

POLICY ON INCLUSIVE EDUCATION

Introduced:	December 2015
Review 1:	December 2018
Review 2:	December 2021
Review 3:	December 2023
Review 4:	October 2024
Review 5:	October 2025
Next Review	October 2026

1. INCLUSION POLICY

1.1 Introduction

Dunes International School is committed to fostering an inclusive learning environment where every student—regardless of ability, need, or talent—has equitable access to quality education. This policy reflects our alignment with ADEK's Inclusion Framework and our vision to ensure that all students reach their full potential. By offering top-tier educational programs and tailored support services, we aim to empower these students to become valuable contributors to society.

1.2 Purpose and Scope

- This policy outlines the framework for identifying and supporting students with Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T).
- To develop and implement comprehensive educational programs that cater to the unique needs of students with additional learning need and gifted and talented. Ensure these programs adhere to the highest educational standards and practices.
- Provide a range of support services, including individualized education plans (IEPs), differentiated instruction, and enrichment activities. Offer counseling, mentorship, and other resources to support the emotional and social development of ALN and G&T students.
- Guarantee equitable access to educational opportunities for all students with mild to moderate Additional learning needs and those who are gifted and talented. Promote an inclusive and welcoming environment where all students feel valued and respected.
- It applies to all staff, students, and parents, ensuring that inclusive practices are embedded across the school community.

1.3 Policy Statement

Our institution is committed to provide an inclusive and supportive educational environment for students with mild to moderate Additional Learning Needs and those who are Gifted and Talented (G&T). We recognize the capabilities and needs of these students and are dedicated to ensuring they receive equitable access to quality educational programs and support services. Our aim is to remove barriers from learning, promote equity, and celebrate diversity by providing tailored support for students with ALN and enrichment opportunities for G&T students.

1.4 Vision and Mission of Inclusion

Vision - To empower all learners to succeed in an inclusive, accessible, and respectful school environment where diversity is celebrated and every individual is valued. We envision a learning community where barriers to education are removed, differences are embraced, and all students—including those with Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T)—are provided with the opportunities, resources, and encouragement needed to reach their fullest potential as confident, capable, and compassionate contributors to society.

Mission - Our mission is to create a culture of equity and belonging by providing individualized support and enrichment opportunities that nurture every student's strength and address their challenges. Through collaboration among educators, parents, and specialists, we strive to:

- Ensure fair access to quality education for all learners.
- Deliver tailored teaching, differentiated strategies, and assistive technologies that meet diverse needs.
- Inspire gifted and talented students with challenging, creative, and advanced learning opportunities.
- Support students of Additional learning needs with personalized learning plans and emotional, social, and behavioral support.
- Promote respect, empathy, and mutual understanding across the school community.
- Equip our students with the knowledge, resilience, and skills to thrive in life beyond school.

2. ADMISSION

2.1 Admitting students with additional learning needs:

Adhering to the ADEK inclusion policy school is ensuring the admission of students with additional learning needs and their siblings in our school.

- Parents are required to submit an authentic clinical assessment report during admission prepared by a specialist in a clinical setting for any student identified under special education needs.
- School will provide any accommodation required to complete the admission assessment.



- School will use the information provided by parents to guarantee fair and secure access to the school's learning and physical environments for students with additional learning needs, implementing appropriate accommodations when required.
- School develops integrated individualized programs, which do not deny access to Special Education Needs students.
- School will provide transition support for the students with additional learning needs who are starting school for the first time or alternate education settings.
- We strive to welcome all students with admission decisions based on our ability to support their individual needs.

2.2 Inability to accommodate notification:

If the school determines it cannot meet a student's specific learning needs, an **Inability to Accommodate Notification** will be submitted to **ADEK** and shared with parents. ADEK may **uphold or overturn** this decision based on the evidence provided. The school will ensure all **reasonable adjustments** are made to support inclusive admission wherever possible.

