



# INCLUSION POLICY

## INTRODUCTION

This policy supports and guides schools in promoting the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in schools. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, and the *School for All: General Rules for the Provision of Special Education Programs and Services* (MOE, n.d.).

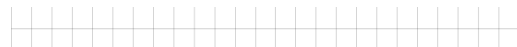
## PURPOSE

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- Specify admission requirements for students with additional learning needs.
- Ensure schools are offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in schools.

## DEFINITIONS

### Accommodations and Modifications to Teaching

Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.



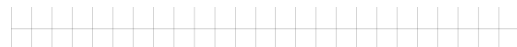


<p><b>Accommodations and Modifications of Assessments</b></p>	<p>Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., 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><b>Adaptive Teaching</b></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><b>Additional Learning Needs</b></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).</p> <p>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 additional support in class to access lesson content but may not require any physical accommodations to access learning.</p>
<p><b>Annual Review</b></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 personalized approach to learning.</p>
<p><b>Clinical Assessment Report</b></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>
<p><b>Continuing Professional Development</b></p>	<p>A planned, continuous process whereby teachers develop their personal and professional qualities to improve their knowledge, skills, and practices.</p>
<p><b>Cycle</b></p>	<p>A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten</p>



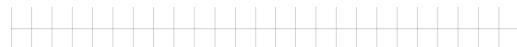


	(KG), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).
<b>Documented Learning Plan</b>	A plan which outlines any personalized 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 Plan (IEP), Individual Support Plan (ISP), Individual Learning Plan (ILP), Behavior Support Plan (BSP), Advanced Learning Plan (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
<b>Equitable Access to Education</b>	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.
<b>Gifted and Talented</b>	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
<b>Head of Inclusion</b>	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
<b>Inclusion Assistant</b>	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
<b>Inclusive Education</b>	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
<b>Inclusion Teacher</b>	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
<b>Inclusion Team</b>	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
<b>Individual Assistant</b>	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, behavioral, medical, and/or social and emotional



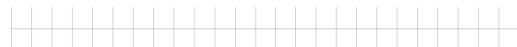


	need. In these cases, the student requires 1:1 support for at least 50% of their school day.
<b>Mainstream Education</b>	The learning environment where all students learn alongside their peers in an inclusive school environment.
<b>Modified Curriculum</b>	Enables alternative or multiple routes for engaging 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.
<b>Multilingual Learners</b>	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
<b>Personal Emergency Evacuation Plan (PEEP)</b>	A personalized 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.
<b>Pull-out intervention</b>	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
<b>Push-in intervention</b>	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
<b>Specialized Provision</b>	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.
<b>Tiered Model of Support</b>	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 Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.





<b>Twice Exceptional</b>	Students who are both gifted and/or talented and have other additional learning needs.
<b>Universal Design</b>	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.
<b>Universal Design for Learning</b>	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.





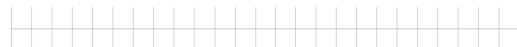
## POLICY

### 1. Inclusion Policy

**1.1 Inclusion Policy Requirements:** Schools shall develop and implement an Inclusion Policy which includes:

1. The school's vision, mission, strategy, and targets in promoting inclusive education.
2. Details of how the school supports the admissions process for students with additional learning needs and their families (see **Section 2. Admissions**).
3. The school's standard inclusive provision for students with additional learning needs as per **Section 3. Standard Inclusive Provision** including:
  - a. Staffing arrangements and eligibility (see **Section 3.1 Inclusion Staff Requirements**).
  - b. Accessibility and evacuation of the campus and learning spaces (see **Section 3.2 Physical Accessibility**).
  - c. Inclusive teaching and learning support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system (see **Section 3.3 Inclusive Teaching and Learning Support**).
4. Information regarding the charging of additional fees and any support required beyond that of the school's standard inclusive provision (see **Section 4. Additional Fees**).
5. Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs (see **Section 5. Leadership**).

**1.2** Schools shall publish their Inclusion Policy on their website in both Arabic and English or their language of instruction.





