



ABUDHABI INDIAN SCHOOL BRANCH 1

INCLUSION FRAMEWORK

Name of Policy:

Inclusion Policy

Purpose of Policy:

Aims to define expectations of Inclusive Education as a fundamental right for all students including students with the additional learning needs in schools.

Approval for this Policy:

Principal

Responsibility for its update:

Principal

Policy applies to:

To the staff of AbuDhabi Indian School, Al Wathba

Date of Approval:

03-10-2023

Proposed Date of Review:

03-10-2024

Principal's Name:

Dr. Alpana Sawhney

Principal's Signature:





ABU DHABI INDIAN SCHOOL, BRANCH 1

In Abu Dhabi Indian School – Br 1, Al Wathba - all pupils are given an equal opportunity to reach their full potential irrespective of their disabilities or educational needs. Here, all students are valued and respected as individuals. They are treated equally.

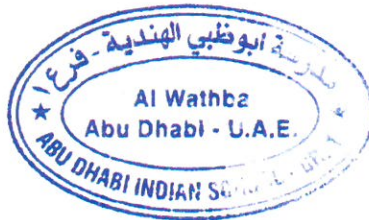
The special educational needs of students are best met by well-developed inclusive practices. The staff shares responsibilities in meeting every individual with diversified needs, academic challenges that are planned in a suitable manner.

The progress of these children are monitored through regular assessment which are carried out by the teachers and supported by the Senior Leadership Team.

The information in this policy is updated annually. Any changes occurring during the year is updated with immediate effect.

Approved by

DR. ALPANA SAWHNEY
(PRINCIPAL)



Adoption of new policy – October 2023

INCLUSION POLICY

Introduction

Abu Dhabi Indian School – Branch 1, Al Wathba, is dedicated to fostering an inclusive educational framework. Our goal is to nurture knowledge, courage, and connections to unlock the unique potential within each individual. Inclusion, forms the foundation of our school's mission and vision, ensuring that the voices of the entire community, including students, parents, caregivers, support staff, and non-teaching staff, are acknowledged and valued.

Vision: At ADIS – br.1, We aspire to create a vibrant and Inclusive learning community where WE LEARN AND SHARE, WE DISCOVER AND INSPIRE, WE COLLABORATE AND INNOVATE.

Mission:

- To impart in students, the need of curiosity, critical thinking, creativity, inclusivity and communication skills to make them adaptable global citizens of the 21st century.
- To prepare and accommodate students to achieve their highest potential.
- To mold and motivate our learners to develop scientific mind and spirit of inquiry.
- To inculcate in students, respect and appreciation towards diverse culture especially that of the UAE heritage and Islamic traditions.

Strategy and Target

The school focusses on Inclusive teaching and learning that are designed to actively engage, include, and challenge all students.

- **Create Inclusive environment:** Build rapport through fostering one-one relationship with each of their students as much as possible. **Strengths-Based Approach:** Everyone has strengths and weaknesses. Help students develop their strengths and see that students with special needs have strengths too. Focus on progress, no matter how small.
- **Differentiate Instruction:** When teachers differentiate all students can participate and work at their current ability.
- **Make Objectives Clear:** Posting and reviewing objectives in age-appropriate language helps all students achieve the desired objective of each lesson. It is especially helpful for students with special needs.
- **Adapt:** Teachers are masters at adapting. We watch our students and constantly assess; slowing down when they don't understand something then speeding up when it's clear they've already got it. We challenge those that are ready for more and provide extra support to those that need it.

- **Explicit Teaching and Modeling:** Model for students and gradually turn the responsibility over to the student. The "[I do, We do, You do](#)" approach is especially beneficial to kids with special needs; it gives them the support they need to keep up with traditional classroom activities.
- **Have a Positive Attitude:** As the teacher, positive attitude about inclusion sets the tone for the rest of the class.

