# Inclusion Policy

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## Contents

## Vision & Aims

At GEMS World Academy- Abu Dhabi (WAA), our Inclusion Policy embodies a rights-based and social-model approach to education for all students. Aligned with the GEMS vision for Inclusive Education, WAA holds the '**the belief in the fundamental right of every child to access a quality education'**.

Aims:

1. **IB and Whole-Student Approach:** Embrace the IB learner profile, catering to the whole-person in a safe, fully equipped environment, identifying and removing barriers to learning to ensure school is a positive experience for all learners that fosters internationally minded and active citizens in WAA's community and wider world.
2. **WAA High Performance Learning (HPL):** Recognise the potential of all learners to achieve the highest results and reach their full potential.
3. **WAA'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.

WAA upholds the following Inclusive Education principles:

1. **Human Right to Education**: Ensuring access to an IB 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 WAA.
3. **Valuing Diversity**: Valuing and recognising 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:** Recognising educators as teachers of all students using a graduated approach to inclusive provision, utilising 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:** Recognising multilingualism as a right and resources, ensuring success for all.
10. **Facilitating Inclusion:** Promoting full inclusion of SD in all activities.
11. **Student Voice:** Ensuring every student has a voice and is listened to.
12. **IB Learner Profile:** Developing the IB 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, IB 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 WAA has to offer. The objective is for full, equitable participation for all.

## Legislation and guidance

WAA's 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 SEND (Special Education Needs and Disabilities) 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 the equality and non-discrimination between them and people without disabilities in all legislations as well as economic and social development programmes 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.)
- IB Access and Inclusion Policy and Learning Diversity and Inclusion in IB Programmes Guide.
- Other federal laws, ministerial resolutions, and local strategies supporting equity and inclusive education (outlined in Appendix A).

## Definitions

At WAA, our Inclusion Policy ensures equitable opportunities for every student, respecting and adapting to their unique strengths and needs. We embrace learner variability, recognising 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. **See ELL policy.**
- **Special Educational Needs and/or Disabilities** (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis. These learners are known in GEMS as Students of Determination (SD).

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.

Classifications of special education needs and/or disabilities offer guidance, however at WAA, our provision follows a graduated response, ensuring support aligns with individual needs and personal outcomes rather than diagnosis. ADEK identified potential categories of disability including:

- Intellectual disability
- Specific Learning disability
- Emotional and Behavioural Disorder
- Autism Spectrum Disorder
- Speech and Language Disorder
- Physical and Health-Related Disabilities
- Visual Impairment
- Hearing Impairment
- Multiple Disabilities

Additionally, the UK SEND Code of Practice (2015) outlines four broad area of special educational need, emphasising that identification guides necessary actions rather than fitting students into fixed categories. Individual needs often cut across these four areas and needs change over time. The four broad categories of need include:

1. Communication and interaction:

    - Autistic Spectrum Disorder
    - Speech, Language and Communication Difficulties

2. Cognition and learning:

    - Specific Learning Disability (e.g., SLD in Maths/Dyscalculia, Reading/Dyslexia, Written Expression/Dysgraphia)
    - Developmental Coordination Disorder (Dyspraxia)
    - Intellectual Disability
    - Slower pace of learning

3. Social, emotional, and mental health difficulties:

    - Attention Deficit Hyperactivity Disorder
    - Attachment Disorder
    - Selective Mutism
    - Emotional Behavioural Disorder

4. Sensory and/or physical needs:

    - Hearing Impairment
    - Visual Impairment
    - Physical and Health-related Disabilities
    - Sensory processing difficulties
    - Multiple Disabilities

## Roles and responsibilities

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

### 4.1. The Board of Trustees

- **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 budget for human, natural, built, and virtual resources to support the IB programme and inclusive provision.
- **Infrastructure Planning:** Plans adjustments to the school environment for improved access.

### 4.2. 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.

### 4.3. The Principal

- **Overall Responsibility:** Ensures provision and progress for SD align 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.
- **Oversight**: Appoints 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:** Appoints 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 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)
- **Data:** Ensures data on the identification of students with additional learning needs is submitted to ADEK as per any request.

## 4.4. The Head of Inclusion

- **Coordination:** Coordinates educational, behavioural, 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 IB 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 in relation to 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 maximise 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 which 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.

## 4.5. Inclusion Teacher

- **Oversight:** Has day-to-day oversight for the specific provision for learners with SEND.
- **Professional Assistance:** Provides professional assistance to colleagues and works with staff, parents, and other agencies. This includes modelling appropriate teaching strategies with Learning Support Assistants and classroom teachers.
- **Record Keeping:** Keeps up-to-date records of all learners with SEND on their caseload.
- **IEP Development:** Supports the development, implementation, and review of Individual Education Plans (IEPs) for learners with SEND, 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 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.

## 4.6. Learning Support Assistants

- **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 IEP 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 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.
- **Individualized Assistance:** 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.
  - 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 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.

