

Inclusion Policy

2024-2025

OUR OWN ENGLISH HIGH SCHOOL,
ALAIN



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1.1 Vision & Aims

At GEMS OUR OWN ENGLISH HIGH SCHOOL, the school's Inclusion Policy embodies a rights-based and social-model approach to education for all students. Aligned with the GEMS vision for Inclusive Education. Our Own English High school holds the '**the belief in the fundamental right of every child to access a quality education**'.

Mission and Vision:

Mission: Reimagining learning by discovering and nurturing individual potential enabling the cultivation of responsible global citizens who drive positive change in an ever-evolving world.

Vision: Through collaboration, community and global engagement we unite curious minds and unlock the unique potential of each child.

Aims:

1. Our Own English High School adopts High Performance Learning (HPL): Recognise the potential

of all learners to achieve the highest results and reach their full potential.

2. GEMS's Core Values of Care, Excellence, One Team, and Always Learning: These core values serve as the foundation, grounding education, guiding learning, and fostering unity.

Our Own English high school upholds the following Inclusive Education principles:

- 1. Human Right to Education:** Ensuring access to CBSE and CAIE education for all, including Students of Determination (SD).
- 2. Ongoing Inclusion Process:** Identifying and removing barriers and providing equitable educational opportunities in learning, teaching, evaluation/assessment, and all other aspects of school life by making space and provision for the characteristics that each person brings to the learning community at our school.
- 3. Valuing Diversity:** Valuing and recognizing diversity, adopting a student-centered, strengths-based approach with high expectations for all regardless of background or challenges, supporting the whole person.
- 4. Broad, Balanced, and Connected Curriculum:** All students are entitled to a comprehensive curriculum, celebrating diversity, and equipping learners with the skills and attributes required to become active citizens in the school's international community and the wider world.
- 5. Sense of Belonging:** Creating a safe, responsive, affirming, fully equipped environment, removing barriers to teaching, learning and assessments, to enable every student to develop, pursue and achieve challenging personal learning goals.
- 6. Educator Responsibility:** Recognizing educators as teachers of all students using a graduated approach to inclusive provision, utilizing Universal Design for Learning principles, adaptive teaching approaches and effectively communicating a strengths-based perspective in relation to learning.
- 7. Equitable Assessment:** Providing opportunities for learners to demonstrate their learning and ensuring appropriate access arrangements.
- 8. Unlocking Full Potential:** Connecting with, and building on, previous knowledge
- 9. Multilingualism and Success:** Recognizing multilingualism as a right and resources, ensuring success for all.
- 10. Facilitating Inclusion:** Promoting full inclusion of ALN students in all activities.
- 11. Student Voice:** Ensuring every student has a voice and is listened to.
- 12. Learner Profile:** Developing the learner profile attributes for a better and more peaceful world.

13. **Whole-School Approach:** Every teacher ensures teaching and learning reaches every student as an individual learner and the senior leadership team, school board, educators, parents, students, and all stakeholders put in place processes and remove barriers to learning for every member of the school community.

This policy aims to identify at the earliest opportunity barriers to learning and eliminate those barriers so that all children can access the broad and balanced curriculum that Our Own English High school has to offer. The objective is for full, equitable participation for all.

2.1 Legislation and Guidance

Our Schools' Inclusion Policy is grounded in a rights-based approach, emphasizing equity and inclusion for all students. The legislation and guidance are to ensure that students who experience ALN have equitable access to quality inclusive education with their peers.

Key legislation and guidance include:

- UN Convention on the Rights of Persons with Disabilities.
- Federal Law No. (29) of 2006 Article 12: The country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education & continuing education institutions in regular classes or special classes.
- Federal Law No. (14) 2009: The UAE guarantees people of determination equality and non-discrimination between them and people without disabilities in all legislations as well as economic and social development programs and policies.
- Department of Education and Knowledge (ADEK) Inclusion Policy (2023).
- School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.)
- Other federal laws, ministerial resolutions, and local strategies supporting equity and inclusive education (outlined in Appendix A).

3.1 Definitions

At Our Own English High School, our Inclusion Policy ensures equitable opportunities for every student, respecting and adapting to their unique strengths and needs. We embrace learner variability, recognizing the dynamic interplay of strengths and challenges across diverse student backgrounds. Our commitment extends to providing an accessible and enriching curriculum for all groups of learners, including, but not limited to:

- **English Language Learners** - those who are new to learning English or need additional support with learning English as a second language.
- **Gifted and Talented** - those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the school identification of G&T procedures. **(See Gifted and Talented policy).**
- **Special Educational Needs and/or Disabilities** (e.g., a recognized disability, impairment and/or learning difference), with or without a formal diagnosis. These learners are known in GEMS as Students of Determination (SD)/Additional Learning Needs students.

The UAE Federal Law 29 (2006) defines discrimination related to special education needs and/or disabilities as any segregation, exclusion or restriction that damages or denies recognition of granted rights.