2.3 Re-enrollment:

The school shall **re-enroll all students** for the next academic year in accordance with **ADEK guidelines**. If a parent requests that a student **repeat a grade**, the school must seek **ADEK approval** by submitting a **retention application**, including the student's **medical report** and **DLP**.

2.4 Referrals to specialized provision:

Most students with additional learning needs attend **mainstream schools**. Specialized placement may be considered for students who meet eligibility criteria.

Before discussing with parents, the school must **contact ADEK** to confirm eligibility and determine the most suitable placement.

For UAE Nationals diagnosed with **severe autism**, referral to specialized provision is considered only if all the following are met:

- ADEK, school, and parents agree the student will benefit more from specialized provision.
- The student requires **intensive therapy** (e.g., OT, speech therapy, ABA) not available in mainstream school.
- Parents understand the **admission criteria** and consent to the referral.



3. STANDARD INCLUSIVE PROVISION

3.1 Staffing

The school has an Inclusion team that manages all aspects of services for Additional Learning Needs and gifted and talented students. The responsibility of school inclusion team is as follows:

- **Head of Inclusion** – Provides strategic oversight and ensures inclusive practices across the school.
- **Counselor** – Coordinate all aspects of behavioral, social, and emotional provision for ALN with other teachers and professionals.
- **Inclusion Teachers** – One per cycle; provides pull-out and push-in sessions; supports G&T students.
- **Individual Assistant** – Offers personal care and learning support (1:1).

Provision for Individual Assistant:

Where a child with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, as part of our commitment to inclusive education and in accordance with ADEK regulations, the school may recommend the hiring of a Learning Support Assistant (LSA) for students. This recommendation will be based on assessments conducted by the school's Inclusion Support Team or supported by external diagnostic reports. In such cases, the parent/guardian will be responsible for the recruitment and financial obligations related to the \ Learning Support Assistant (LSA), subject to the ADEK and school's approval of the candidate's qualifications and background checks. The appointed LSA will operate under the supervision of the Inclusion Department and classroom teachers, adhere to the school's code of conduct, and participate in any required training or orientation. The need for continued LSA support will be reviewed periodically based on the students' progress and changing needs.

3.2 Physical Accessibility

1. General Accessibility

The school facilities are designed and maintained to ensure that all students, including those with physical disabilities or additional mobility needs, can access all areas safely and independently.

- **Campus Accessibility:** Parking areas, pathways, buildings, and playgrounds are designed to be accessible to all students, ensuring ease of movement throughout the school.
- **Mobility Support:** Lifts and ramps are installed across key areas of the campus to facilitate the smooth movement of wheelchair users and students with limited mobility.
- **Safety Provisions:** Stairs are equipped with sturdy handrails, and all accessible bathrooms have appropriate sanitary provisions for individuals with physical disabilities.



- **Emergency Preparedness:**

- All teaching and non-teaching staff receive regular training on evacuation and emergency procedures.
- A **Personal Emergency Evacuation Plan (PEEP)** is developed for each student who requires additional assistance.
- **Risk Assessments** are conducted for all identified students of determination to ensure their safety during routine and emergency situations.
- **Washrooms:** Accessible bathrooms are equipped with appropriate sanitary provisions for people with physical disability.

2. Accessibility to learning spaces

All classrooms and specialist learning environments are designed and equipped to support inclusion and universal participation.

- **Accessible Classroom Design:** Each classroom is barrier-free and arranged to allow easy movement for students using mobility aids.
- **Flexible Seating:** Flexible seating options are provided to meet varied physical and learning needs.
- **Assistive Technologies:** Classrooms are equipped with assistive and adaptive tools such as, tablet and interactive whiteboards to enhance access for students of determination.
- **Timetable:** Every class is mentioned on the timetable is made accessible to students with additional learning needs to the greatest extent feasible.
- **Specialist Rooms:** Libraries, laboratories, art, and ICT rooms are accessible and adapted for safe use by all learners.
- **Sensory Support:** Quiet zones or sensory-friendly areas are provided to support students who may require reduced sensory stimulation.
- **Health & Safety Compliance:** Learning spaces meet regulatory accessibility standards and are routinely audited for compliance.

