Inclusion Policy

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Introduction

At Al Ain British Academy, we believe that every child, regardless of ability or background, has the right to an inclusive, supportive, and equitable education. Our commitment to inclusion is rooted in the understanding that diversity enriches the learning experience for all, and every student deserves the opportunity to thrive. By embracing the principles of inclusive education, we aim to create an environment where all students feel valued, respected, and empowered to reach their full potential.

In alignment with ADEK's 2024 Inclusion Policy, Federal Law No. (29) of 2006, and international best practices, we provide individualised support for Students of Determination (SoD) and those with additional learning needs. Our approach focuses on removing barriers to learning, ensuring that every student has access to a broad, balanced curriculum that nurtures their academic, social, and emotional growth. This policy outlines our commitment to fostering a culture of acceptance, where students of all abilities are integrated into every aspect of school life and supported by a collaborative, well-trained team of educators and specialists.

The purpose of this Inclusion Policy is to:

- Ensure that inclusive education is a fundamental right for all students, especially those with additional learning needs.
- Provide clear guidance on the systems, procedures, and responsibilities necessary to support inclusion across the school community.
- Support staff, students, and families in understanding the Academy's commitment to equitable access to education.
- Ensure compliance with ADEK's guidelines, as well as other national and international best practices.

Vision and Mission:

Al Ain British Academy believes in fostering a culture of inclusion that embraces the diversity of its students. Our mission is to:

- Promote high-quality education for all students, ensuring that they are given the opportunity to achieve their full potential.
- Encourage students to be aspirational, develop resilience, and maintain a positive self-image.
- Create a safe, supportive, and stimulating learning environment where every student is valued and empowered.

Definitions

Student of Determination (SoD): previously identified as Special Educational Needs or Disability (SEND) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them.

Disability: someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.

Documented Learning Plan (DLP): A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Personal Care Plan, Behaviour Support Plan, etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.

eSIS: A centralised, web-based electronic student information system that maintains comprehensive student records and data. According to ADEK policy, parental agreements are not needed for a child to be added to eSIS.

Roles and Responsibilities

The success of inclusive education at Al Ain British Academy relies on a shared commitment across all levels of the school community. Each stakeholder plays a vital role in ensuring that Students of Determination (SoD) and those with additional learning needs are supported in a meaningful and impactful way.

Principal

Leadership and Oversight: The Principal is ultimately responsible for the successful implementation of the school's Inclusion Policy, ensuring that inclusion is a core element of the school's strategic plan.

Resource Allocation: Guarantees that adequate resources, both human and material, are available to meet the diverse needs of students.

Staff Development: Promotes the professional development of staff to ensure they are well-equipped to support inclusive teaching practices.

School Culture: Cultivates a culture of inclusion where diversity is celebrated, and every student feels valued.

Head of Inclusion (HoI)

Policy Implementation: Leads the design, implementation, and evaluation of the school's inclusion practices, ensuring alignment with ADEK's guidelines and the school's mission.

Documented Learning Plan (DLPs): Oversees the creation, implementation, and regular review of DLPs (alongside key stakeholders), ensuring they meet the specific needs of each student.

Collaboration with Teachers: Provides guidance and support to teachers to adapt lesson plans and teaching strategies, ensuring all students can access the curriculum.

Monitoring and Evaluation: Tracks the progress and wellbeing of students with additional learning needs and ensures that the necessary adjustments are made in response to their development.

Liaison with External Specialists: Coordinates with external professionals such as therapists, psychologists, and specialised educators to provide additional support services for students when necessary.

Inclusion Team

Direct Support: Comprising Inclusion Teachers and Assistants, the Inclusion Team works closely with students inside and outside the classroom, providing targeted interventions based on the student's specific needs.

Collaboration with Teachers: Works in partnership with classroom teachers to adapt and personalise learning plans, providing insights on specific strategies and accommodations.

Progress Monitoring: Regularly monitors the progress of students, ensuring that interventions are effective and that students are moving towards their goals.

Classroom Teachers

Adaptive Teaching: Responsible for delivering high-quality, differentiated instruction that meets the needs of all students, ensuring that SoDs are integrated fully into the classroom environment.

Identification and Referral: Plays a key role in the early identification of students who may need additional support by observing their progress and referring them to the Inclusion Team when necessary.

DLP Implementation: Works in close collaboration with the HoI and the Inclusion Team to implement the accommodations, modifications, and strategies outlined in DLPs.