Abu Dhabi Disability Classification Guide 2020 includes 11 Disabilities Main Categories and 28 Sub-Categories that are divided into 5 domains, which are as follows:

Abu Dhabi Disabilities' Classification 2020

Abu Dhabi Disability Classification Guide 2020 includes (11) Disabilities Main categories and (28) Sub-categories that are divided into (5) domains, which are as follows:

Code	Disability Domain	Code	Disability Main Categories	Code	Disability Sub- Categories or Severity level
01	Neuro-developmental Disorders	01-01	Autism Spectrum Disorder	01-01-01	Level 1 "Requiring support"
				01-01-02	Level 2 "Requiring substantial support"
				01-01-03	Level 3 "Requiring very substantial support"
		01-02	Intellectual Disability	01-02-01	Mild intellectual disability
				01-02-02	Moderate intellectual disability
				01-02-03	Severe intellectual disability
				01-02-04	Global developmental delay
				01-02-05	Unspecified intellectual disability
		01-03	Communication Disorders	01-03-01	Speech and fluency disorders
				01-03-02	Language disorders
				01-03-03	Social (pragmatic) communication disorder
		01-04	Specific Learning Disorder	01-04-01	Mild learning difficulties
				01-04-02	Moderate learning difficulties
				01-04-03	Severe learning difficulties
		01-05	Attention Deficit Hyperactive Disorder	01-05-01	Attention deficit (Predominantly Inattentive)
01-05-02	Hyperactivity-Impulsivity (Predominantly Hyperactive-Impulsive type)				
01-05-03	Attention- deficit/ hyperactivity (combined type)				
02	Sensory Disabilities	02-01	Deaf-Blind Disability	02-01-01	Deaf-blindness *
		02-02	Hearing Impairment	02-02-01	Partial hearing impairment
				02-02-02	Deafness (total hearing impairment)
		02-03	Visual Impairment	02-03-01	Partial visual impairment
				02-03-02	Total Blindness
03	Physical Disabilities	03-01	Physical Disability	03-01-01	Musculoskeletal disabilities
				03-01-02	Muscular diseases
04	Psychological disorders	04-01	Psycho\Emotional Disorders	04-01-01	Mild behavioral disorders
				04-01-02	Moderate behavioral disorders
				04-01-03	Severe behavioral disorders
05	Multiple Disability	05-01	Multiple Disability	05-01-01	Multiple disabilities *

Classifications of special education needs and/or disabilities offer guidance, however at Our Own English high school, our provision follows a graduated response, ensuring support aligns with individual needs and personal outcomes rather than diagnosis.

4.1 Admissions

- **Equitable Admission:** In adherence to Federal Law No. (29) of 2006, students with additional learning needs won't be denied admission if the school has the capacity within the appropriate grade/year, following Policy 44 (Student Admission, Registration, and Distribution).
- **Admissions Process:** Prioritize students with additional learning needs and their siblings.
- **Documentation:** Request clinical assessment reports from parents for comprehensive information to support transition.
- **Transition Support:** Support the transition process for all students with additional learning needs;
 - including students starting school for the first time or coming from alternative early education settings.
 - students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - students in exchange programs.
- **Admissions Accommodations:** 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. These assessments shall not be used to deny admission to the school.
- **Equitable Access:** Ensure equitable and safe access to the learning environment, making reasonable adjustments.
- **Policy Implementation:** Implements the Admissions Policy and follows inclusive practices.
- **Guidance Compliance:** Supports the implementation of this policy by adhering to ADEK Inclusion Policy Guidance.
- **Inability to accommodate:**
 - **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.
 - ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by 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.
- **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.

- 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.
- 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:
 - ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
 - 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.
 - The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK.

5.1 Standard Inclusive Provision

Inclusion Provision

Senior and Middle Leaders alongside the Student Support Team across the whole school promote inclusion for all learners through:

- Low Able - Target Group (Subject intervention group- supported by respective subject teacher)
- English as an Additional Language
- More Able Group – challenge and independent learning opportunities by respective class/subject teacher
- Gifted and/or Talented – enriched, extended, accelerated programme
- Physical support plans and risk assessments
- Behavioural management strategies • Learning Support Assistants

SEN For learners with Special Educational Needs (SEN):

5.1.1 Physical Accessibility

We are committed to meeting the needs of all groups of learners within our school. At Our Own English High school, we are committed to providing, an environment within its resources such as, change of classrooms, ramps and/or easy access to all areas of schools. Health and Safety consideration, which allows ALN needs students full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For learners with non-physical disabilities, we review school routines and the curriculum to ensure that learners are not at a disadvantage. Risk assessments, Personal care plans and Personal evacuation plans are put in place where required.

5.1.2 Accessibility of Learning

Teachers modify teaching and learning as appropriate for these learners. For example, they may give additional time to learners with special educational needs to complete certain activities. Teachers will make every attempt to make any adaptations, accommodations or modifications necessary to meet the needs of the students and remove barriers to learning. Any adaptations will be reviewed with families and other professionals supporting the child. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in class learning.

5.1.3 Inclusive teaching and learning

Teachers in their planning of the lesson plans incorporate inclusive teaching and learning pedagogy provision for students, taking a personalised approach to delivery of teaching content aligning with a tiered model of support and achievement of Documented Learning Plan (DLP) targets.

When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and provide appropriate challenge. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

5.1.3.1 identification and Referral:

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 Our own English High 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, Our Own English high school admissions processes shall adhere to the following:

1. Requesting original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.
2. 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, home schooling, or any other type of educational provision.
3. 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.

If the school is unable to meet the needs of any student who is applying then an Inability to Accommodate Notification will be submitted to ADEK within 7 days of admission decision being issued.