## 2. Admissions

**2.1 Admitting Students with Additional Learning Needs:** In line 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, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per [Policy 44 \(Student Admission, Registration, and Distribution\)](#). Accordingly, schools' admissions processes shall adhere to the following:

1. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
2. Requesting original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
3. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
  - a. Students starting school for the first time or coming from alternative early education settings.
  - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
  - c. Students in exchange programs.
4. Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments as a means to inform the provision of learning support as per [Policy 44 \(Student Admission, Registration, and Distribution\)](#). These assessments shall not be used to deny admission to the school.
5. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
6. Defining what constitutes the school's "inability to accommodate" (see **Section 2.2.**).

**2.2 Inability to Accommodate Notification:** Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.



1. ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted from the school and from other sources. Schools shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.

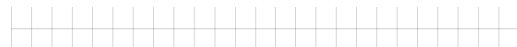
**2.3 Referrals to Specialized Provision:** The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

1. Where a school considers that a student may require a more specialized placement, they must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.
2. In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all three of the following conditions:
  - a. ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
  - b. The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school.
  - c. The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK.

### 3. Standard Inclusive Provision

**3.1 Inclusion Staff Requirements:** Schools shall appoint the following inclusion positions, as per the requirements of the [ADEK Staff Eligibility Policy](#):

1. **Head of Inclusion:** Schools shall appoint at least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team.
  - a. As per the [ADEK Staff Eligibility Policy](#), Heads of Inclusion (profile 2) who are not former Inclusion Teachers, or who do not meet the qualification criteria but who have at least 5 years of experience as an inclusion-related Senior







Leader in a school (former SENCOs, Inclusion Leads, PoD Specialists, etc.) shall demonstrate completion of 60 hours of coursework through training provided by ADEK, ADEK-endorsed providers, or other local and/or international training providers covering topics related (but not limited) to:

1. SEND (Special Educational Needs and Disabilities) pedagogies
2. Identification of barriers to learning
3. Strategies to support SEND
4. Learning interventions and evaluation of effectiveness
5. Target-setting for learning and developing IEPs
6. Coordinating inclusive provision
7. Resource allocation and deployment

**2. Inclusion Teacher:** Schools shall appoint at least 1 Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role teaching students with additional learning needs.

a. As per the [ADEK Staff Eligibility Policy](#), Inclusion Teachers (profile 3) who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK, ADEK-endorsed providers, or other local and/or international training providers covering topics related (but not limited) to:

1. SEND pedagogies
2. Identification of barriers to learning
3. Strategies to support SEND
4. Effective teaching
5. Target setting for learning and developing IEPs
6. Planning and evaluating interventions
7. Data to inform practice

**3. Inclusion Assistants:** Schools shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:

a. Whole-class support where there are higher numbers of students with additional learning needs.



- b. Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets (see **Section 3.3.1.d**).
- c. Dedicated 1:1 support to a particular student, if required, as per their DLP (see **Section 3.3.1.d**) and the Clinical Assessment Report.
  1. Schools shall conduct an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

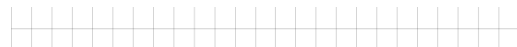
**4. Individual Assistant:** Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, *which is not part of the school's standard inclusive provision*.

- a. When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the student's school day.
- b. The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.
- c. Schools shall maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

### 3.2 Physical Accessibility

**1. General Accessibility:** Schools shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per [Policy 66 \(Construction Standards\)](#).

- a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- c. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.





- d. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- f. School buildings are accessible on the ground floor, at a minimum, to all students.
- g. Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- h. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- i. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- j. All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- k. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- l. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
- m. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
- n. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
- o. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with





justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements (see **Section 3.2.1**).

**2. Accessibility of Learning Spaces:** To provide equitable access to education and inclusive learning opportunities, schools shall ensure:

- a. All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- b. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choice regarding the size and ease of use.
- c. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- d. Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- e. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances which may interfere with access to learning.
- f. 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.
- g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

**3. Specialist Support Spaces:** In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the [ADEK In-School Specialist Services Policy](#), schools shall:

- a. Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.





