

Al Ittihad National Private School Khalifa



Inclusion Policy AY 2024-2025

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I. Statement of Intent

The Ittihad National Private School (INPS-AD) is committed to ensuring that the school is an inclusive barrier-free learning community. We intend to meet the academic and the social emotional needs of all students who are admitted to INPS- AD, including those identified as gifted or talented and those with additional learning needs.

II. Guiding Statements

2.1 Vision Statement

A Generation of Heritage Guardians and Global Thinkers.

2.2 Mission Statement

We at “INPS-AD” are committed to the intellectual and personal development of our students by providing programs that inspire and empower them to become active national and global citizens.

2.3 Strategies that Support the Vision and Mission

- **Active National and Global Citizen** We will challenge our students to become active and responsible citizens inspired by their understanding of current issues and concerned with the wellbeing of others both locally and globally.
- **Intellectual Development** We will enhance the academic and intellectual development of our students through challenging curricula and teaching strategies that foster learning and thinking skills.
- **Personal Development** We will nurture the social, emotional, and physical development of our students through curricular and extracurricular activities.
- **Community Engagement** We will develop strong partnerships with the local and global community to provide rich opportunities for students' intellectual and

personal development.

- Supporting Infrastructure, we will provide safe and systematic infrastructure, enriched by meaningful technology integration to support student learning, facilitate staff development, and encourage community involvement.

2.4 Educational Objectives

To enable students to become

- skilled, creative, flexible life-long learner and effective worker
- cohesive, productive and tolerant member of society
- active participant in the global, multicultural, technology advanced world

2.5 Our Values

Respect Empathy Integrity Tolerance Care Resilience Belonging &
Loyalty

III. Students with Additional Learning Needs

3.1 Definition

The term Additional Learning Needs is “Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented”. (ADEK Inclusion Policy, 2023)

In 2016 HH Sheikh Mohammed bin Rashid Al Maktoum introduced the term People of Determination to describe people who were formally called special needs as outlined in the Federal Law No. 29 of 2006 Concerning the Rights of People with Special Need

The law defines a person with special needs as someone suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communication, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs. This law protects the rights of people with special needs and guarantees them the right to live with dignity.

According to the INPS policies and ADEK Inclusion policy, these students require additional provision beyond that provided in general classrooms in order to achieve greatest benefit from the curriculum.

3.2 Philosophy and Objectives

The INPS-AD believes that our children, including those identified as having Additional Learning Needs have a common entitlement to a broad and balanced curriculum. We are committed to meeting the educational needs of students with Additional Learning Needs in the least restricted environment.

3.3 We aim to:

- Foster a positive and accepting inclusive culture throughout the school which values individual differences.
- Promote positive perceptions of students with additional learning needs and value any achievements whether they are social, emotional, academic or physical.
- Build confidence and raise self- esteem to enable students reach their full

academic and personal potential.

- Ensure that there is a consistent, whole-school approach to the identification, support, and teaching of students with additional learning needs throughout the school
- Use our best endeavors to remove barriers to learning by providing high quality differentiated instruction.
- Empower teachers to make appropriate provision for all their students through appropriate support, information, and advice.
- Provide and encourage continuous staff professional development as well as sharing of good practice in relation to students with additional learning needs.
- Develop a partnership with parents and involve them in the formulation and the review of their child’s Individual Education Plan.
- Seek the views of the child and take them into account, where appropriate.

3.4 Provision

Inclusion is a whole school responsibility; every member of staff should contribute to the education of students with additional learning needs. The essence of effective students with additional learning needs provision is teamwork and cooperation amongst team members. The team consists of everyone involved with the education and well-being of the students: principal, section principals, leads, teachers, social counselors, inclusion teachers, head of inclusion, and the nurse.

Students from KG through grade 12 are supported inside and outside the classroom; individually or in a small group situation. Students with additional needs are the responsibility of all teachers and differentiation is the key to making the curriculum accessible. Some students may require additional support inside or outside the classroom;

individually or in a small group situation, depending on their individual needs. Teaching and support staff attend regular training/coaching sessions with the inclusion team to enable them support the students with additional needs and provide the required accommodations and/or modifications based on their needs.

