

**Al Ittihad National Private School -  
Shakhbout**



# **Inclusion Policy**

## **AY 2025-2026**

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## **I. Introduction**

### **1.1 Purpose**

The purpose of this policy is to establish a comprehensive and structured approach to fostering an inclusive educational environment at Al Ittihad National Private School - Shakhbout (INPS-Shakhbout). The policy aims to ensure that all students, regardless of their abilities or challenges, are provided with equitable access to quality education. It outlines the school's commitment to supporting students with additional learning needs, including students of determination, gifted and talented students, and those requiring modifications and accommodations. Through this policy, the school reaffirms its dedication to meeting students' diverse academic, social, and emotional needs in alignment with local and international best practices in inclusive education.

### **1.2 Scope**

This policy applies to all students, teachers, administrators, and support staff at INPS-Shakhbout. It encompasses:

- a. Identification and referral processes for students requiring additional support.
- b. Provisions for adaptive teaching methods and modifications to instruction.
- c. Responsibilities of key stakeholders, including school leadership, the Inclusion Department, teachers, and parents.
- d. Accessibility measures within school facilities and learning environments.
- e. Admission processes ensuring equitable access for students with special educational needs and disabilities.
- f. Procedures for individualized education planning, monitoring, and intervention strategies.
- g. Compliance with ADEK and UAE-wide educational policies and legal frameworks regarding inclusion.

### 1.3 Objectives:

- a. Provide all students, including students with additional learning needs, with the necessary accommodations and modifications to access quality education.
- b. Promote adaptive teaching strategies, differentiated instruction, and universal design principles to support diverse learning needs.
- c. Establish a structured process for identifying, assessing, and referring students with additional learning needs.
- d. Deliver a graduated approach to intervention through Universal Design, Targeted Group Interventions, and Intensive Support.
- e. Engage students, parents, teachers, and school leadership in decision-making and individualized education planning.
- f. Ensure learning spaces, facilities, and emergency procedures are inclusive and accessible to all students.

### 1.4 Alignment with UAE and ADEK Guidelines

This policy aligns with the educational inclusion directives set forth by the Abu Dhabi Department of Education and Knowledge (ADEK) and the broader UAE National Policy for Inclusive Education. Specifically, it aligns with the following key ADEK and UAE regulations

## II. Definitions

### 1.1. Additional Learning Needs

“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).

## **1.2.Adaptive Teaching**

“An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.” ADEK, Inclusion Policy (2023)

## **1.3.Accommodations and Modifications to Teaching**

“Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.” ADEK, Inclusion Policy (2023)

## **1.4.Equitable Access to Education**

“Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.” ADEK, Inclusion Policy (2023)

### **III. 3: The Inclusion Department Vision, Mission and Philosophy**

#### **3.1. The Inclusion Department Vision**

At INPS-Shakhbout, we celebrate diversity and promote inclusion and are committed to create an environment where every student feels valued, understood, and equipped for success in a diverse world.

#### **3.2. The Inclusion Department Mission**

At INPS-Shakhbout, our mission is to foster an inclusive and vibrant learning environment that celebrates diversity, and encourages empathy, understanding, and teamwork. We are dedicated to empowering every student with the skills and knowledge essential to thrive in a global society. Our commitment is to ensure that each student not only feels valued and supported but is also well-prepared for success in his/her future endeavors.

### **3.3. Philosophy and Objectives**

AL Ittihad National Private School - Shakhbout believes that all learners are born with diverse abilities and each student's ability is unique. Therefore, the school works hard to meet students' needs and nurture them toward the ultimate academic excellence, the positive social interaction and the contented psychological well – being.

We aim to:

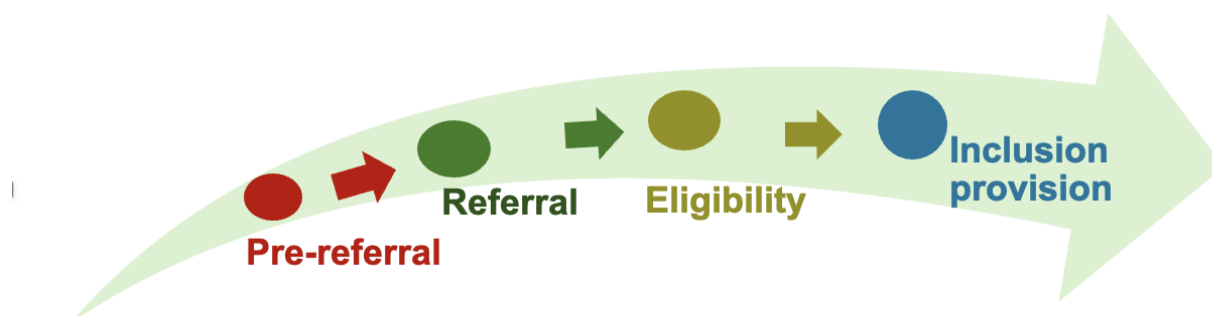
- a. Help every student realize his/her full academic, physical, and social/emotional potential.
- b. Create a supportive and inclusive least restrictive learning environment.
- c. Ensure that all learners express their views and take them into account and involve them as fully as possible in decision making about their education.
- d. Encourage parents to be actively involved in the educational process.
- e. Provide and encourage continuous staff professional development as well as sharing good practices about students with additional learning needs.

### **IV. Identification & Referral Process**

INPS-Shakhbout has developed a robust identification, referral, and tracking process. Our inclusive approach begins with teachers identifying students' diverse needs in class. Referrals to the Inclusion Department initiate observations and further assessment. Students' progress is then tracked systematically to ensure timely support and equitable access to opportunities is provided to all groups of learners in addition to enhancing an inclusive environment where every student can thrive.

Our inclusion provision process involves the following:

## 4.1. Pre-referral



### 4.1.1. Initial Concern

The teacher notices that the student has an academic, behavioral, social /emotional, or physical/medical problem.

### 4.1.2. Information Gathering

Information gathering can be accomplished in some ways and carried out by a variety of different personnel.

- 4.1.2. a. Various instructional methods, strategies, and materials that have been previously tried and differentiated instruction implemented.
- 4.1.2. b. Student's performance level determined.
- 4.1.2. c. Summative and Formative assessments checked.
- 4.1.2. d. Classroom observations carried.
- 4.1.2. e. Parents views taken into consideration.
- 4.1.2. f. Student's work samples examined.



### **4.1.3. Information Sharing**

Once all the information has been collected, the Inclusion team examines the evidence and discusses the student's situation.

### **4.1.4. Possible Strategies**

The members brainstorm strategies that they believe are most likely to meet the needs of the student. The teacher has to implement two different strategies for the area of concern along with accommodations to address the specific needs of the student in the general education classroom.

### **4.1.5. Implementation and Monitoring**

The class teacher carries implementation and monitoring of suggested strategies. Data is collected during this stage and will be used to help the Inclusion team monitor the effectiveness of the strategy.

### **4.1.6. Evaluation and Discussion Making**

The inclusion team reviews the collected data and determines whether the student has made progress. If Strategies are proven unsuccessful,

**4.1.6.a.** Conduct observations.

**4.1.6.b.** Implement different strategies.

**4.1.6.c.** Examine the effectiveness of the implemented strategies and provide the teacher with feedback.

**4.1.6.d.** Ask the teacher to fill in a referral form.

If Strategies are proven unsuccessful, continue monitoring student's progress.

## 4.2. Referral Process

In the event that challenges persist despite the diligent implementation of strategies within the regular classes, and the student continues to experience difficulties or shows very little or no improvement, teacher may refer him / her to the Inclusion Department for an individualized education evaluation. This referral serves as a proactive step to comprehensively assess the student's learning needs, allowing for a more in-depth analysis of their academic strengths, challenges, and potential underlying factors affecting their educational experience. This process highlights our commitment to providing personalized support and ensuring the optimal academic progress of every student within our educational framework.

Once a referral is provided:

- a. the school inclusion team observes students in different settings.
- b. students will receive a battery of formal evaluations that measure listening and reading comprehension, reading fluency, writing, and mathematics in terms of reasoning and calculation.
- c. if the student requires a more specialized diagnosis, he/she is referred to an ADEK accredited external agent who will be performing more specialized standardized assessments on the student (psycho-educational assessment and / or clinical if needed).

## 4.3. Eligibility

If the student is eligible for special educational services, then the inclusion specialists will create an Individual Educational Plan (IEP). A school-age student is eligible for special education services if the student:

- a. Meets the criteria for one or more of the disability classifications.
- b. An original clinical assessment reports by any relevant ADEK accredited specialists such as therapist, psychologist, or pediatrician.

