

<https://abudhabi.globalindianschool.org> [Campus News](#) | [Enquiry](#)

GIIS-AD-Policy-25-025

INCLUSION POLICY

Prepared on	June 2024
Reviewed	27 March 2025
Reviewed by	Principal and SLT
Next Review	March 2026

Introduction

This policy supports and promotes the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diverse needs present in the school. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community.

Purpose

- Provide inclusive education as a fundamental right for all students, including students with additional learning needs in the school.
- To specify admissions requirements for students with additional learning needs.
- Ensure the school is offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in the school.

Policy

Our vision, mission, and core philosophy promote holistic education and the development of students.

Vision: To become a global role model for teaching and learning.

Mission: We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through high-quality education imparted by globally experienced and caring teachers, building strong virtues and values while focusing on all-round development, creativity, and entrepreneurship.

Our Core Philosophy: We nurture students' growth to prepare them for college and beyond. Everything we do is driven by these intrinsic beliefs:

Manage with Information and Metrics

Agility and Adaptability
Honesty, Integrity and Ethical Practices
Attitude before Knowledge
Teamwork
Mentor, Coach and Make a Difference
Ambience for Learning

1.2 Students: This policy is applicable to any student who may require in-school specialist services.

2. Admissions

All the students with Additional Learning Needs to be given admission with the principles Concerning the Rights of People with Disabilities and its amendments shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the *ADEK Student Administrative Affairs Policy*. Accordingly, the school's admissions processes shall adhere to the following:

- a. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
- b. Requesting original clinical assessment reports from parents completed by any relevant specialists, such as a therapist, psychologist, or pediatrician.
- c. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
 - i. Students starting school for the first time or coming from alternative early education settings.
 - ii. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - iii. Students in exchange programs.
- d. Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments as a means to inform the provision of learning support as per the *ADEK Student Administrative Affairs Policy*. These assessments shall not be used to deny admission to the school.
- e. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
- f. Defining what constitutes the school's "inability to accommodate" (see Section 2.2.).
- g. Clarification on updating records for students with additional learning needs on eSIS
- h. Updating records for students with additional learning needs on the eSIS ALN module.

2.2 Inability to Accommodate Notification: The school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

Note: ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. The school shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs.

2. 3 Re-enrolment: In line with the *ADEK Student Administrative Affairs Policy*, the school shall re-enrol all students for the next academic year.

Referrals to Specialized Provision: The majority of students with additional learning needs will attend mainstream school along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

Request for a child for repeating a Grade/Year

Clarification on the requests for a child repeating a grade/year be made by parent to ADEK.

Where a parent wishes to request a child to repeat the grade/year, ADEK approval is required and the school shall submit an application form for retention, including a medical report, and the student's DLP.

1. Where the school considers that a student may require a more specialized placement, the school will contact ADEK prior to conversations with parents in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

3. Standard Inclusive Provision

Inclusion Staff Requirements: The school shall appoint the following inclusion positions, as per the requirements of the *ADEK Staff Eligibility Policy*:

1. Head of Inclusion: At least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team.

FLEXIBILITY FOR HEADS OF INCLUSION

Clarification on the CPD completion time frames for the Heads of Inclusion

As per the Staff Eligibility Policy, Heads of Inclusion who require CPD as their additional qualification shall demonstrate completion (within one year of their appointment) of 60 hours of coursework through local and/or international training providers covering topics related (but not limited) to:

- a. SEND (Special Educational Needs and Disabilities) pedagogies
- b. Identification of barriers to learning
- c. Strategies to support SEND
- d. Learning interventions and evaluation of effectiveness
- e. Target-setting for learning and developing IEPs

- f. Coordinating inclusive provision
- g. Resource allocation and deployment

3.2.2. ASSISTIVE TECHNOLOGY FOR STUDENTS

Clarification on the financial support provision by ADEK for assistive technology for students

Where a student may require assistive technology, schools may apply to ADEK for financial support

2. Inclusion Teacher: At least one Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs. As per the *ADEK Staff Eligibility Policy*, Inclusion Teachers/shadow teachers who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- a. SEND pedagogies
- b. Identification of barriers to learning
- c. Strategies to support SEND
- d. Effective teaching
- e. Target setting for learning and developing IEPs
- f. Planning and evaluating interventions
- g. Data to inform practice

3. Inclusion Assistants: Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:

Whole-class support where there are higher numbers of students with additional learning needs.

Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets.

Dedicated 1:1 support to a particular student, if required, as per their DLP and the Clinical Assessment Report.

The school shall conduct an annual review at a minimum to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

4. Individual Assistant: Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching-related support, the school may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

- a. When requesting parents to engage an Individual Assistant, the school shall provide evidence and a justification to outline the need for support for the majority of the student's school day.
- b. The Individual Assistant shall be available outside the classroom and is authorized to enter

the classroom to provide support to the concerned student only upon request by the teacher.

- c. The school should maintain records on the Enterprise Student Information System (eSIS) and Private The school, Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

3.2 Physical Accessibility

1. **General Accessibility:** The school shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students.
 - a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
 - b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
 - c. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
 - d. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
 - e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
 - f. School buildings are accessible on the ground floor, at a minimum, to all students.
 - g. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
 - h. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
 - i. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
 - j. All teaching staff receive training in the safe operation of evacuation chairs, and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
 - k. Personal Emergency Evacuation Plans (PEEP) have been 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.
 - l. Coordination with school transportation providers to enable students with additional learning needs access to school buses, making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
 - m. Development of a risk assessment and mitigation plan to demonstrate how the school will

manage risks stemming from already identified accessibility-deficient areas.

- n. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
- o. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements.
- 2. Accessibility of Learning Spaces: To provide equitable access to education and inclusive learning opportunities, the school shall ensure:
 - a. All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
 - b. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
 - c. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
 - d. Specialized teaching spaces, such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons, and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
 - e. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.
 - f. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.
 - g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.
- 3. Specialist Support Spaces: In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the *ADEK In-School Specialist Services Policy*, the school shall:
 - a. Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
 - b. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
 - c. Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.

- d. Avail a range of nondigital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

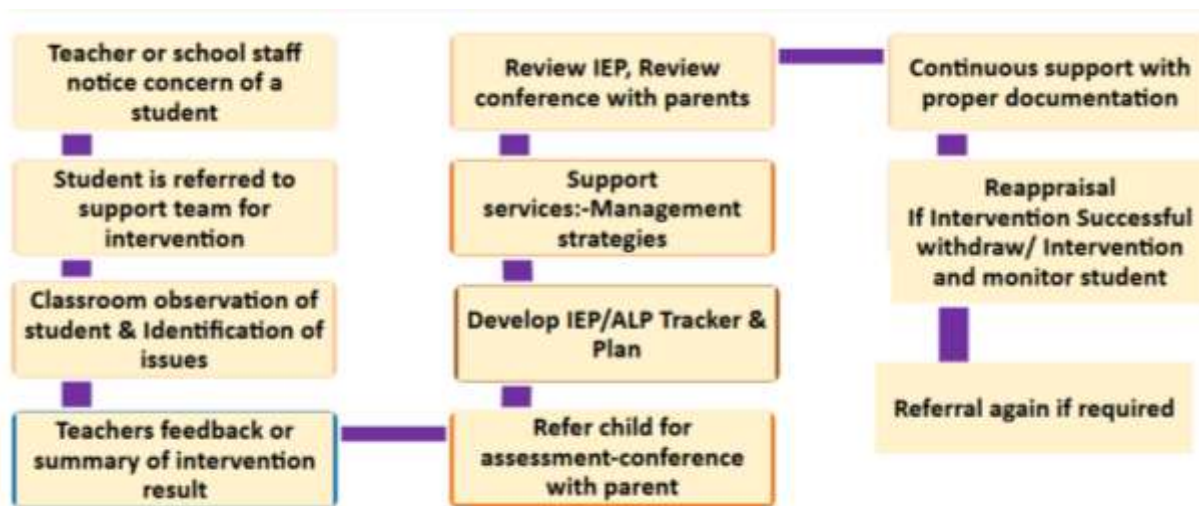
3.3 Inclusive Teaching and Learning Support