Admission process for students with Additional Learning Needs:

Admitting Students with Additional Learning Needs:

- No denial of admission to students with additional learning needs if capacity is available in the relevant grade/year.
- Priority for students with additional learning needs and their siblings.
- Parents to provide original clinical assessment reports from specialists.
- Transition support for various student categories.
- Accommodations for assessments without denial of admission.
- Equitable access to the school's environment with necessary adjustments.
- Clear definition of the school's "inability to accommodate"

Inability to Accommodate Notification:

- Submission of notification within 7 days if unable to meet a student's needs.
- ADIS – Br. 1 may uphold or overturn notification based on evidence.
- School will make reasonable adjustments for all students with additional learning needs.

Referrals to Specialized Provision:

- Mainstream education for most students with additional learning needs.
- ADIS – Br. 1, to contact ADEK before discussing specialized provision with parents.
- Specific conditions for UAE Nationals with severe autism for referral consideration.
- Agreement of ADEK, the school, and parents required.
- Aligning with Anti bullying policy and Child Protection policy, Adis – Al Wathba, affirms **ZERO TOLERANCE** for the students. The school takes its' responsibility to 'safeguard and promote welfare' and 'prevent all forms of bullying' respectively seriously. Although serious, bullying is still a form of misbehavior and should therefore be dealt with through the school's Behavior and Discipline Policy
- In case the student requires intensive therapies such as Occupational Therapy, Speech and language therapy and Applied Behavior Analysis, which cannot be delivered in the main school
- Parents' understanding of criteria and consent for referral to ADEK

Inclusion Staff Requirements:

Head of Inclusion:

- ADIS – Br. Will appoint at least 1 appointed **Head of Inclusion**, with a maximum of 10% teaching workload.
- Additional coursework for those without specialized qualifications but with 5+ years of inclusion-related leadership experience.
- Non-teacher Heads of Inclusion with 5+ years of inclusion-related senior leadership experience must complete 60 hours of coursework.

Topics include:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Learning interventions and evaluation of effectiveness
- Target-setting for learning and developing IEPs
- Coordinating inclusive provision
- Resource allocation and deployment

Inclusion Teacher:

- At least 1 Inclusion Teacher per cycle, with a maximum of 10% workload outside teaching students with additional learning needs.
- Teachers without a specialized qualification in Special Education must complete 40 hours of coursework.

Topics include:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

Inclusion Assistants:

- ADIS will appoint – Inclusion Assistants to support teachers for students with additional learning needs.

Tasks include:

- a. Whole-class support for higher numbers of students with additional learning needs.

b. Targeted pull-out and push-in support for small groups or individuals to progress toward Individual Education Plan (IEP) targets.

c. Dedicated 1:1 support for specific students, as required by their IEP and Clinical Assessment Report.

Schools will conduct an annual review, tracking progress and evaluating outcomes to determine the continuation or modification of 1:1 support for maximum positive impact.

Individual Assistant:

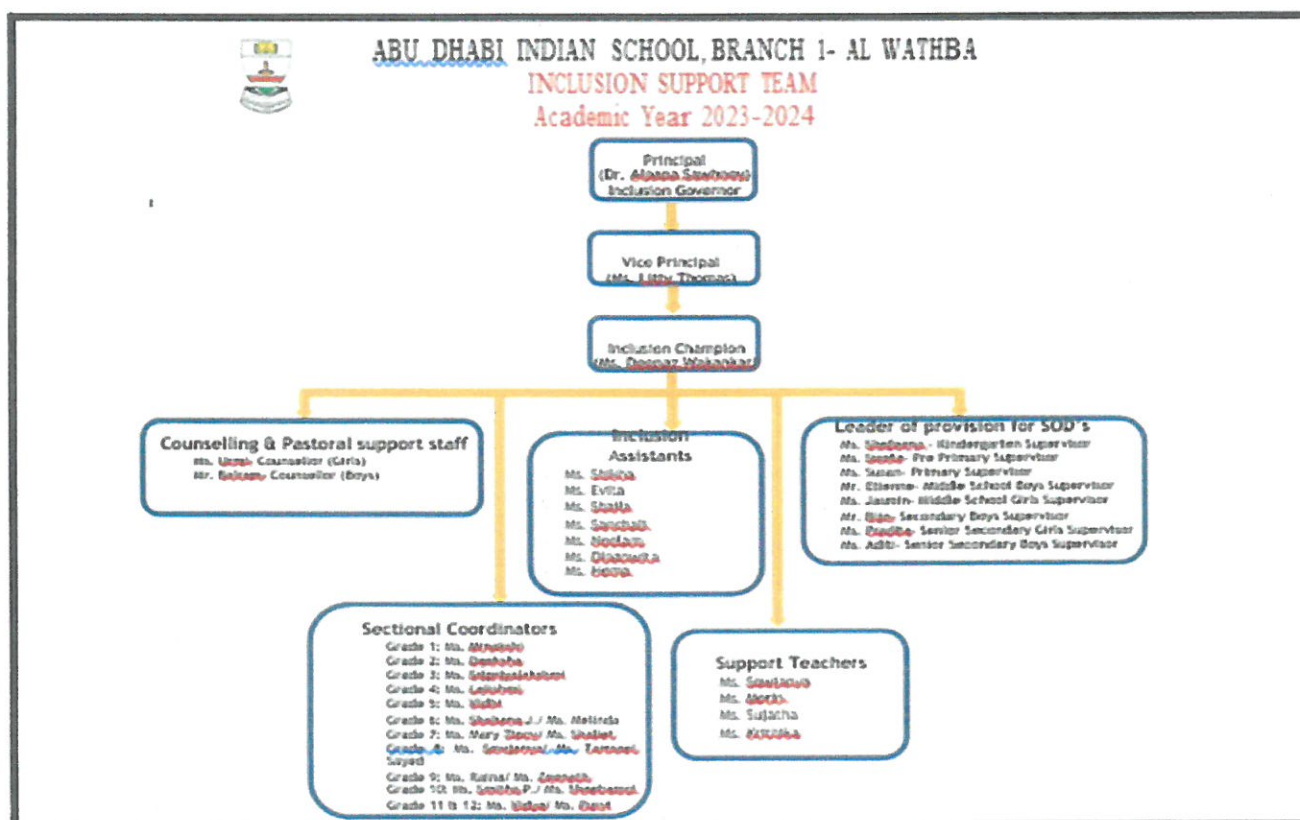
- For students needing personalized non-teaching support, schools may suggest a parent-funded Individual Assistant.

Requesting Parent Engagement:

- Schools will provide evidence and justification, outlining the need for support for most of the student's school day.

Assistant Role:

- The Individual Assistant will operate outside the classroom and can enter only upon teacher request.
- Record-keeping:
- Schools will maintain records on eSIS and PASS to note the provision of an Individual Assistant for a specific student.



Physical Accessibility

General Accessibility:

- The school has ensured universal design in school buildings and learning spaces
- It has made parking, pathways, buildings, and playgrounds accessible to everyone.

Building Entry:

- There is a provision ramps at entry points adhere to wheelchair accessibility standards.
- Stairs have handrails, contrast color bands, and tactile indicators.

Signage and Alarms:

- School uses symbols with text on signage for better visibility.
- There are evacuation alarms include flashing lights for those with hearing impairments.

Ground Floor Access:

- The school has ensured ground floor accessibility for all students.

Bathrooms and Pool Access:

- The school has accessible bathrooms with sanitary provisions.
- If the need be, the SOD can be hoisted for pool access, operated by trained staff.

Emergency Procedures:

- Evacuation chairs are available for safe exit during emergencies.
- School has staff trained in chair operation; designated members assist during emergencies.

Individual Plans:

- The school has developed Personal Emergency Evacuation Plans (PEEP) for students and staff needing support.
- The school coordinates with transportation providers for accessible school buses.

Risk Management:

- The school conducts risk assessments for identified accessibility-deficient areas.
- The school has developed a school accessibility plan based on risk assessment with clear timelines.