### **5.1.1. Inclusion Provision**

In our educational framework, inclusivity is a shared responsibility, where all teachers are accountable for students with additional learning needs. Through differentiated instruction and adaptive learning strategies, we modify the curriculum to make it more accessible to all groups of learners considering their identified learning needs. Some students may require additional individual or small-group support inside or outside the classroom.

As part of ongoing professional development, the Head of Inclusion and School Leadership team lead the teachers' professional development by developing training programs and leading training sessions. These sessions aim to empower teaching and support staff with the needed knowledge and skills to effectively meet the needs of students who require additional learning support.

### **5.1.2. 5.1. Procedures**

AL Ittihad School believes that early identification and intervention are essential in coping at the earliest point possible and reducing the intensity of any learning problems in the future. Therefore, our students are supported through three different tiers.

**Tier 1** – Universal Design / Inclusive teaching for all

**Tier 2** – Targeted Group Interventions

**Tier 3** – Students of determination 1:1 and/or Intensive Group Support

### **5.1.3. Tier 1 –Universal / Inclusive teaching for all**

The school stresses the importance of high quality of teaching and learning and that every student is provided with equal opportunities for learning. Lessons are differentiated and structured to meet

each student's needs. Teachers plan activities that are appropriate to the level and need of students to enable progress to be achieved through multi-sensory teaching methods. They adjust the pace of the teaching according to the needs of the students as well as their interests and learning styles.

#### **5.1.4. Tier 2 – Targeted Group Interventions**

Intervention measures are initiated for students showing persistent challenges even when provided with differentiated instruction and / or engaged in a variety of tasks and activities that meet their individual needs. These interventions are targeting the specific learning gaps through instructing students in small groups for a limited period of time that can extend to ten or twelve weeks. A variety of teaching strategies to meet the identified needs is used, and lessons are tailored to accommodate the unique learning needs of each learner in terms of content, skills, and competencies.

#### **5.1.5. Tier 3 – Student of Determination 1:1 or Intensive Group Support**

In instances where a student's progress remains insufficient despite the support provided by the school, parents are requested to provide an external assessment report - for instance, a psycho-educational evaluation - from an ADEK accredited agent at their personal expense. This external evaluation serves as a valuable diagnostic tool, offering insights into the specific challenges impeding the student's academic advancement.

Upon receipt of the external assessment report, a comprehensive Individualized Education Plan (IEP) will be in place for school to provide the student with the specific intervention program. To ensure its effectiveness of the program and review of the student's progress, the school works in partnership with staff, parents and students to termly review the IEP and ensure making dynamic adjustments to the intervention strategies.

## **V. Roles and Responsibilities**

### **6.1. The Board of Trustees Role and Responsibilities**

- a. Set the strategic direction for the school incorporating a commitment to inclusive education.
- b. Nominate one board member for oversight of inclusive provision.
- c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- d. Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

### **6.2. The Principal Role and Responsibilities**

The school principal plays an important role in promoting an inclusive environment and ensuring a successful implementation of the school Inclusion Policy. The roles of the school Principal include:

- a. Collaborating with the Senior Leadership Team to shape the strategic development of the school's inclusion policy and provision.
- b. Encouraging and supporting the integration of students with additional learning needs into the broader school community.
- c. Ensuring that the best possible provision is made for all students with additional learning needs.
- d. Monitoring the effectiveness of the School's Inclusion Policy and provision.

- e. Ensuring that teachers are delivering high-quality differentiated instruction through the performance appraisal process.
- f. Guiding the inclusion of objectives related to students with additional learning needs in both the Senior Leadership Team's goals and the school development plan.

### **6.3. Head of Inclusion Role**

The Head of Inclusion oversees the coordination of support services for students with additional learning needs across the entire school. The roles of the Head of Inclusion include:

- a. Operating the school Inclusion Policy on a day -to-day basis.
- b. Operating the school Inclusion Policy and coordinating the specific provisions made to support students with additional learning needs.
- c. Supporting all staff in meeting the needs of students with additional learning needs.
- d. Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that students with additional learning needs receive appropriate support and high-quality teaching.
- e. Advising on the graduated approach to providing students with additional learning needs support.
- f. Being a point of contact for external agencies and specialists including medical and health services.
- g. Liaising with parents of students with additional learning needs.
- h. Monitoring the documentation progress.