3. Specialist Support Spaces

The school provides **dedicated specialist support spaces** in line with the **ADEK School In-School Specialist Services Policy** to facilitate **pull-out interventions and targeted support** for students with additional learning needs.

With **parental consent**, **specialists such as speech, occupational, or behavior therapists** may conduct individualized sessions within these designated spaces to support students' development as outlined in their **DLP**.



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3.3 Inclusive Teaching and Learning Support

1. Identification of ALN and Gifted and Talented (G&T) Students

Students with additional learning needs:

The identification process for students who may require additional support typically involves several steps to ensure that each student's needs are accurately assessed and addressed. Our school has established a robust identification system that encompasses:

Admission screening: The identification process commences during the admission stage, where children undergo assessment using the school's designated assessment format.

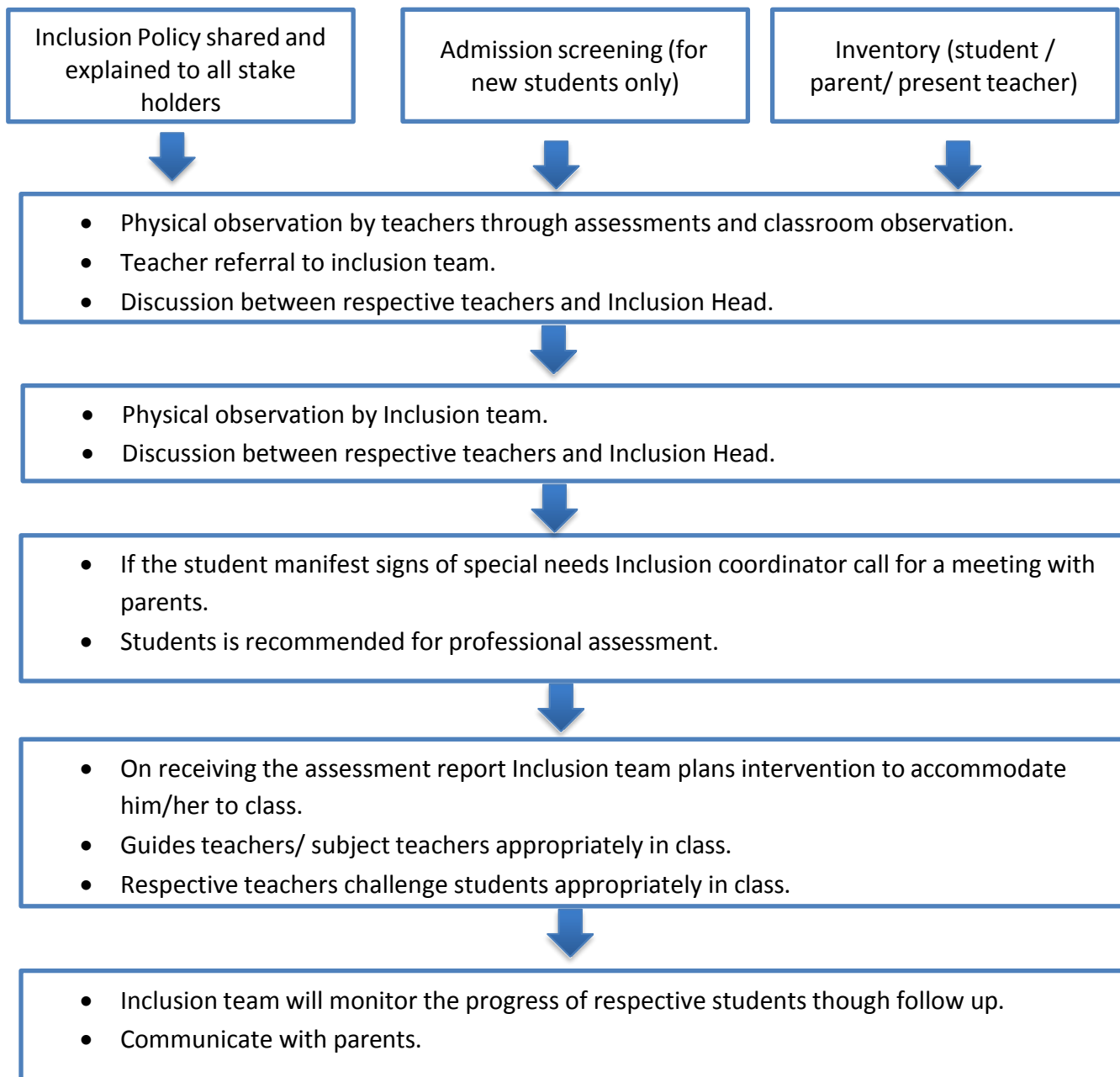
Referral: If a teacher or parent notices any academic, behavioral, or social concerns regarding a student's progress, they will inform the Inclusion team through referral form developed by the inclusion team. The teacher and the inclusion team will then use differentiation techniques to assist the student, keep a close eye on the situation and monitor the student's progress.