Fostering a Positive Learning Environment: Creates an inclusive, supportive classroom environment that encourages collaboration, respect, and understanding among students.

Parents and Guardians

Active Partnership: Actively involved in the identification, support, and ongoing review of their child's progress. Parents are essential partners in the development and review of DLPs and contribute valuable insights into their child's needs and strengths.

Home Support: Collaborates with the school to reinforce learning strategies at home, providing consistency in the child's educational experience.

Communication: Maintains regular communication with the school's Inclusion Team and teachers, sharing updates on any developments in the child's health or educational needs.

Students

Active Participation: Encouraged to take ownership of their learning journey by being involved in the goal setting and review process, particularly for their DLPs

Self-Advocacy: Students are supported in developing self-advocacy skills, where they can express their needs, preferences, and concerns.

Peer Support: Fosters an inclusive environment by promoting empathy and support for fellow students, contributing to a positive school culture.

Facilities and resources

Al Ain British Academy is committed to creating a physically and academically accessible environment that supports the diverse needs of all students, including Students of Determination (SoD). We believe that inclusive education is not just about pedagogy but also about ensuring that our school infrastructure, learning tools, and resources are aligned with the principles of universal design and equitable access.

Physical Accessibility

- Building Design: All school buildings and learning spaces are designed to be accessible for students with physical disabilities. This includes ramps, handrails, elevators, and on the stairs to ensure safe mobility across the campus.
- Classroom Design: Classrooms are equipped with flexible seating arrangements, ensuring that students who require special accommodations (e.g., adapted desks, specialised seating) are provided with an optimal learning environment.
- Accessible Facilities: The school offers accessible toilets, wide doorways, and sufficient space for mobility aids such as wheelchairs. In addition, we provide evacuation chairs to ensure the safe movement of students with mobility challenges during emergencies.
- Emergency Evacuation Plans: Personal Emergency Evacuation Plans (PEEPs) are created for students who require assistance in case of emergencies, ensuring they can safely exit the building. Staff members are trained in the use of evacuation equipment and procedures.

Learning Resources

- Assistive Technology: The school provides a range of assistive technologies to help students with disabilities access the curriculum more effectively. These tools include text-to-speech software, screen magnifiers, and communication devices, ensuring that all students have the support they need to engage in learning.
- Specialist and Sensory-Friendly Spaces: Al Ain British Academy provides dedicated spaces designed to meet both therapeutic and sensory needs. These specialist rooms are equipped for pull-out interventions, therapy sessions, and small group activities. They are furnished with the appropriate technology and resources to support targeted learning and therapeutic interventions. For students with sensory needs, these spaces are also designed to be sensory-friendly, featuring soft lighting, calming colours, and reduced

auditory distractions. This ensures a supportive environment where students can focus, regulate their emotions, and engage in their individualised learning programs effectively.
- Varied Learning Tools: Classrooms are stocked with a variety of adaptive learning materials, such as large print books, writing aids, and accessible digital resources. These materials allow for differentiated instruction tailored to the individual needs of students.

Resource Allocation

- Inclusion Budget: The Head of Inclusion is allocated a dedicated budget to invest in specialised resources, equipment, and tools that enhance the learning experience of SoDs. This includes procurement of assistive technologies, specialised classroom tools, and subscriptions to relevant learning programs.
- Flexible Resource Deployment: Resources are allocated and reallocated based on student needs as identified through regular assessments and DLP reviews. The school remains flexible in its resource deployment to ensure that all students receive the support necessary for their success.

Supportive Learning Environment

- Teacher and Assistant Support: Inclusion Assistants and other support staff are trained to work alongside teachers to provide in-class or one-on-one support, ensuring that students with additional learning needs are fully integrated into classroom activities.
- Collaboration Spaces: Al Ain British Academy provides collaborative spaces where teachers, therapists, and specialists can meet to discuss student progress, share insights, and develop strategies to support individualised learning plans.

Admissions

Al Ain British Academy adheres to a non-discriminatory admissions policy that supports all students, including SoDs, gain access to education. No student with additional learning needs (ALN) will be denied admission, provided that the school has the capacity to accommodate their needs. The admissions process involves:

- Collecting clinical assessments and other relevant documentation.

- Making reasonable accommodations for students during the admissions process.

- Prioritising the admission of siblings of Students of Determination where applicable.