5.1.3.2 Identification of enrolled students and Assessment arrangements:

In early years the children are met by the supervisor and the teachers in an informal manner. The school follows the system of Graduated Response that includes regular observing, assessing and recording the progress of all learners to identify which learners are not progressing satisfactorily and who may have additional/advanced learning/language needs.

- The school refers to Progress Tests, CAT4, PASS, TIMMS PISA, PIRL, ASSET, etc.
- Observations of behavioral, emotional and social development.
- Assessments by a specialist service, such as educational psychology, identifying additional needs.

5.1.3.3 Referral

- Teachers' observation of behavioural, emotional and social development and/or assessment data is recorded in a referral form by the Class Teacher in consultation with other Subject Teachers.
- Class teacher informs Head of Inclusion (HOI) by submitting a Cause for Concern asking the HOI to observe.
- Based on school's observation of behavioural, emotional and social development and/or assessment data, a meeting is scheduled involving the Class Teacher, parent/s, HOI, Supervisor & counsellor to discuss the needs upon which the child may be recorded as needing Additional support.
- HOI provides recommendations and strategies for support and monitors response to intervention, conducts student observations and works with class teacher to ensure UDL and Tier 1 support is already in place.
- Class teacher organises class groupings/resources/CA support/behavioural interventions in order to help the child achieve the targets set.
- Class teacher will monitor and review progress and report back to HOI
- Student is monitored as a Cause for Concern.

5.1.3.4 Tiered model of Support

(Low Ability + EAL)- Tier 1

Personalised work to meet needs in class and home learning. This support may be short term or long term depending on needs and focused approach by all involved; learner, parent and subject teacher. EAL support is given by EAL teacher also in the primary.

Tier 2

Documented Learning Education Plan (DLP) or Accommodation Plan. In class support or small group withdrawals support by Student Support. TA or Teacher.

Tier 3

High needs learners with diagnosis or diagnosis pending. Documented Learning Plan (DLP) and 1:1 LSA, Therapy or ALN teacher intervention. Personalized timetable.

DLP includes SMART goals with tracking, student voice and consultation with parents.

5.1.3.5 Curriculum

Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.

Students will be provided an appropriate curriculum pathway that enables student to achieve appropriate outcomes, based on their individual strengths and support needs if required in future.

5.1.3.6

Collaboration and other Professionals

The school shall liaise with developmental and educational professionals such as therapists, teachers and others to support ALN needs of the students.

5.1.3.7 Assessment Accommodations

The school will ensure that students with additional learning needs are not disadvantaged during any form of assessment. Access arrangements, modifications and accommodations are pre-examination adjustments for candidates based on evidence of need and normal way of working. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the test, for example readers, scribes and enlarged writings.

5.1.3.8 Tracking Response to Intervention. (RTI)

The monitoring and response to the provision summary of provisions, their impact, and monitoring that a student is responding to interventions in place , this data contained within the Provision Map includes:

- start and end date
- the nature and frequency
- who delivers the provision
 - Summary of impact

Progress and attainment Data.

The HOI prepares the presentation and report on SOD attainment and progress data and the impact of interventions on a bi-annual basis and impact portfolio is prepared aligned to the Inclusion Policy / ADEK Inspection Framework.

6.1 Roles and responsibilities

The Leadership Team, Inclusion/Student Support Department, teachers and support staff will work closely with each other, parents, learners and with external agencies to support the needs of individual students.

Local Advisory Board (LAB)

- **Strategic Direction:** Sets strategic direction for the school with a commitment to inclusive education.
- **Oversight Nomination:** Nominates a board member for oversight of inclusive provision.
- **Resource Allocation:** Ensures a financial budget for human, natural, built, and virtual resources to support the inclusion program and inclusive provision.
- **Adjustments and Accommodations:** Ensures adjustments and accommodations to the school environment/infrastructure made, or planned for, improve access for students with additional learning needs with physical disability and sensory impairment.

The Inclusion Governor

- **Advocacy:** Raises awareness of inclusion issues at governing board meetings.
- **Quality Monitoring:** A board member is nominated for oversight of inclusive provision.
- **Strategic Development:** Works on the strategic development of the Inclusion Policy with the Principal.
- **Accountability:** Holds school leaders accountable for provision improvements.

The Principal

- **Overall Responsibility:** Ensures provision and progress for students with additional learning needs, aligns with inclusion principles.
- **Leadership Meetings:** Ensures inclusive provision is a standing agenda item in leadership meetings.
- **Development Planning:** Develops and oversees inclusive provision as part of the School Development Plan and Inclusion Action Plan that includes measurable targets to evaluate and improve provision and accessibility for students with additional learning needs.
- **Oversight:** Appoint a member of the senior leadership team for direct oversight of inclusive provision.
- **Safety Measures:** Establishes a risk assessment procedure for structures within the school.
- **Staff Appointments:** Appoint a Head of Inclusion, a separate member of staff to be responsible for the coordination and provision for multilingual learners, and 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.
- **Professional Development:** Ensures all staff have access to a program of CPD opportunities related to adaptive teaching and ensures staff are trained 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 policy on Child Protection (ADEC, 2016)
- **Data:** Ensures data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- **Risk Assessment:** 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.
- **Maltreatment:** Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- **Emergency Evacuation:** 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. Undertake overall responsibility for the safe evacuation of all people of determination during emergencies.

