAESS we aim to deliver guided support within the classroom as much as possible to meet the needs of students.</li> <li>• Learners who are attending short-term Speech Therapy and Occupational Therapy will be Tier 2.</li> <li>• 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.</li> </ul> |
| <p><b>Tier 3 -</b> As per Tier 1 plus individualised programmes of 1:1 support in specialised Intervention learning spaces.</p>  | <ul style="list-style-type: none"> <li>• Expectations are to accelerate and maximise progress and to minimise performance gaps.</li> <li>• This will involve support from a member of the Inclusion Team during a one-to-one or small group session</li> <li>• Inclusion Assistant, Individual Assistant or In School Specialist services deliver one-to-one or small groups to support learners towards the achievement of specific SMART targets within an IEP</li> <li>• Targets are regularly monitored and reviewed by class teachers, learners, therapists, Inclusion Team staff, Heads of Years, parents and Head of Inclusion.</li> </ul>   |

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|--|---|
|  | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
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### 13. 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:

- **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.
- **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.
- **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.
- **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.
- **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.
- **Teacher Training:** The policy advocates 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.
- **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.

#### **14. 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 while to prevent regression.

#### **15. INCLUSION IN THE CURRICULUM AT AAESS**

All 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:
  - Small group, or one-to-one interventions (aimed at curriculum enrichment).
  - Differentiating (creating different difficulty level tasks).
  - Scaffolding (providing a lot of support initially and reducing it over time).
  - Choosing content from previous year's groups.
  - Resource support (timetable squares, phonics mats, graphic organisers, etc.).
  - 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 clearly defined pathways for equivalency. Where any agreed modified vocational curricula 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.

#### **16. ASSESSMENT ACCOMMODATIONS**

At AAESS we believe that it is important to track age expected 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, accommodation will be carefully reviewed and selected on a case-to-case basis by the Head of Inclusion. Accommodation 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 accommodation 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 accommodation will be applied for by the Head of Inclusion with supporting evidence and justification. The evidence requirement will be discussed with the parents 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

## **17. ADDITIONAL FEES AT AAESS**

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

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

## **18. 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.

## **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 at AAESS ensures:**

- Inclusion as a standing agenda item at SLT planning meetings and Governing Board meetings at AAESS.
- A School Development Plan which has targeted evaluation and improves Inclusion provision and accessibility for students with additional learning needs at AAESS.
- There is Head of Inclusion in post who meets the requirements of the *ADEK Staff Eligibility Policy* and is a member of the SLT at AAESS
- A member of staff is appointed to be responsible for the coordination of gifted and/or talented learning provision at AAESS.
- A comprehensive programme of CPD opportunities is provided 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.
- The school 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.
- Data on the identification of students with additional learning needs is submitted to ADEK if requested.
- Ensures all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded, reported and resolved at AAESS.
- A system for the emergency evacuation (PEEPs) of all people of determination (students, staff, and visitors) is in place, ensuring that key people identified are aware of their roles through training and awareness
- 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*.
- Updates and reviews the register of students with additional learning needs in school and on eSIS, ensuring 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 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*.

#### RELATED DOCUMENTS

*ADEK School Student Administrative Affairs Policy*

*ADEK School Staff Eligibility Policy*

*ADEK School Buildings and Facilities Policy*

*ADEK School in-School Specialist Services Policy*

*ADEK School Student Protection Policy*

*ADEK School Records Policy*

*ADEK School Health and Safety Policy*