The school's Admissions Policy outlines the application principles and process in more detail.

Additional Fees

In cases where a student's exceptional needs require specialised intervention and support beyond the school's standard inclusive provision, the school may charge additional fees, as per the ADEK policy.

Identification and Assessment

Students with potential ALN are identified through a combination of attainment data, teacher observations and stakeholder feedback. We utilise an electronic referral system (CPOMS) that alerts the Inclusion team.

Clear communication about their potential difficulties or enrichment needs among all stakeholders is essential. At Al Ain British Academy, we identify students by analysing various sources of information, including:

- Initial assessments prior to school entry
- Information from transferring schools
- Discussions with parents and students
- Teacher identification through assessments and classroom observations
- Whole-school tracking systems
- Screening and play-based assessments

- Diagnostic assessments
- Psychological reports
- Specialist consultations
- Medical advice

Collaborative Team Approach

Decisions regarding the appropriate provision for each child are made within a collaborative team of professionals, which includes:

- The student
- Parents
- Principal
- Head of Inclusion
- Teachers
- Individual Assistants
- Specialists (Occupational Therapists, Speech and Language Therapists, Psychologists)
- Specialist Consultants (ASD, Behaviour, Medical)
- School Counsellor (if required based on pupil need)

We employ a variety of observations to determine the specific learning needs of each student. These assessments may be conducted by school staff or involve external specialists, such as Educational Psychologists. The Head of Inclusion will explain the nature and purpose of each assessment to parents. Some assessments may incur additional costs, which are the responsibility of the parents.

Our school integrates inclusive learning pedagogy into lesson planning and instructional delivery, adopting a personalised approach that aligns with a tiered model of support. This model aims to help students achieve the targets outlined in their Documented Learning Plans (DLP).

Inclusion Referral Process

When a student is identified as a requiring an inclusion referral—whether academic, social, emotional, behavioural, or physical—the class or form teacher initiates the process:

1. The class teacher submits an Inclusion Referral on CPOMS.
2. The Inclusion team provides recommendations and strategies for support, monitors the response to interventions, conducts observations, and collaborates with the teacher to ensure Universal Design for Learning (UDL) and Tier 1 support are in place.
3. An agreed-upon plan for additional classroom support or resources is developed and reviewed for effectiveness after a specified period.
4. The class teacher organises groupings, resources, and behavioural interventions to help the child achieve set targets.
5. Progress is monitored and reviewed by the class teacher, with updates added to the chronological log on CPOMS, automatically alerting the Inclusion team.
6. Continuous monitoring of student.

The Inclusion Register

All students identified as SoD are named on the confidential Inclusion Register. This includes a brief description of the students' main difficulties, the level of response, a summary of any external reports by specialists, access arrangements that should be applied in the classroom, and any support, either individual or group pull-out or push-in support. In addition, it has links to a pupil profile and/or DLP.

Provision – Tiered Model of Support

Al Ain British Academy employs a tiered model to address the varying levels of support needs for students with ALN. This framework helps Inclusion teams identify appropriate levels of intervention based on the impact of barriers to learning.

Tier 1: Universal Support

At this foundational level, Quality First Teaching is prioritised. School-based approaches benefit all students, including reasonable adjustments. Teachers are supported in integrating inclusive teaching strategies into their lesson planning.

Tier 2: Targeted Support

A student is classified as Tier 2 when evidence shows they are not making progress despite in-class interventions and differentiation, monitored over time. This tier may indicate that a student has a diagnosis but requires minimal support. Interventions can include the involvement of additional teachers and may utilise different learning materials, special equipment, or varied teaching strategies. A child at Tier 2 continues to receive targeted interventions until it is determined they are no longer needed or until insufficient progress prompts a referral to the Inclusion team for further evaluation. DLP is created for student.

Tier 3: Personalised Support

A student is identified as Tier 3 when Tier 2 interventions have not sufficiently met their needs. At this level, the school may recommend that parents obtain advice from specialists, such as Speech and Language Therapists (SaLT), Occupational Therapists (OT), or Educational Psychologists. Tier 3 requires detailed planning of targeted and time-limited interventions. An DLP is created to outline the student's individual targets and monitor progress, accommodations, and modifications. Support at Tier 3 is likely to continue for the duration of the student's education.

Tier 3+: Enhanced Support

Students in Tier 3+ receive the same interventions as Tier 3 but also benefit from the support of an Individual Assistant (provided by the parent). This assistant may offer support for personal care and non-teaching-related needs.