Exemptions and Renovations:

- The school's renovation or expansion complies with general accessibility requirements.

Accessibility of Learning Spaces:

Classroom Accessibility:

- The school has ensured all classrooms are accessible, with adapted seating options.
- It has provided varied resources for choice and ease of use.

Timetabled Classes:

- The school ensures physical accessibility for all students in timetabled classes.

Specialized Spaces:

- The school has made specialized spaces (labs, sports facilities) accessible with adapted resources.

Acoustics and Lighting:

- The school evaluates classroom acoustics and lighting for students with sensory impairments.

Universal Design for Learning (UDL):

- The school implements UDL in classrooms for diverse learning styles.
- It accommodates and modifies teaching for fair access.

Specialist Support Spaces:

Intervention Spaces:

- The school has ensured dedicated spaces for specialist interventions with sensory considerations.
- Equip spaces with technology mirroring other classrooms.

Non-Digital Resources:

- The school has provided non-digital resources for interventions as part of the IEP.

Inclusive Teaching and Learning Support:

Identification and Tracking System:

- The school has developed a system for identifying and tracking academic, social, and emotional needs using Standardized baseline assessments and Informal assessment – **Schonell** reading and spelling test, CAT4.
- The school involves students, parents, and staff in the process.
- The school establishes continuous communication with parents in their native language.

Progress Tracking:

- The school uses Tiered Model of Support for additional learning needs.
- The school develops and reviews IEPs, track progress regularly.
- The school conducts annual reviews for students with dedicated support.

Inclusive Teaching Approaches:

- The school ensures incorporating inclusive teaching strategies into lesson planning.
- Develops personalized content for additional learning needs.
- Provide professional development on inclusive education.

Curriculum:

- The school ensures access to a broad and balanced curriculum for all students.
- It is ensured that to align Technical and Vocational Education (TVET) pathways with UAE MoE guidance.

Assessment Accommodations:

- The school shall evaluate needs for assessment accommodations.
- The school has developed a policy for accommodations in line with external requirements.

Private Schools Teaching MoE Curriculum:

- Adhere to Ministerial Resolution No. (647) of 2020 on Inclusive Education Policy.

Additional Fees

The additional fees policy for ADIS-Br.1, emphasizes equitable access to education for all students with additional learning needs.

If a student requires specialist intervention beyond standard inclusive provision, school is requesting for the additional fees for an individual assistant.

School justifies the requirements, itemize charges, and update records accordingly.

Additional charges do not exceed 50% of tuition fees.

The school is working towards in-school specialists should and shall adhere that the fees does not surpass 10% of cost. Regular reviews of charges will be adhered to assess the impact.

In case of any additional costs schools shall seek approval from ADEK.

Leadership Roles and Responsibilities

The school leadership actively engages in the implementation of the Inclusion Policy by outlining roles and responsibilities, including, but not limited to, the following:

The Board of Trustees establishes:

- The school's strategic direction, incorporating a commitment to inclusive education.
- One board member to oversee inclusive provision.
- A financial budget that supports the inclusion of students with additional learning needs, including specialist staffing and resources.
- Adjustments and accommodations in the school environment to improve access for students with additional learning needs, specifically those with physical disabilities and sensory impairments.

The Principal:

- Makes inclusive provision a standing agenda item for senior leadership and Board of Trustees meetings.
- Develops and reviews inclusive provision as part of the School Development Plan, including measurable targets for evaluation and improvement.
- Assigns a member of the senior leadership team to directly oversee inclusive provision.
- Appoints a Head of Inclusion, meeting the requirements of the ADEK Staff Eligibility Policy, responsible for coordinating all aspects of education for students with additional learning needs.
- Appoints a staff member to coordinate and provide for multilingual learners.
- Appoints a staff member to coordinate and provide for gifted and/or talented learners, working in conjunction with middle leaders.
- Ensures all staff have access to a CPD program related to adaptive teaching and are trained in student protection and safeguarding awareness measures, as per the ADEK policy on Child Protection (ADEK, 2016).
- Establishes a risk assessment procedure for all school structures to identify and mitigate hazards for those with communication, mobility, sensory, and behavioral needs.
- Ensures data on the identification of students with additional learning needs is submitted to ADEK as required.
- Records and resolves all incidents of maltreatment against students with additional learning needs.
- Establishes a system for emergency evacuation of all people of determination, ensuring key individuals are aware of their roles, and provides training and awareness sessions to the school community.
- Undertakes overall responsibility for the safe evacuation of all people of determination during emergencies.