3.5 Procedure

Ittihad National Private School recognizes the importance of early identification and intervention. The school undertakes a gradual approach to the identification, assessment and support of students with additional needs. This is carried out through 3 stages. The nature of the learning difficulty is initially identified by the class teacher. Evidence can also come from parents or other teachers. The triangulation of data from CAT4, MAP, and PASS assessments is conducted by INPS-AD to who are potentially gifted and talented and/or with additional learning needs. *(SoD referral and identification is detailed in a flow chart)*

Stage 1. Differentiation

- The educational needs of the majority of students will be met in the classroom. The teacher designs instruction to meet the student’s individual needs.
- The teacher plans activities at the appropriate level to enable progress to be achieved.
- The teacher may differentiate the content, the process, the product, and the learning environment.
- The teacher takes into consideration the students’ learning styles and concentrates on students’ strengths to compensate for their weaknesses.

Stage 2. Learning Support Program/ Intervention

- Learning Support/ intervention is initiated to students who are still experiencing

difficulties despite differentiated instructions.

- Students are supported in small groups or through in class provision for a limited period of 6 to 8 weeks. The intervention plan is based on scientific research based and is customized for the needs of the students. It also provides strategies for teachers, parents, and students to use.
- The class teacher remains responsible for working with the students on a day-to-day basis. She/he will retain responsibility even where the interventions may involve group or one-to one teaching away from the classroom.
- After the period of 6-8 weeks, an evaluation will be held to determine next actions.
- If the student reaches the expected level, a meeting with the parents will then be arranged to share suggestions for supporting and maintaining the expected levels at home.
- Teachers and members of the student support committee will continue to monitor the student's progress.

Stage 3. Student of Determination Support

Where the student does not make adequate progress, despite the support provided by the school, then parents are advised to seek a comprehensive assessment by external support agencies.

- The parents should ensure that the assessment takes place as soon as possible, so that the school can best meet the student’s need.
- The resulting diagnosis will be supported by an IEP, written by the Head of Inclusion in consultation with the parents, inclusion teachers, the social counselor, the student’s teachers and, where appropriate, the student. (Refer to Process of Developing IEP)
- The school will provide the student with specialized intervention by the inclusion teachers.
- Members of the student support committee will review the progress on a termly basis.

3.6 Individual Education Plan

An Individual Education Plan is developed for students who have formal documentation of a diagnosis from an educational psychologist or other specialists and therapists. The IEP will be communicated to teachers, parents, and other professionals. When appropriate, students will be encouraged to participate in their own IEP process. The IEP will be reviewed at least twice a year.

3.7 Roles and Responsibilities

The Principal

- Encourages and supports the integration of students with additional learning needs in the school community.
- The principal decides the school’s general policy and approach to meet the needs of students with additional learning needs.
- Ensure that the best possible provision is made for all students with additional learning needs.
- Ensures that teachers are delivering high quality differentiated instruction through the performance appraisal process Monitors the effectiveness of the school’s inclusion policy and provision.
- Safe evacuation and risk assessment procedures are in place.
- Insists that objectives for Senior Leadership Team and the school development plan include students with additional learning needs.
- Collaborates closely with parents, teachers, leads, section principals, and the administration to achieve optimum learning opportunities for students.
- Liaise with external agencies and specialists including medical and health services

Student Support Committee

The Student Support Team consists of the Principal, Section Principals, English Leads, Head of Inclusion, Inclusion teacher and or/ Support Teacher, Classroom Teacher, Nurse, Social Counselor and Guidance Counselor (other team leads and teachers will be invited when needed). The mission of the Student Support Team is to support the academic, social, emotional and physical growth of students in a safe and healthy

environment. A collaborative approach is key to consider the child as a whole and to help identify the most effective ways to ensure his/her success. Members of the Student Support Team meet formally at the beginning of every term. In addition to that, regular by- weekly meetings are held throughout the academic year with the concerned members depends on individual student needs.

Head of Inclusion

- The head of inclusion oversees the day-to-day operation of the school’s inclusion policy and procedures.
- Helps with the process of organizing a whole school approach to improve on the quality of response to every student who has Additional Learning Needs.
- Ensures the early identification and intervention of students of additional learning needs.
- Contributes to the in-service training of all staff in relation to working with students of additional learning needs.
- Models and supports teachers with effective teaching strategies.
- Co-ordinates the provision to meet the individual needs of all students of additional learning needs.
- Maintains records and reviews Individual Education Plans that are shared with parents and teachers.
- Safe evacuation and risk assessment procedures are in place.
- Develop Personal Emergency Evacuation Plans (PEEPs) for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations. This should be reviewed on a termly basis or where the needs of the individual or setting changes. Evaluate, together with the

school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.