## 4.7. 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 WAA's IB programme 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.

## 4.8. 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.

## 4.9. Admissions Staff

- **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, following Policy 44 (Student Admission, Registration, and Distribution).

- **Admissions Process:** Prioritise 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.

- **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.

## 4.10. 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.

## 4.11. All Staff

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

High
Performance
Learning

## 5.1 Identification, Referral, and Tracking System

**Concern Raising Process:**

WAA has established a comprehensive system for identifying and addressing academic, social, emotional, physical, behavioural, or developmental needs. The process involves various stakeholders, including staff, parents, students, and external agencies.

**Early Identification Discussions:**

- Early discussions with the student and parents are held to identify the potential needs for SEND 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 SEND 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 SEND support.

**Pre-Admission Planning:**

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

**Assessment:**

- Baseline, CAT4, Progress Tests, NGRT, Star Reading, RWInc Phonics Assessments, 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 an important partner 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:**

- WAA 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 SEND support.

- Decisions about SEND 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:**

- WAA's identification processes facilitate the creation of IEPs tailored to individual student needs.

- Information from internal and external assessments is shared with staff to identify students requiring emotional, social, or behavioural support.

- Details of students with additional learning needs are recorded on eSIS as per ADEK requirement.

**Progress Tracking and Tiered Model of Support:**

- WAA tracks the progress of students with additional learning needs by using the Tiered Model of Support.

- The Tiered classification system categorizes the level of need (See Appendix B).

- Students identified with SEND are placed on the SEND register, with some on Tier 1 support for further monitoring and in-class Quality First Teaching (QFT) strategies.

- Ongoing communication with parents, Seesaw updates, termly IEP meetings, and parent-teacher conferences priorities 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.

**Curriculum Access and Graduated Approach:**

- At WWA all students are given 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, behaviour, 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.

- WAA 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 towards 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 progress, attainment, and approaches of students with additional learning needs within their subjects.

- Attainment and progress reports are personalized based on IEP information, emphasizing unique starting points.

- Exiting the SEND 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.

- WAA emphasises a culture of inclusion, equitable access to education and respect, aiming for success in students' personal learning goals.

## 5.2 Inclusive Teaching & Learning Approaches

WAA is committed to inclusive teaching and learning, and the approach is integral to our educational philosophy. To ensure a holistic experience, we emphasise the following principles:

- **Fostering Wellbeing:** The social, emotional, and physical wellbeing 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 SEND. 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 SEND. 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.
- **Personalised Content:** Personalising teaching content for students with additional learning needs, aligning with the tiered model of support and IEP targets.
- **Professional Development:** Prioritising 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 and Learning Support Assistants' professional development, with class teachers guiding the work of TAs and LSAs.
- **Counsellor Support:** A qualified school counsellor is available to address parenting, social, emotional, and mental wellbeing needs.
- **Tiered Model of Support:** A tired model of support following response to intervention is utilized to ensure the progress of all students with SEND.
- **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 SEND 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 IB access arrangements and inclusive provision guidance. Assessments are administered fairly, inclusively, and transparently aligned with IB access arrangements and inclusive provision guidance (see Access Arrangements Policy).
- **Teaching Assistants:** Ensuring Teaching Assistants are available in Early Years and Primary School classes, providing flexible support based on identified needs.

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

## 5.4 Curriculum

At WAA, 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:** Informing parents about any modified curriculum pathway that may not fulfill equivalency requirements, seeking acknowledgement through an undertaking of acknowledgement.
- **eSIS Update:** Ensuring transparency and documentation by updating eSIS to indicate when a student is following a modified curriculum.

## 5.5 Access Arrangements

Ensuring that students are not disadvantaged during assessments, WAA evaluates and implements accommodations tailored to each student's usual way of working. WAA 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 WAA Access Arrangements Policy.

## 5.6 Support for Emotional and Social Development

At WAA, 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 SEND to actively participate in the School Council, promoting their engagement in school governance and environmental initiatives.
- **Zero-Tolerance for Bullying:** Emphasising a zero-tolerance approach to bullying, WAA utilises a restorative approach to create a safe and inclusive environment.
- Also see the WAA Wellbeing Policy and School Counsellor Policy.

## 5.7 Evaluating the Effectiveness of SEND Provision

To ensure the continual enhancement of support for students with SEND, WAA 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 at the conclusion of each term.
- Utilising feedback from students, parents, and staff questionnaires to gain diverse perspectives on the impact of WAA's provision.
- Employing provision maps as a visual tool to monitor and analyse progress.

## 5.8 Additional Fees

At WAA, 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. WAA is committed to transparency and fairness in this process:

- **Justification and Itemisation:** WAA will provide a detailed justification, supported by evidence, for any additional fees beyond the standard inclusive provision. All extra charges will be itemised, and student records on 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:** WAA 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.

## 5.9 Supporting Students Moving Between Education Settings

WAA is dedicated to facilitating smooth transitions for students moving between educational settings. We prioritise the exchange of information with the receiving school or setting, according to school guidelines, to support a seamless adjustment for the student.