The Head of Inclusion

- **Coordination:** Coordinates educational, behavioral, social, and emotional provision. Advises on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- **Collaboration:** Collaborates with teachers, leaders, inclusion governor, parents, students and other stakeholders (e.g., Health & Safety Officer) on policy and provision (ensuring emergency evacuation procedures in place and ensuring school accessibility). Builds relationships with the wider community that are a source of expertise to strengthen the implementation of an inclusive programme. Coordinates with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services systems, as per the ADEK In-School Specialist Services Policy.
- **Advise:** Advises on the graduated approach to providing support for SD and those with additional learning needs.

- **Plan Development:** Develops and oversees the implementation of the Inclusion Action Plan, based on the School Development Plan.
- **Record Management:** Ensures the secure storage, evaluation, and dissemination of documentation related to students with additional learning needs as per ADEK Policy 35 (Records). Ensures all data requirements and eSIS information on students with additional learning needs is reviewed and updated. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their IEPs and Personal Emergency Evacuation Plan (PEEP).
- **Review and Evaluation:** Collaborates with all leaders and teachers on the teaching and learning needs of students with additional learning needs and tracks their progress and attainment of curriculum expectations. Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs. Conducts a termly review to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact. Meets with parents to discuss the provision for students with additional learning needs throughout the school year and shares information on the support that can be provided in the home setting. Ensures all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment and progress.
- **Timetabled Workload:** 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.

Inclusion Teacher (one Inclusion Teacher per cycle)

- **Oversight:** Has day-to-day oversight for the specific provision for learners with ALN.
- **Professional Assistance:** Provides professional assistance to colleagues and works with staff, parents, and other agencies. This includes modeling appropriate teaching strategies with Learning Support Assistants and classroom teachers.
- **Record Keeping:** Keeps up-to-date records of all learners with ALN on their caseload.
- **IEP Development:** Supports the development, implementation, and review of Individual Education Plans (IEPs) for learners with ALN, including the development of instructional and educational strategies and the modification and adaptation of curriculum structures.
- **Professional Development:** If an Inclusion Teacher does not have specialized qualification in Special Education, they shall demonstrate 40 hours of coursework including topics related to ALN pedagogies, identification of barriers to learning, strategies to support ALN, effective teaching, target setting for learning and developing IEPs, planning, and evaluating interventions, data to inform practice.
- **Timetabled Workload:** No more than 10% of their timetabled workload outside of their role teaching students with additional learning needs.

Inclusion Assistant (Learning Support Assistant)

- **Support Roles:** Provides various levels of support to students with additional learning needs. This could be whole-class support where there are higher numbers of students with additional learning needs or targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable progress towards personalized targets. This could also be dedicated 1:1 support to a particular student, if required, as per their IEP and the Clinical Assessment Report (a report arising from the assessment of a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, occupational

therapist, doctor, or other suitably qualified professional).

- **Data Collection:** Collects formative assessment data on student performance and progress based on systems designed by teachers.
- **Annual Reviews:** School will provide 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.

Individual Assistant

- **Individualised Assistance:** Where a student with additional learning needs requires additional individualised 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.***
 - When requesting parents to engage an Individual Assistant, schools should provide evidence and a justification to outline the need for support for the majority of the school day.
 - The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned students only upon request by the teacher.
 - 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.
- **Support Roles:** Provides various levels of support to students with additional learning needs. This could be targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable progress towards IEP or personalized targets. This could also be dedicated 1:1 support to a particular student, if required, as per their IEP and the Clinical Assessment Report (a report arising from the assessment of a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, occupational therapist, doctor, or other suitably qualified professional).
- **Data Collection:** Collects formative assessment data on student performance and progress based on systems designed by teachers.

Teachers

- **Curriculum Accessibility:** Creates a learning environment where all students can access the curriculum. Removes barriers to learning to enable every student to develop, pursue, and achieve challenging personal learning goals. Collaborates to design, plan, and deliver the schools' curriculum program to reflect inclusive principles.
- **Adaptive Teaching:** Ensures adaptive and flexible teaching strategies are in place and utilizes Universal Design for Learning principles.
- **Progress Monitoring:** Works closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Works with school leadership and the Head of Student Support to review each learner's progress and development and decide on any changes to provision.
- **Implements Inclusion Policy:** Implements the inclusion policy principles and practices.

Medical Staff

- **Collaboration:** Work with all staff to promote the inclusion of all students, including the sharing of health information in accordance with school policies and the development of Health Care plans where required.

Students

- **Ownership of Learning:** Take ownership of their learning by setting challenging goals and pursuing personal inquiries and opportunities to explore and develop their personal and cultural identities.

All Staff

- **Responsibility:** Hold responsibility for implementing inclusive strategies outlined in this policy.

7 Inclusive Teaching and Learning Approaches

Identification, Referral, and Tracking System

Concern Raising Process:

Our Own English high School has established a comprehensive system for identifying and addressing academic, social, emotional, physical, behavioral, or developmental needs. The process involves various stakeholders, including staff, parents, students, and external agencies.