Observation and Recommendation for external assessment: The inclusion team will examine the Referral Form and provide supporting evidence. They may also seek additional information through various means, such as:

- Conducting observations in the classroom
- Requesting additional details from teachers
- Remedial teaching
- Arranging meetings with parents
- Recommendation for further clinical assessment



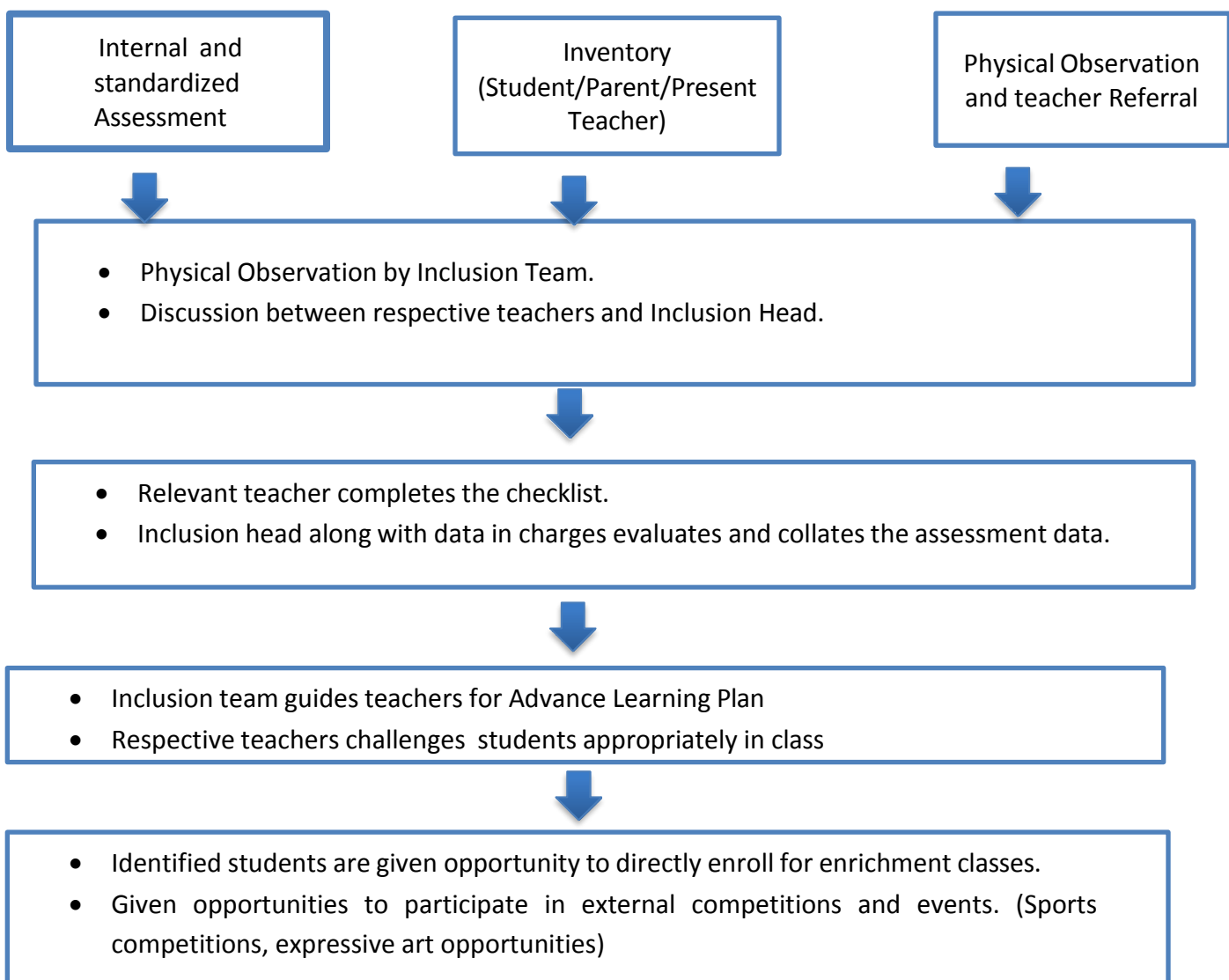
Flow chart of procedures for Identifying Additional Learning Need students at DIS