- b. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- c. Avail a specialist support space which has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- d. Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP (see **Section 3.3.1.d**).

### 3.3 Inclusive Teaching and Learning Support

1. **Identification, Referral, and Tracking System:** Schools shall develop a robust identification, referral, and tracking system which:
  - a. Outlines how teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
  - b. Integrates the input of the student (as appropriate), parents, and staff members.
  - c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
  - d. Enables the development of a DLP which plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. Schools shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
  - e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) of how support can be provided in the home setting.
  - f. Records the details of students with additional learning needs on eSIS, as required by ADEK.
  - g. Tracks the progress of students with additional learning needs by:





1. Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
2. Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
3. Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 2 weeks.
4. Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
5. Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
6. Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.

**2. Inclusive Teaching & Learning Approaches:** Schools shall ensure their teaching and learning approaches reflect the following elements:

- a. Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.
- b. Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
- c. Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion and other specialists.
- d. Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.



- e. Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- f. Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
- g. Ensure the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the [ADEK In-School Specialist Services Policy](#).
- h. Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
- i. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.
- j. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.

**3. Curriculum:** Schools shall provide students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

- a. Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
- b. Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.
- c. Ensuring that where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- d. Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.





**4. Assessment Accommodations:** Schools shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, schools shall:

- a. Evaluate the needs of all students with additional learning needs to:
  1. Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.
  2. Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
  3. Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).

**3.4 Private Schools Teaching MoE Curriculum:** All schools teaching the MoE curriculum are also subject to the requirements of the Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.

#### 4. Additional Fees

**4.1** Schools shall follow the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

1. Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report, schools may request additional school fees. Where additional school fees are necessary, schools shall:
  - a. Justify, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.
  - b. Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges. Schools shall also provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
  - c. Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school







specialists does not exceed 10% of cost, as per the [ADEK In-School Specialist Services Policy](#).

1. Schools in the low to very low tuition fee range for whom the above cap may be insufficient to cover costs are authorized to charge above 50% of the tuition fee if parents consent to paying the extra charge. Alternatively, school shall seek approval with ADEK for any extra charges.
- d. Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

## 5. Leadership

**5.1 Leadership Roles and Responsibilities:** The school's Inclusion Policy shall describe roles and responsibilities of the school leadership, with the following as a minimum:

1. The Board of Trustees shall:
  - a. Set the strategic direction for the school incorporating a commitment to inclusive education.
  - b. Nominate one board member for oversight of inclusive provision.
  - c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
  - d. Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.
2. The Principal shall:
  - a. Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
  - b. Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.





- c. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- d. Appoint a Head of Inclusion that meets the requirements of the [ADEK Staff Eligibility Policy](#) with responsibility for the coordination of all aspects of education for students with additional learning needs (see **Section 3.1**).
- e. Appoint a separate member of staff to be responsible for the coordination and provision for multilingual learners.
- f. Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with middle leaders.
- g. Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns which may be specific to students with additional learning needs, as per the ADEK policy on Child Protection (ADEC, 2016).
- h. Establish a risk assessment procedure of all structures within the school to be undertaken to identify and mitigate any hazards which may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- i. Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- j. Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- k. Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles, and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- l. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

3. The Head of Inclusion shall:





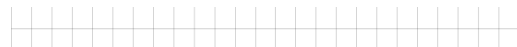
- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per [Policy 35 \(Records\)](#).
- d. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per [Policy 64 \(Health, Safety, and Environment\)](#).
- f. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- g. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- h. Ensure all data requirements and eSIS information on students with additional learning needs is reviewed and updated.
- i. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- j. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.
- k. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- l. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the [ADEK In-School Specialist Services Policy](#).





## 6. Compliance

- 6.1** This policy shall be effective as of 3 October 2023. Schools are expected to be fully compliant with this policy by 1 September 2025.
- 6.2** Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.





## REFERENCES

- Abu Dhabi Education Council (ADEC). Child Protection.
- 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)*.

### Publication

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This policy replaces Policy 48 (Students with Special Educational Needs) in the Private School Policy and Guidance Manual 2014-2015.