- Collaborates closely with parents, teachers, leads, section principals, and the administration to achieve optimum learning opportunities for students.
- Liaise with external agencies and specialists including medical and health services

Inclusion Teacher

- Works closely with teachers and advises on appropriate strategies and resources to implement with students of additional learning needs in the classroom.
- Provides support to students with students of additional learning needs through withdrawal individually or in a small group, or through in class assistance.
- Collaborates with the Head of Inclusion to plan, implement, and regularly review the students' Individual Education Plans (IEPs) as well as Advanced Learning Plans (ALPs).
- Monitors closely the progress of students of additional learning needs against identified targets.

Teaching Staff (Teachers and Assistant Teachers)

- Meet all students' needs within the classroom through differentiated instruction.
- Identify students who present with concerns and share information with section principal and Head of Inclusion.
- Take into consideration the individual plans and targets of students of additional learning needs when planning lessons.
- Devise strategies and identify appropriate methods of access to the curriculum.

- Draw on the head of inclusion and inclusion teacher for advice on assessment and strategies to support inclusion of students of additional learning needs.

Parents

Parents are key partners in the education of their child. Parents are encouraged to exercise their parental responsibilities with respect to their child’s needs. The school actively seeks to work with parents and values the contribution they make. Parents must inform the school if their child is diagnosed with Special Educational Needs.

3.8 Staff Development

The school is committed to developing the expertise of all staff in relation to students of additional learning needs to enable them to meet the students’ needs.

3.9 Accessibility of Learning Spaces

At INPS, educators apply developmentally suitable methods and take into account the distinct needs of each student when designing their plans. Teachers will make every effort to implement necessary adaptations, accommodations, or modifications to support students and eliminate obstacles to learning.

To address student needs, the school provides specialized teaching spaces and a variety of learning resources that offer flexibility and accessibility. For specialized pull-out interventions or targeted therapy according to the ADEK In-school Specialist Services Policy, the school will designate a suitable room for specialists to conduct their sessions.

Educators will collaborate with therapists, inclusion teachers, and other professionals to incorporate individual accommodations, modifications, and strategies into classroom activities and routines. Any changes will be discussed with families and relevant

professionals. Teachers will use adaptive teaching methods to ensure that all students' needs are met and that every learner has access to classroom learning.

3.10 General Accessibility

The school will ensure that its buildings and learning spaces are accessible and provide equal educational opportunities for all students. An environmental accessibility audit is conducted as per the Occupation Health and Safety inspection (OHS), which will address the following considerations:

- **Parking and Pathways:** Ensure that parking areas, pathways, buildings, and playgrounds are accessible to everyone.
- **Building Entry:** All building entrances have ramps that meet regulatory standards for wheelchair accessibility.
- **Stairs:** Stairs are equipped with handrails, contrasting color bands, and tactile indicators on the edges of each step.
- **Signage:** Signage includes symbols alongside text and uses color contrast to improve visibility.
- **Evacuation Alarms:** Evacuation alarms have flashing lights to alert those with hearing impairments.
- **Ground Floor Access:** At a minimum, all school buildings are accessible on the ground floor.
- **Accessible Bathrooms:** Bathrooms are equipped with suitable sanitary facilities for individuals with physical disabilities.
- **Evacuation Chairs:** Evacuation chairs are available to ensure safe exit from buildings in emergencies when lifts are not operational, for individuals who cannot move independently down stairs.

- **Staff Training:** All teaching staff is trained in the safe use of evacuation chairs, with specific staff designated to assist during emergencies.
- **Personal Emergency Evacuation Plans (PEEP)** are developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- **Transportation Coordination:** The school will work with transportation providers to ensure that students with additional learning needs can access school buses, making necessary and approved adjustments as required by the Integrated Transport Centre (ITC).