Early Identification Discussions:

- 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.
- Concerns over progress and attainment are raised with parents at an early stage to support early intervention.
- Early discussions with the student and parents are held to identify the potential needs for Additional Learning Needs (ALN) provision and student strengths.
- These discussions aim to develop a clear understanding of the student's strengths and difficulties, developmental needs, address parental concerns, establish agreed outcomes, and define the next steps.
- Points from these discussions are recorded in the student's file.
- Teachers have a ALN referral process to follow if a concern is identified by any stakeholder. This process integrates the input of students (as appropriate), parents, staff members, other stakeholders, and outside agencies.
- Parents are informed if a student will receive ALN support.

Pre-Admission Planning:

- Student needs are identified and planned for before admission, incorporating information from parents, previous schools/settings, and external agencies.

Assessment:

- Observations, Baseline, CAT4, Progress Tests, ASSET , Raz Plus Reading, PASS, developmental milestones, and other standardized or non-standardized tools help to identify any students who would benefit from further assessment of needs and/or intervention and monitoring (following the graduated assess, plan, do, review approach).
- Parents are involved early on and are important partners in the identification, referral, and tracking systems and processes.
- Identification of additional needs is a whole school responsibility, in partnership with parents.

Assessment of Skills and Progress Monitoring:

- The school will assess each student's current skills and levels of attainment on entry, which will build on previous settings and phases, where appropriate.
- Class teachers will make regular assessments of progress for all students and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the student's previous rate of progress.
 - Fails to close the attainment gap between the student and their peers.
 - Widens the attainment gap.
- Slow progress and low attainment do not automatically lead to ALN support.
- Decisions about ALN provision will consider desired outcomes, expected progress, and parental and student views. This information will help to determine the support that is needed.

Individualised Education Plan (IEP) Development:

- ALN student needs 's identification processes facilitate the creation of IEPs tailored to personalized student needs.
- Information from internal and external assessments is shared with staff to identify students requiring emotional, social, or behavioral support.
- Details of students with additional learning needs are recorded on eSIS as per ADEK requirements.

Progress Tracking and Tiered Model of Support:

- .Inclusion team , tracks the progress of students with additional learning needs by using the Tiered Model of Support.
- The Tiered classification system categorizes the tier of support (See Appendix B).
- Students identified with ALN are placed on the ALN register, with some on Tier 1 support for further monitoring and in-class Quality First Teaching (QFT) strategies.
- A student passport is developed for students receiving Tier 1 support.
- Ongoing communication with parents (in their native language, Seesaw updates, termly IEP meetings, and parent-teacher conferences prioritize support information dissemination.
- An IEP (Individual Education Plan- IEP) is developed for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.

- IEPs are reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 2 weeks which includes LSA Daily reports, Seesaw tracking, lesson by lesson intervention tracking, Learning Ladders and individual software tracking.
- An annual review is conducted as part of the final IEP review to ensure provision remains appropriate and informs the long-term educational pathways of the student.

Curriculum Access and Graduated Approach:

- At Our Own English high school all students have the opportunity to access the full curriculum.
- Recommendations for additional in-class or withdrawal from specific subjects are based on evidence and follow the graduated approach of Assess, Plan, Do, Review (see Appendix C).

Needs Analysis and Review:

- The class teacher collaborates with the Head of Student Support and other school staff, parents and the student to conduct a comprehensive analysis of the student's needs.
 - Factors considered include teacher assessments, previous progress, attainment, behavior, developmental milestones, assessments by other staff, individual development, views and experiences of parents and the student, advice from external agencies as well as national data (e.g., CAT4, PTE, PTM, PTS, NGRT, Star Reading, PASS scores).
 - Regular reviews of the assessment information are conducted.
 - All teachers and support staff are informed of the student's needs, outcomes sought and required teaching strategies.
 - The inclusion team consistently reviews the effectiveness of support and interventions, reporting progress data to parents on a termly basis.
 - IEPs are reviewed at least three times a year, tracking progress toward identified targets every two weeks.
 - Termly reviews for students on Tier 2 or 3 support involve parents, students, teachers, and dedicated Inclusion Assistants to ensure ongoing appropriateness of provisions.
 - Subject leaders track the progress, attainment, and approaches of students with additional learning needs within their subjects to identify any learning outcomes linked to the IEP.
 - Attainment and progress reports are personalized based on IEP information, emphasizing unique starting points.
 - Exiting the ALN register and interventions are considered for students showing progress and evidence of reduced need.
 - If one-to-one learning support is deemed necessary for curriculum access, parents are advised to work collaboratively with the school to employ a 1:1 Learning Support Assistant.
- .Our Own English high school. emphasizes a culture of inclusion, equitable access to education, and respect, aiming for success in students' personal learning goals.

8 Inclusive Teaching & Learning Approaches

Our Own English high school. is committed to inclusive teaching and learning, and the approach is integral to our educational philosophy. To ensure a holistic experience, we emphasize the following principles:

- **Fostering Well-Being:** The social, emotional, and physical well-being of both students and teachers is prioritized and monitored.
- **Accountability in Teaching:** Teachers are responsible for the progress and development of all students, with high-quality teaching as the foundation for addressing ALN. Teachers have access to a wide range of resources (including assistive technology) to help with the teaching and learning of all students including those with ALN. Teachers are also involved in collaborative curriculum design.
- **In-Class Provision:** Collaboration among class teachers, teaching assistants, and learning support assistants, guided by leaders and the Head of Student Support, ensures inclusive teaching strategies are seamlessly integrated into lesson planning.
- **Personalized Content:** Personalizing teaching content for students with additional learning needs, aligning with the tiered model of support and IEP targets.
- **Professional Development:** Prioritizing professional development through sessions on inclusive approaches to education, including adaptative teaching strategies, conducted by specialists.
- **Support and Guidance:** Providing ongoing guidance for Teaching Assistants, Inclusion Assistants, and Individual Assistants' professional development, with class teachers guiding the work of Teaching Assistants, Inclusion Assistants, and Individual Assistants.
- **Counsellor Support:** A qualified school counselor is available to address parenting, social, emotional, and mental well-being needs.
- **Tiered Model of Support:** A tired model of support following response to intervention is utilized to ensure the progress of all students with ALN.
- **Withdrawal Learning Support:** Where appropriate, targeted support is offered using evidence-based interventions with withdrawal sessions, to address various needs such as literacy, numeracy, executive functions, sensory processing needs, speech, and language.
- **Student Passport and IEP:** Developing a Student Passport on IEPs for students on the ALN register, incorporating strengths, challenges, and strategies for support as well as student voice and personalized targets.
- **Provision Mapping:** Conducting weekly meetings to map provisions, ensuring the effectiveness of support strategies.
- **Assessment Resources:** Maintaining up-to-date assessment resources, aligning with CAIE and CBSE access arrangements and inclusive provision guidance. Assessments are administered fairly, inclusively, and transparently aligned with the requirement of the dual board access arrangements and inclusive provision guidance (see School Assessment Accommodations Policy).
- **Teaching Assistants:** Ensuring Teaching Assistants are available in Early Years and Primary School classes, providing flexible support based on identified needs.

Additional Support for Learning

Our Inclusion Team employs various interventions to support literacy and numeracy. Some of these interventions include:

- Toe by Toe; Read Write Inc Fresh Start; Lexia; Nessy; All About Spelling; Numicon resources; Bar Model resources; Power of 2; Plus 1; Handwriting without Tears; IDL Literacy; IDL Maths; Kaligo,

Executive Function/Organisational skills; other interventions are utilised in response to identified needs, including group interventions supported by outside agencies working at therapeutic clinics.

9 Curriculum

At Our Own English high school, our commitment to inclusive education is reflected in our approach to the curriculum for students with additional learning needs:

- **Broad and Balanced Curriculum:** Providing all students with additional learning needs access to a broad and balanced school curriculum.
- **Extracurricular Inclusion:** Encouraging participation in extracurricular activities, ensuring the full range is accessible to every student, with adaptations as needed.
- **Inclusive Participation:** Facilitating participation in events like sports days, school plays, and special workshops for all students, with a commitment to ongoing review and support.
- **Modified Curriculum Pathway:** Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate. Ensuring that where any agreed modified curriculum pathway may not fulfill equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- **MOE Curriculum:** Ensure that the MOE curriculum meets the requirements of the Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.
- **ESIS Update:** Ensuring transparency and documentation by updating ESIS to indicate when a student is following a modified curriculum.

10 Access Arrangements

Ensuring that students are not disadvantaged during assessments, evaluates and implements accommodations tailored to each student's usual way of working. Head of Inclusion will ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary. For more information, see the IB Access and Inclusion policy.

11 Support for Emotional and Social Development

At Our Own English High School, nurturing the whole child, including the emotional and social wellbeing of our students is a cornerstone of our inclusive approach:

- **Collaborative Oversight:** The School Counsellor, Head of Student Support and Leadership team meet weekly to share information about students to ensure a collaborative approach to the social, emotional, and mental health concerns are addressed.
- **Individualised, Group, or Whole-Class Support:** The School Counsellor works directly with students in one-to-one, small-group, or whole-class settings, tailoring support to unique needs.
- **Empowering Participation:** Encouraging students with ALN to actively participate in the School Council, promoting their engagement in school governance and environmental initiatives.
- **Zero-Tolerance for Bullying:** Emphasizing a zero-tolerance approach to bullying, .The school utilizes a restorative approach to create a safe and inclusive environment.
- Also see the ADEK and School's Wellbeing Policy and School Counsellor Policy.

12 Evaluating the Effectiveness of ALN Provision

To ensure the continual enhancement of support for students with ALN, Our Own English High School. employs a comprehensive evaluation approach encompassing:

- Developing an Inclusion Action Plan in alignment with our School Development Plan.
- Conducting termly reviews of individual student progress (IEPs), tracking their advancements toward set targets.
- Assessing the effectiveness of interventions through comprehensive reviews after each term.
- Utilizing feedback from students, parents, and staff questionnaires to gain diverse perspectives on the impact of ALN 's provision.
- ALN is monitored as part of the whole school provision, including observations and data tracking.

13 Additional Fees

At Our Own English High school, we uphold the principle of inclusion which states that equitable access to education is the right of all students. While our standard fee structure covers comprehensive inclusive provisions, there are instances where a student's unique needs may require specialist intervention. In such cases, additional school fees may be necessary. Our Own English High School is committed to transparency and fairness in this process:

- **Justification and Itemization:** the school will provide a detailed justification, supported by evidence, for any additional fees beyond the standard inclusive provision. All extra charges will be itemized, and student records on the eSIS database will be promptly updated. Financial statements, detailing the allocation of additional funds, will be provided to parents on a termly basis.
- **Limitation and Regular Review:** By 2025 school. will place a cap on additional charges to parents, ensuring they do not exceed 50% of the tuition fee. Optional administration charges for in-school specialists will not surpass 10% of the cost, in adherence to the ADEK IN-School Specialist Services Policy. Regular termly reviews are conducted to evaluate the impact and continued relevance of specialist services, fostering a responsive and adaptive approach to additional fees.