Gifted and talented students: The identification process of gifted and talented students uses a combination of school assessment data, international benchmark (ASSET), attainment of students in different subjects over the academic year, teacher and parent observations and referrals, work samples and achievements in various competitions. By using a combination of methods, school ensures an accurate identification of gifted and talented students and ensures they receive the appropriate challenges and support for their exceptional abilities.

Flow chart of procedures for Gifted and Talented students at DIS





Tiered Support Framework

To effectively support the diverse learning and behavioral needs of students, school adopted a tiered approach that ensures all learners receive the appropriate level of support. This framework recognizes that while most students can thrive with quality classroom instruction, some may require additional assistance, and a few may need highly individualized support.

Tier 1: Universal

- Most student needs are met by the classroom teacher.
- High-quality, inclusive teaching for all students.
- Emphasis on differentiation and proactive strategies.

Tier 2: Targeted

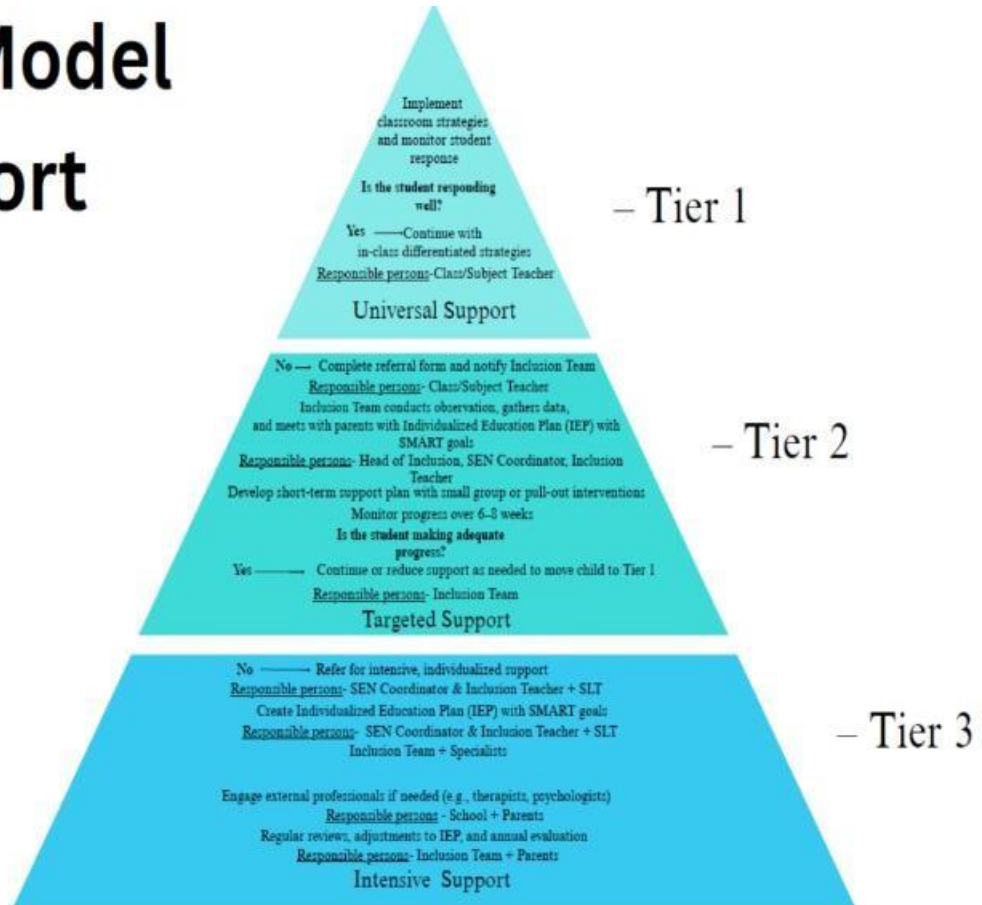
- Some students may require specific, short-term interventions.
- Support is more focused and may occur in small groups.
- Designed to address emerging learning or behavioural challenges.

Tier 3: Intensive and Individualized

- A few students may need a high degree of personalization.
- Support may include one-on-one interventions.
- It often involves collaboration with specialists or external agencies.



Tiered Model of Support



2. Teaching and learning approaches

The school is committed to providing a flexible, supportive, and engaging learning environment where every student can access the curriculum meaningfully and achieve success. Our classrooms are designed to reflect the principles of universal design for learning (UDL), ensuring that all students, including those with Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T), are given equitable opportunities to learn, participate, and thrive.