#### **6.4. Class Teachers' Role**

The class teacher plays a vital role in the successful implementation of a school inclusion policy.

Their responsibilities include:

- a. Monitoring the academic and behavioral progress of every pupil in class.
- b. Working closely with the inclusion team to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- c. Working with the school Head of Inclusion to review each student's progress and discuss any changes to the provision.
- d. Collaborating with the inclusion team to plan, implement, and regularly review the students' Individual Education Plans (IEPs) as well as Advanced Learning Plans (ALPs).

#### **6.5. Parents Role**

The school believes that parents are key partners in raising their children's attainment. They are involved in the identification, referring and decision-making process. Parents should inform the school if their child is diagnosed with Special Educational Needs and/or Disability (SEND).

#### **6.6. Record Keeping**

Each student possesses an electronic folder, meticulously and regularly updated by the Inclusion Team. This comprehensive folder comprises various elements such as Individualized Education Plans (IEP), records of parents' meetings, teacher-teacher interactions, observations, student passports, work samples, reports from external agencies, and school reports.

The Head of Inclusion maintains that the information of students with additional learning needs is regularly updated on ADEK Students Information System (esis). Additionally, class teachers are responsible for documenting the steps taken to address the individual needs of students within the school.

## **VI. Accessibility and Evacuation**

INPS Shakhbout is committed to ensuring that all buildings and spaces reflect a universal design approach, providing equitable access to education for all students in line with the ADEK Buildings and Facilities Policy.

### **7.1. General Accessibility:**

- a. Parking spaces, pathways, buildings, and playgrounds are accessible to everyone.
- b. Ramps at all entry points conform to wheelchair accessibility standards.
- c. Stairs have handrails and contrast bands for safety.
- d. Ground floors of buildings are fully accessible to all students.
- e. Accessible bathrooms are equipped according to regulatory standards.

### **7.2. Evacuation Chairs Location:**

- a. Boys Section: Located at the end of the corridor near emergency exit No. 3.
- b. Girls Section: Located at the end of the corridor near emergency exit No. 7.
- c. Evacuation chairs ensure safe exits during emergencies when lifts aren't operational.
- d. All staff receives training on evacuation chairs, and specific staff assists in emergencies.

### **7.3. Disabled Persons:**

- a. Disabled students have Personal Emergency Evacuation Plans (PEEP) and are evacuated through the nearest available exit to the assembly point.
- b. Disabled visitors are the responsibility of the staff member they are visiting and are evacuated through the nearest available exit.
- c. Disabled staff (if applicable) have PEEPs and are evacuated through the nearest available exit.
- d. The evacuation of any disabled person is given first priority.



- e. Personal Emergency Evacuation Plans (PEEP) are in place for students and staff needing assistance during evacuations.

#### **7.4. Accessibility of Learning Spaces:**

- a. Classrooms are accessible, with adapted seating for those who require it.
- b. Classroom resources include varied tools (pens, pencils, scissors) for ease of use.
- c. Timetabled classes and specialized spaces (labs, sports facilities, arts rooms) are accessible to all students, with adapted resources for students with physical disabilities or sensory impairments.
- d. Classrooms follow a Universal Design for Learning (UDL) approach, offering multiple ways to present information, express learning, and engage with content.
- e. The teaching environment includes accommodations and modifications for fair access to the curriculum.

#### **7.5. Specialist Support Spaces:**

- a. Dedicated intervention spaces are provided within each school cycle for specialist support and pull-out interventions for students with additional learning needs.
- b. A range of non-digital teaching and learning resources is available for specialists' delivering interventions as part of the DLP.

### **VII. 8: Admission Policy**

Children with special educational needs and /or disability will be considered for admission on equal basis with all other children provided that there are reasonable prospects of meeting their needs. In accordance with ADEK and the school's admission policy, parents will be charged additional fees if a student's exceptional needs require specialist intervention and support beyond the school's inclusive provision.

Parents are encouraged to disclose any difficulty, disability, or additional need that their child is facing in order to determine if the school has the necessary services, resources, and facilities to ensure that every child feels happy, secure, and reaches his/her maximum potential.



## **Disclaimer**

This policy was developed by Al Ittihad National Private School. 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.

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