1. Identification, Referral, and Tracking System: The school shall develop a robust identification, referral, and tracking system that:

- a. Outline how teachers or other staff can raise concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
- b. Integrates the input of the student (as appropriate), parents, and staff members.
- c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion/designated coordinator), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
- d. Enables the development of a DLP that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. The school shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support or where risks are apparent.
- e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
- f. Records the details of students with additional learning needs on eSIS, as required by ADEK.
- g. Tracks the progress of students with additional learning needs by:
- h. Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
- i. Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
- j. Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLP shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.
- k. Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
- l. Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject to identify any learning outcomes linked to the DLP.
- m. Personalizing, where necessary, attainment and progress reports, which shall be created

based on information in the DLP, for students with additional learning needs to celebrate their progress, which is unique to their individual starting point.

Procedures for identifying the students



2. Inclusive Teaching & Learning Approaches: The school shall ensure their teaching and learning approaches reflect the following elements:

- Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.
- Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
- Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion/designated coordinator and other specialists.
- Ensure the Head of Inclusion/designated coordinator deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
- Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
- Ensure the Head of Inclusion/designated coordinator coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the *ADEK In-School Specialist Services Policy*.
- Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.

- i. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion designated coordinator.
- j. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.

3. Curriculum: The school shall provide students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.

4. Assessment Accommodations: The school shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, the school shall:

Evaluate the needs of all students with additional learning needs to:

- a. Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.
- b. Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
- c. Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments in line with any external assessment provider requirements (if applicable).

4. Additional Fees

The school shall follow the principle of inclusion, which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

1. Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), the school may request additional school fees. Where additional school fees are necessary, the school shall:
 - a. Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision.
 - b. Obtain a parental agreement, which shall be renewed at least annually or when there is a change in the fees charged.
 - c. Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges.

- d. The school shall provide termly financial statements to parents itemizing the allocation of additional funds charged.
- e. Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of the cost, as per the *ADEK In-School Specialist Services Policy*.
- f. The school in the low to very low tuition fee range for whom the above cap may be insufficient to cover cost is authorized to charge above 50% of the tuition fee if parents consent to paying the extra charge. Alternatively, the school shall seek approval from ADEK for any extra charges.
- g. Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

5. Leadership

5.1 Leadership Roles and Responsibilities: The school's Inclusion Policy shall describe the roles and responsibilities of the school leadership, with the following as a minimum:

1. The Board of Trustees shall:

- 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.

2. The Principal shall:

- a. Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- b. Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- c. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- d. Appoint a Head of Inclusion/designated coordinator who meets the requirements of the *ADEK Staff Eligibility Policy* with responsibility for the coordination of all aspects of education for students with additional learning needs.
- e. Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- f. Appoint a member of staff to be responsible for the coordination and provision for gifted

and/or talented learners and work in conjunction with senior leaders.

- g. Ensure 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 that may be specific to students with additional learning needs, as per the *ADEK Student Protection Policy*.
- h. Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- i. Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- j. Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- k. Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- l. Undertake overall responsibility for the safe evacuation of all people of determination during emergencies.

3. The Head of Inclusion/designated coordinator shall:

- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation about students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the *ADEK Records Policy*.
- d. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLP and PEEPs.
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the *ADEK Health and Safety Policy*. This should be reviewed on a termly basis or where the needs of the individual or setting change.
- f. 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.

- g. Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- h. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- i. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- k. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the *ADEK In-School Specialist*



Dilip Kumar
Principal
Global Indian International School, Abu Dhabi.