- **Differentiated Instruction:** Teachers adapt lesson content, instructional strategies, learning tasks, and assessments to meet the varying abilities, learning styles, and interests of students. This may include adjusting the level of complexity, providing visual, auditory, and kinesthetic learning opportunities, and offering alternative formats for assignments.



- **Accommodations and Modifications:** The school ensures that learning barriers are minimized by providing accommodations such as extended time, simplified instructions, alternative seating, adapted resources, or modified curriculum objectives where required. These measures allow students to access the same learning opportunities as their peers while addressing their unique needs.
- **Inclusive Classroom Practices:** Teachers employ collaborative learning, peer tutoring, flexible grouping, and project-based learning approaches to promote active participation and social inclusion of all students. The focus is on building a culture of respect, empathy, and mutual support.
- **Teacher Support and Monitoring:** Regular classroom observations and guidance from the Inclusion Team ensure that teaching practices remain inclusive and responsive. Progress is monitored closely, and adjustments are made to maintain high standards of equity and learning outcomes.
- **Documented Learning Plans (IEP, ILP, ALP):** The school recognizes that each learner has unique strengths and challenges. To ensure personalized support and enrichment, the following documented learning plans are developed and implemented:

Individual Education Plan (IEP) – for ALN students

An Individual Education Plan (IEP) is a comprehensive, student-centered plan created for learners identified with Additional Learning Needs (ALN). It sets out specific, measurable, achievable, realistic, and time-bound (SMART) goals that focus on the student's academic, social, emotional, and behavioural development.