The Head of Inclusion:

- Coordinates all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through collaboration with other teachers and professionals.
- Collaborates with teachers on the teaching and learning needs of students with additional learning needs and tracks their progress and attainment in relation to curriculum expectations.
- Securely stores, evaluates, and disseminates all documentation pertaining to students with additional learning needs as per Policy 35 (Records).
- Maintains, reviews, quality assures, and updates the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- Develops PEEPs for each student in coordination with the designated Health and Safety Officer for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment).
- Reviews PEEPs on a termly basis or when individual or setting needs change.
- Evaluates the school's accessibility for students with additional learning needs, including the emergency evacuation procedure, in collaboration with the school's Health and Safety Officer.
- Reviews and updates all data requirements and eSIS information on students with additional learning needs.
- Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and provision for students with additional learning needs.
- Meets with parents throughout the school year to discuss provision for students with additional learning needs and the support available in the home setting.
- Coordinates and evaluates all specialist push-in and pull-out interventions for positive impact on attainment.
- Coordinates with in-school specialists to facilitate the delivery of specialist services in the school setting where required, following the ADEK In-School Specialist Services Policy.
- The initial response to Students of Determination involves high-quality teaching tailored to individual students' needs.
- All key stakeholders acknowledge that every teacher plays a role in educating Students of Determination.

The Inclusion Department collaborates with Heads of Sections, supervisors, teachers, parents, students, and qualified practitioners (when appropriate) to:

- Identify individual profiles of need.
- Develop and Individual Education Plans IEP
- Set targets to support students.
- Coordinate exam concessions for both internal and external examinations.
- The overarching goal of the Inclusion Department is to equip students with the learning and life skills necessary to access the broader curriculum, enhancing each student's confidence and self-esteem. The department aligns its support with the revised Categorization Framework for Students of Determination, based on the UAE unified categorization of disability, covering areas such as

Compliance

Effective from October 3, 2023, school will achieve full compliance with this policy by September 1, 2025. We understand that non-compliance may result in legal accountability and penalties as per ADEK's regulations, policies, and requirements, in addition to penalties outlined in Federal Decree Law No. (31) of 2021 or any other relevant law. ADEK retains the right to intervene in cases of school violations.

Conclusion

In conclusion, our Inclusion Policy underscores our unwavering commitment to creating an educational environment where every student, regardless of their unique abilities or challenges, has the opportunity to thrive. By embracing the principles of equity, diversity, and inclusion, we aim to foster a community where the potential of each individual is recognized, celebrated, and supported.

Through **comprehensive admission processes, personalized learning strategies, and ongoing collaboration with key stakeholders, including parents, teachers, and specialists**, we strive to ensure that Students of Determination receive the tailored support they need.

Our inclusive approach is rooted in respect, understanding, and the belief that diversity enhances the fabric of our educational community.

The provisions outlined in our policy, **aligned with the UAE unified categorization of disability, emphasize our commitment to addressing the varied needs across cognitive, communication, social-emotional, and physical spectrums.** By promoting accessible facilities, specialized teaching methods, and a supportive network, we seek to empower every student to access a broad and balanced curriculum.

In essence, **our Inclusion Policy is not just a document; it is a testament to our dedication to providing an educational experience that nurtures the potential within each student, fostering an inclusive culture that enriches the entire school community.** Through continuous reflection, collaboration, and adaptation, we aspire to create an environment where every learner feels valued, supported, and inspired to reach their fullest potential.

Approved by

Dr. Alpna Sawhney

Principal