3.11 External Agencies

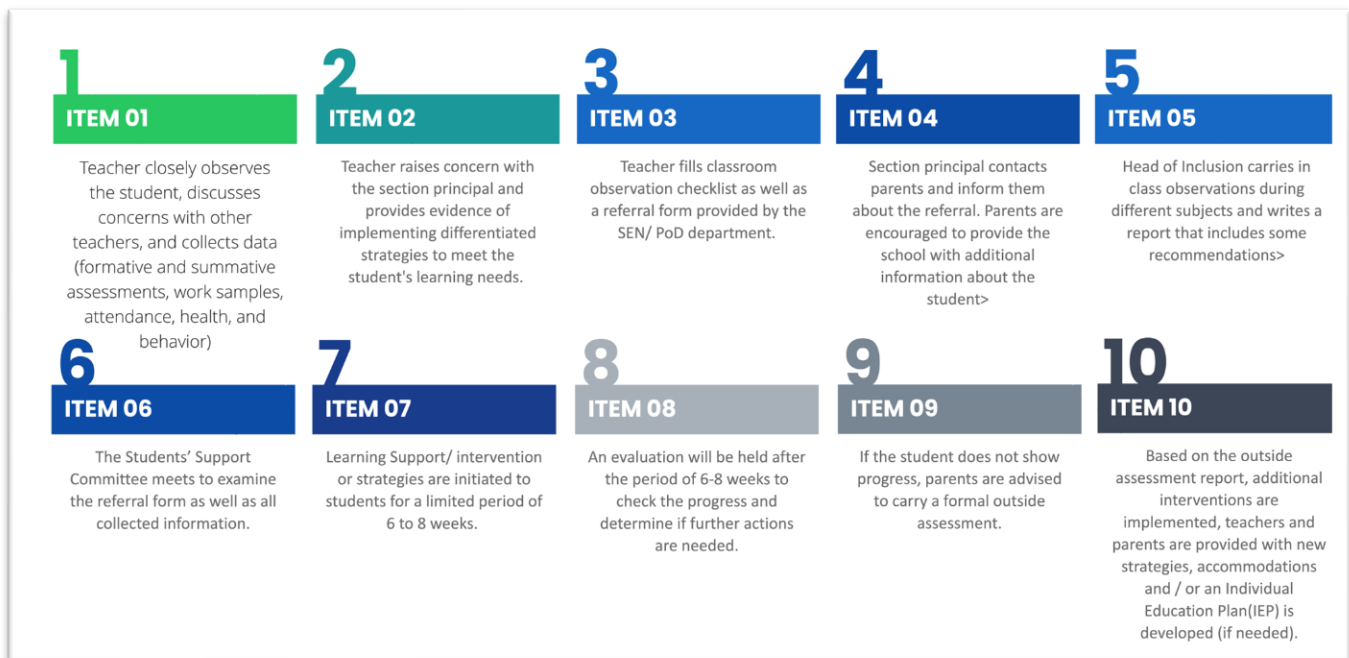
The school seeks to build strong working relationships and links with external support services in order to fully support students of additional learning needs and aid school inclusion.

3.12 Admission

Children with students of additional learning needs will be considered for admission on an equal basis with all other children provided that there are good prospects of meeting their needs. The INPS-AD admits students with students of additional learning needs and offers additional appropriate learning support as required or needed. As per ADEK's guidelines, the school has the right to charge additional fees for the provision of extra support as per their individual needs and the external report. The additional fees must not exceed 50% of the approved tuition fees for other students.

The CAT4 is conducted by INPS-AD as part of the admission process to identify the students who are potentially gifted and talented and/or with additional learning needs. CAT 4 test is used as a data point (alongside qualitative and quantitative in-school data) to analyze the correlation between CAT4, MAP and PASS (Pupils Attitudes to Self and School) through triangulation of data that will lead to appropriate intervention and effective support for identified individual needs

3.13 Procedures of Identification and Eligibility Determination



3.14 Process of Developing the IEP

- After completion of the pre-referral, referral, evaluation, and eligibility steps of the IEP process, it is time to develop the actual individualized program plan.

- Once it is decided to develop an IEP, the Inclusion Department calls for IEP Meeting, which includes members of the Student Support Team consists of the Deputy Director, Academic Advisor, Section Principal, English Leads, Head of Inclusion, Inclusion teacher and or/ Support Teacher, Classroom Teacher, Nurse, Social Counselor, Guidance Counselor (other subject leads and teachers will be invited when needed, and the student (if appropriate) to take his/ her opinion into consideration.
- In the meeting, the team members report findings and review existing data
- The team identifies strengths and priorities needed.
- The team writes prioritized goals that the student can achieve by the end of IEP (Annual goals and short objectives).
- The team determines the least restrictive environment for plan implementation.
- The team determines services and supports the student will need benefit from and make progress in the program.
- The team determines the IEP components:
 - Present level of Academic Achievement and Functional Performance
 - Measurable Goals and Objectives
 - Special education and related services
 - Individual accommodations and modifications
- The projected date for the beginning and duration of the services
- The team discusses what data collection strategy will be used to measure the progress toward reaching these goals.

Implementation of IEP: *Once the IEP is developed, the student's services and individualized program begin. We make sure that the information is shared with everyone involved in the plan implementation. Accommodations are also provided for both instructions and testing to support the child's educational*

IV. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School - Khalifa. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Inclusion Policy

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