14 Supporting Students Moving Between Education Settings

Our Own English High School is dedicated to facilitating smooth transitions for students moving between educational settings. We prioritize the exchange of information with the receiving school or setting, according to school guidelines, to support a seamless adjustment for the student.

15 Expertise and Training of Staff

Our school ensures staff expertise through ongoing training and development sessions to effectively cater to the needs of students with additional learning requirements.

16 Securing ALN Support, Equipment and Facilities

When a student's unique support needs require an alternative curriculum or continuous highly individualized support, .School may recommend an Inclusion assistant (LSA) to work 1:1 with the student. All arrangements are collaboratively discussed with parents and subject to yearly review. The cost of the LSA service is passed on to parents and outlined in a clear LSA contract covering roles, expectations, communication, and associated fees which parents and leadership sign.

17 Physical Accessibility

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).

General Accessibility

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast color bands, and grip tape on the edge of each step.
- Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment (As per the Civil Defense Code of Conduct).
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the first floor, operated by a trained member of staff (including security staff).
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and some people cannot mobilize independently down the stairs.
- All teaching staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies (support staff are trained).
- 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 any identified staff assisting in evacuation have received relevant training.
- 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).
- Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
- 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.

Accessibility of Learning Spaces:

To provide equitable access to education and inclusive learning opportunities Our Own English High School has ensured:

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- A variety of classroom resources (pens, pencils, scissors, etc.), which offer choice regarding the size and ease of use. These are ordered at a year level.
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- 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.
- Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning as per ADEK guidance.
- 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 facilitating 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.

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:

- 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.
- Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- 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.
- Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

18 Working with Other Agencies

collaborates with external support services, fostering strong relationships with a wide range of centers. Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as Educational Psychologists, Clinical Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioral Therapists, clinics, and centers within the Abu Dhabi network. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be paid by the parents.

Our Own English High school. has built a strong working relationships and links with external support services in order to fully support ALN students and aid school inclusion such as:

KidsFIRST: Abu Dhabi

Telephone: 02-555-1437

Website: <https://www.kidsfirstmc.com/>

Perfect Balance: Abu Dhabi

Telephone: 02-441-3316

Website: <https://www.perfectbalance.ae>

Maudsley Centre

Telephone: 02-610-7777

Website: <https://maudsleyhealth.com>

Insights Psychology: Dubai (they travel to Abu Dhabi)

Telephone: 04-564-6988

Website: <https://www.insightspsychology.com>

Intercare Health Center: Abu Dhabi

Telephone: 02-639-0080

Website: <https://www.intercare-health.com/cms/>

Aspris Wellbeing in Abu Dhabi

Telephone: 02-651-8111

Website: <https://www.priorygroup.ae/our-location/abu-dhabi/>

Stars for Special Abilities & Early Intervention: Abu Dhabi (for speech and occupational therapy)

Telephone: 02-446-2048

Website: www.starzuae.com

Incluzun

Telephone: 050-876-8747

Website: <https://incluzun.com>

These are not exclusive providers and parents can explore other options and other agencies. We maintain a high level of confidentiality of information. Copies of reports from external agencies are securely stored.

19 Complaints about ALN Provision

Complaints about ALN provision in our school should be made to the Head of Inclusion or the Principal in the first instance. They will then be referred to the school's complaints policy.

20 Monitoring arrangements

This Inclusion Policy will be reviewed by the Principal and the Head of Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

21 Links with other policies and documents

This policy links to our policies on:

- Admissions policy
- Anti-Bullying policy
- Behaviour policy
- Complaints policy
- Equality Information and Objectives
- Gifted and Talented policy

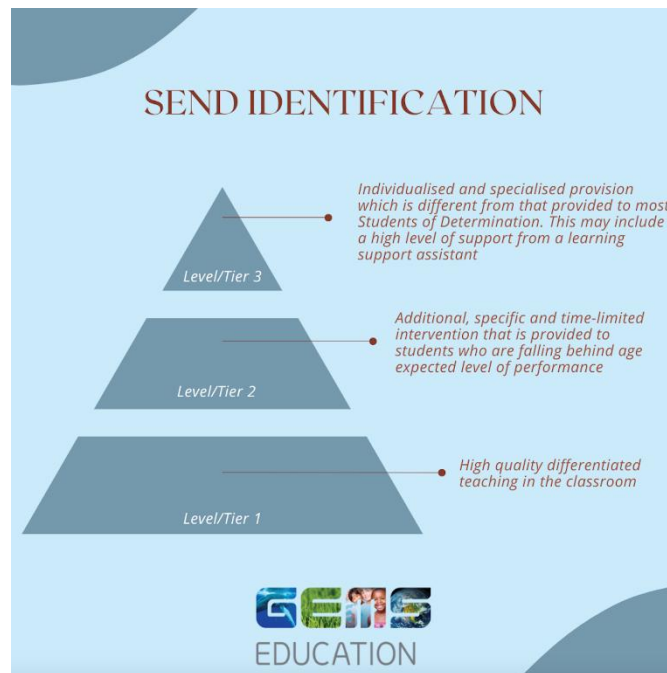
- Safeguarding and Child Protection policy
- Teaching and Learning Policy
- Wellbeing Policy