Curriculum Pathways

Students are provided with appropriate curriculum pathways that enable them to achieve meaningful outcomes based on their individual strengths and areas of support:

- Ensuring all students with ALN have access to a broad and balanced curriculum, including extracurricular activities, adapted to meet their needs.
- Informing parents when a modified curriculum pathway may not fulfil equivalency requirements and requiring their acknowledgment.
- Updating the electronic Student Information System (eSIS) to reflect when a student is following a modified curriculum.
- Securing parental agreement for a personalised or alternate curriculum.
- Application to examination boards for approved access arrangements, when required.

Collaboration with Professionals

Many SoDs with disabilities or ALN receive support from various developmental and educational professionals. Aldar Education encourages collaboration with these professionals to ensure student success. Service providers are invited to deliver support within the school environment, allowing for coordinated efforts among the Head of Inclusion (HoI), the student's teacher, and the service provider to identify effective strategies for support.

Students may receive Speech and Language Therapy (SaLT), Occupational Therapy (OT), or Educational Psychologists within the school. For further guidance, please refer to the Service Guidelines for Specialist Services in Schools.

Assessment Accommodations

The school ensures that students with additional learning needs are not disadvantaged during assessments. Access arrangements, modifications, and accommodations are pre-examination adjustments based on evidence of need and students' normal working conditions. These adjustments allow candidates with ALN, disabilities, or temporary injuries to undertake assessments without altering the fundamental demands. Examples include the use of readers, scribes, and enlarged or braille question papers. Reasonable adjustments are made when a student would face substantial disadvantages during assessments.

For students in Key Stages 4 & 5, formal applications to the exam board are submitted to obtain approval to accommodate appropriate access arrangements for students with ALN. This is not limited to, but may include:

- Extra time (25%),
- Separate room,
- Reader,
- Scribe,
- Rest Breaks,
- Prompter,
- Word Processor.

The school maintains a comprehensive Examinations Policy that outlines suitable accommodations based on assessment types and individual needs, aligning with any external assessment providers. Testing accommodations apply to all subjects, including those governed by the MoE.

By utilising this tiered model of support, Al Ain British Academy ensures that all students, particularly those with ALN, receive appropriate assistance to thrive academically and socially. Continuous monitoring and collaboration among all stakeholders are essential components of this supportive framework.

Data storage

Inclusion data is stored on the school's Management Information System (MIS), with DLPs stored securely on CPOMS and in secure inclusion folders. It is stored in line with ALDAR Education and ADEK's Data Protection Policy.

Electronic Student Information System – eSIS

eSIS is a centralised, web-based electronic student information system that maintains comprehensive student records and data. It facilitates the collection and collation of information from various stakeholders, including schools, local authorities, office staff, counsellors, teachers, nurses, special education personnel, parents, and students. As ADEK's central information management system, access to eSIS is controlled within our schools.

ADEK requires that evidence of need (such as specialist reports and DLPs) for students on the SoD register be included and updated in eSIS.

To ensure the accuracy of our SoD records, the school will:

- List students as SoD on eSIS when an individual assistant is required, when a student has a significant lifelong condition, when a student is classified as Tier 1-3, or when there has been a formal diagnosis.
- Upload specialist reports.
- Maintain compliance and inspection reporting figures for all students with ALN.

Staff continuous professional development (CPD) and support

All school staff have access to regular group- and school-wide CPD training that focuses on Inclusion. They can also access the staff CPD library. The Inclusion Department provides comprehensive professional development opportunities and awareness sessions that focus on inclusive approaches to education. These sessions, facilitated by the Head of Inclusion and other specialised professionals, cover a range of topics, including adaptive teaching strategies aimed at supporting learning and achieving the targets outlined in the DLP.

Evaluating Inclusion provision

The school evaluates Inclusion provision in several ways:

- In regular meetings of members of the learning support and counselling teams
- In weekly meetings between members of the school senior leadership teams and Head of Inclusion
- Through evaluation of the school's provision at School Governors Group meetings.
- Through parental, student, staff, and inspection feedback

All opportunities for improvement that are identified are added to the school's Inclusion Action Plan.

This policy reflects our school's commitment to inclusivity and ensures that all students, including those with ALN, are given the support they require to thrive both academically and socially. Regular updates and evaluations will ensure alignment with ADEK guidelines and the needs of our school community.