- Developed collaboratively by the Inclusion Team, class/subject teachers, parents, and where appropriate, the student.
- Includes clear objectives, teaching strategies, required accommodations, and support services.
- Identifies modifications to the curriculum, assessment adjustments, and use of assistive technologies.
- Reviewed 3 times a year, with progress monitored and adjustments made as needed.
- Serves as a roadmap to ensure that students receive equitable access to learning while achieving meaningful progress.

Individual Learning Plan (ILP) – for ALN students

An Individual Learning Plan (ILP) is a personalized, student-focused plan designed to support learners with Additional Learning Needs (ALN) in achieving their full potential. It outlines targeted strategies and goals that address the student's academic, social, emotional, and behavioral development.

- A student's learning strengths and areas of need
- Goals and objectives tailored to the student
- Accommodations or modifications (e.g., extra time, scribe support)
- Strategies to support the student in the classroom
- Review and update once in a year.

Advanced Learning Plan (ALP) – for Gifted and Talented (G&T) students

An Advanced Learning Plan (ALP) is designed for students identified as Gifted and Talented (G&T), ensuring that they are challenged appropriately and provided opportunities to excel beyond the standard curriculum.

- Outlines enrichment opportunities, advanced projects, higher-order thinking tasks, and extension activities.
- Includes provision for participation in external competitions, leadership roles, and specialized enrichment programs.
- Focuses on promoting creativity, problem-solving, and independent research skills.
- Developed collaboratively by the Inclusion Team, subject teachers, and parents, with student input encouraged.
- Regularly reviewed to ensure goals remain aligned with the student's evolving abilities and aspirations.

3. Curriculum

At Dunes International School, the curriculum is designed to be inclusive, flexible, and accessible to ensure that every learner—whether with Additional Learning Needs (ALN) or Gifted and Talented (G&T)—can achieve their fullest potential. We recognize that equitable access goes beyond physical inclusion; it involves adapting curriculum content, teaching strategies, and assessment methods to meet the diverse learning profiles of all students.

- **Curriculum Modifications:** Where necessary, curriculum goals are adapted for ALN students to match their individual learning abilities without compromising the integrity of learning outcomes.



- **Extension for G&T Students:** Gifted learners are provided with enriched and accelerated content, inquiry-based projects, and opportunities for deeper exploration.
- **Extracurricular Access:** All students, including those with ALN, are encouraged to participate in extracurricular and co-curricular activities such as sports, arts, leadership programs, and clubs. Accommodations (e.g., modified rules, adapted equipment, or adult support) are provided to ensure full participation.
- **Holistic Development:** Curriculum access emphasizes not only academics but also social, emotional, creative, and physical development.

4. Assessment Accommodation:

At Dunes International School, assessment practices are designed to be fair, inclusive, and reflective of each learner's abilities. Assessments are adapted to evaluate a student's understanding and skills rather than the barriers posed by their individual learning needs.

- **Equitable Access:** Assessment formats are adjusted to ensure all students can demonstrate their learning in ways suited to their strengths and needs.
- **Adaptations and Adjustments:** These may include additional time, modified question papers, simplified language, visual prompts, or the use of assistive technology.
- **Alternative Assessment Modes:** Students may be offered oral, written, or practical assessments as appropriate to their learning profiles.
- **Supportive Environment:** Test settings are structured to reduce anxiety and sensory distractions, promoting optimal performance for students with specific needs.
- **Consistency and Integrity:** All accommodations are applied without compromising the validity, reliability, or integrity of assessment outcomes.
- **Continuous Review:** The effectiveness of each accommodation is regularly reviewed in collaboration with the Inclusion Team and subject teachers to ensure ongoing equity in evaluation.