Appendix A Legislation & Guidance Inclusive Education Provision

<p>The United Nations Convention on the Rights of Persons with Disabilities</p> <p><i>International framework emphasising the rights of persons with disabilities.</i></p>	<p>https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p>
<p>Federal Law (29) 2006 and 2009</p> <p><i>Guarantees equal opportunities in education for Persons of Determination within all Educational Institutions.</i></p>	<p>https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
<p>Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education.</p> <p><i>Establishes a policy framework for inclusive education</i></p>	<p>https://u.ae/en/information-and-services/education/education-for-people-with-special-needs/inclusive-education-for-people-of-determination</p>
<p>Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.</p> <p><i>Addresses legal aspects related to inclusive education.</i></p>	<p>https://www.wam.ae/en/details/1395303086458#:~:text=31%20of%202021%2C%20promulgating%20Penal,such%20a%20seal%20shall%20be</p>
<p>Ministry of Education (2010) School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).</p> <p><i>Sets forth rules for providing special education programs and services.</i></p>	<p>https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf</p>
<p>Department of Education and Knowledge Inclusion Policy (2023).</p> <p><i>Outlines the commitment to inclusive education.</i></p>	<p>See handbook</p>
<p>Abu Dhabi Strategy for People of Determination 2020-2024 'We are One'.</p> <p><i>Promotes a culture based on the social and human-rights perspective of disability. Supports equal and improved access to rights, opportunities, and services across all life stages.</i></p>	<p>https://www.addcd.gov.ae/-/media/Project/DCD/DCD-v2/POD-Booklet/Abu-Dhabi-Strategy-for-POD-Booklet---English.pdf</p>
<p>Abu Dhabi Education Council (ADEC). Child Protection.</p> <p><i>Emphasises child protection measures within the educational context.</i></p>	<p>https://www.adec.gov.ae/en/Education-System/Private-Schools/Child-Protection</p>
<p>National Child Protection Policy in Educational Institutions in United Arab Emirates.</p> <p><i>Emphasises child protection measures within the educational context.</i></p>	<p>https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20Policy-EN.pdf</p>
<p>U.A.E Universal Design Code.</p> <p><i>Promotes universal design principles for inclusivity.</i></p>	<p>https://www.bimmates.com/regulation/uae-universal-design-code</p>

<p>The National Policy for Empowering People of Determination</p> <p><i>Based on six pillars including health, education, vocational rehabilitation, accessibility, social protection, and family environment</i></p>	<p>https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/policies/social-affairs/the-national-policy-for-empowering-people-with-special-needs</p>
<p>'We are the UAE 2031' Vision</p>	<p>https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/strategies-plans-and-visions/innovation-and-future-shaping/we-the-uae-2031-vision</p>
<p>UAE Centennial 2071 Long Term Government Plan</p>	<p>https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</p>
<p>Abu Dhabi Economic Vision 2030</p>	<p>https://www.actvet.gov.ae/en/media/lists/elibraryId/economic-vision-2030-full-versionen.pdf</p>
<p>Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).</p> <p><i>Establishes quality standards for services catering to persons with disabilities</i></p>	<p>https://government.ae/information-and-services/education/education-for-people-with-special-needs</p>
<p>The National Project for Inclusion for People of Determination (2008)</p> <p><i>A national initiative promoting inclusive practices</i></p>	<p>https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</p>
<p>Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)</p> <p><i>Outlines the commitment to inclusive education.</i></p>	<p>http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A8%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf</p>
<p>The IB Access and Inclusion Policy</p> <p><i>Guides the implementation of inclusive practices within the IB education framework.</i></p>	<p>https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en</p>
<p>The IB Learning Diversity and Inclusion in IB Programmes Guide</p> <p><i>Guides the implementation of inclusive practices within the IB education framework.</i></p>	<p>https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.5</p>

Appendix B Tiers of Support- Response to Intervention/Graduated Approach



- **Tier 1 – High-quality teaching strategies by the classroom or subject teacher reflecting Universal Design for Learning and Quality First Teaching**

This Tier of support meets the needs of the majority of students with additional needs through highly effective adaptive teaching, learning, and classroom provision. A student may have a Student Passport to indicate an ALN need and any in-class provision via QFT/UDL.

- **Tier 2 – Specific, targeted intervention for students whose needs are not met by Tier 1 strategies**

Students receiving Tier 2 support receive time-limited, targeted support, in addition to the usual classroom QFT/UDL provision. An IEP is developed. This support could take the form of withdrawal from lessons for individual intervention, support teaching in small groups, or a Teaching Assistant/Learning Support Assistant in the classroom working with a group of students. This will be provision that goes beyond the 'normal' classroom.

- **Tier 3 – Highly personalized intervention and specialist support for individual students whose needs are not met by Tier 1 or Tier 2 interventions.**

Students receiving Tier 3 support are those students who have significant needs & receive a high degree of specialist, long-term, personalized intervention/modified curriculum in addition to QFT/UDL in the classroom. An IEP is developed.

Appendix C Assess, Plan, Do, Review