## 5.10   Expertise and Training of Staff

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

## 5.11   Securing SEND Support, Equipment and Facilities

When a student's unique support needs require an alternative curriculum or continuous highly individualised support, WAA may recommend a Learning Support 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.

## 5.12 Working with Other Agencies

WAA 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.

WAA has built a strong working relationships and links with external support services in order to fully support SEND 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.

## 5.13 Complaints about SEND Provision

Complaints about SEND 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.

## 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.

## Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan

- Access Arrangements policy

- Admissions policy

- Behaviour policy

- Anti-Bullying policy

- Complaints policy

- Curriculum policy

- English Learner Language policy

- Equality Information and Objectives

- Gifted and Talented policy

- Health and Safety policy

- Supporting Pupils with Medical Conditions policy

- Safeguarding and Child Protection policy

- Teaching and Learning Policy

## Appendix A Legislation & Guidance Inclusive Education Provision

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

![High Performance Learning logo]

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| **The National Policy for Empowering People of Determination**<br><br>*Based on six pillars including health, education, vocational rehabilitation, accessibility, social protection, and family environment* | https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/policies/social-affairs/the-national-policy-for-empowering-people-with-special-needs |
| **'We are the UAE 2031' Vision** | https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/strategies-plans-and-visions/innovation-and-future-shaping/we-the-uae-2031-vision |
| **UAE Centennial 2071 Long Term Government Plan** | https://uaecabinet.ae/en/details/news/mohammed-bin-rashid- launches-five-decade-government-plan-uae-centennial-2071 |
| **Abu Dhabi Economic Vision 2030** | https://www.actvet.gov.ae/en/media/lists/elibraryld/economic-vision-2030-full-versionen.pdf |
| **Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).**<br><br>*Establishes quality standards for services catering to persons with disabilities* | https://government.ae/information-and- services/education/education-for-people-with-special-needs |
| **The National Project for Inclusion for People of Determination (2008)**<br><br>*A national initiative promoting inclusive practices* | https://www.abudhabi.ae/portal/public/en/homepage/religion- and-community/people-of-determination-le/the-national-project- for-inclusion-of-people-of-determination |
| **Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)**<br><br>*Outlines the commitment to inclusive education.* | 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%A A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A7 9-%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 |
| **The IB Access and Inclusion Policy**<br><br>*Guides the implementation of inclusive practices within the IB education framework.* | https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en |
| **The IB Learning Diversity and Inclusion in IB Programmes Guide**<br><br>*Guides the implementation of inclusive practices within the IB education framework.* | https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.5 |

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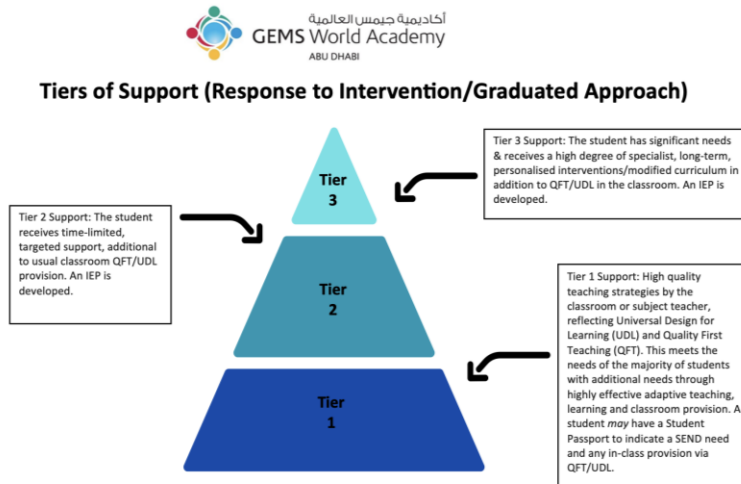


**• Tier 1 – High quality teaching strategies by the classroom or subject teacher reflecting Universal Design for Learning and Quality First Teaching**

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 a SEND 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, additional to 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 personalised 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, personalised intervention/modified curriculum in addition to QFT/UDL in the classroom. An IEP is developed.

## Appendix C Assess, Plan, Do, Review

**Assess**
- Observations
- Information from students/families
- School tracking of student progress
- Student progress meetings
- School based informal and standardised assessment - identifying specific needs and level of need

**Plan**
- Class environment
- Desired outcomes and SMART targets
- Differentiation 'aware and adjust'
- Matching students needs to provisions
- Ensure monitoring and evaluation of interventions

**Review**
- Monitor progress on a regular basis
- Has support been effective?
- Has progress been made at the desired rate?
- Review support and arrangements and their impact

**Do**
- Using the differentiation noted in the 'plan'
- Additional or different provision is given consistenly
- Ensure that taught skills are used in the classroom
- Ensure staff are trained and confident
- Weekly communication between Class Teachers and Learning Support Team

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