5. Parent and Family Engagement

- Parents are encouraged to share their observations, concerns, and any prior clinical or educational assessments during the admission and screening stage.
- Parent input is considered a vital part of the identification process for ALN and G&T students, complementing teacher observations and assessment data
- The Inclusion Team ensures that parents are consulted and informed at every stage of the referral and identification process.
- Regular updates are provided through meetings, progress reports, emails, parent portals, and scheduled parent-teacher conferences.
- Urgent or sensitive matters are communicated directly through phone calls or in-person meetings to ensure clarity and support.



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- Parents are kept informed about their child's academic, social, and emotional progress, as well as any interventions or enrichment opportunities offered.
- Communication is two-way: parents are encouraged to share feedback, express concerns, and actively contribute ideas for their child's development.
- No provision, intervention, or specialized support is implemented without the explicit consent of parents.
- Parents review and sign off on IEPs and ALPs before implementation.
- Discussions regarding these plans may also take place during individual meetings to ensure full understanding and collaboration.
- Sessions are also conducted for parents to equip them with strategies and resources to support their ward's learning and development at home.

6. Registering students on ADEK portal

Student records, including academic performance, Individual Education Plans (IEPs), Advanced Learning Plans (ALPs), and clinical/assessment reports, are stored securely in both physical and digital formats.

Access to data is restricted to authorized personnel only (e.g., school leadership, the Inclusion Team, relevant teachers).

Digital data is protected through password-encrypted systems, secure servers, and compliance with ADEK-approved data protection standards.

Student data is used exclusively to support educational planning, progress monitoring, and provision of appropriate interventions.

Information is shared with relevant staff members strictly on a need-to-know basis to ensure effective teaching and support.

7. Professional Development (CPD)

At Dunes International School, we believe that high-quality professional development is essential to ensure teachers and staff are equipped with the knowledge, skills, and confidence to effectively support students with Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T). Continuous Professional Development (CPD) ensures that inclusion is not only a policy but a daily practice embedded in teaching, learning, and school culture.

A yearly CPD plan ensures all staff undergo training sessions related to inclusive practices. Workshops and Seminars are conducted by the Inclusion Team, external experts, and ADEK-certified trainers.



8. Monitoring and Evaluation

Dunes International School is committed to ensuring that its inclusion policy and practices are continuously monitored, reviewed, and improved. Monitoring and evaluation serve as a foundation for accountability, ensuring that students with Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T) receive high-quality, effective, and equitable educational provision.

- The academic, social, and emotional progress of ALN and G&T students is monitored through a combination of classroom assessments, standardized tests, teacher observations, and student portfolios.
- Progress against goals in Individual Education Plans (IEPs) and Advanced Learning Plans (ALPs) is tracked on a termly basis. Adjustments are made where goals are not being met.
- Parents are engaged in progress review meetings to ensure alignment between school strategies and home support.

4. ADDITIONAL FEES

For students requiring additional support services—such as academic interventions (IEP/ALP/ILP)—therapy -an extra fee of up to 50% of the annual tuition may be applied, as per ADEK policy.

5. LEADERSHIP

Leadership Responsibilities

The school has clear roles and responsibilities assigned and shared with school leadership team

The Board of Trustees

- Set the strategic direction for the school, incorporating a strong commitment to inclusive education.
- Nominate one Board member to oversee and monitor inclusive provision within the school.
- Ensure that the school's financial budget allocates sufficient funds for specialist staffing, training, and resources to support the inclusion of students with additional learning needs.
- Ensure that necessary adjustments and accommodations to the school environment and infrastructure are made, or planned for, to enhance accessibility for students with physical disabilities and sensory impairments.

Dunes International School

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Tel.: 0097125527527
School code: 90201 | Affiliation number: 6630051



مدرسة ديونز الدولية

رقم قطعة: ١٩، شعبة: ٩، مصرف: أبوظبي، ص ب: ٥١٢١ هاتف
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كود المدرسة: ٩٠٢٠١ | رقم الانساب: ٦٦٣٠٠٥١

The Principal shall:

- Ensure inclusive provision is a standing agenda item in Senior Leadership and Governing Board meetings.
- Integrate and review inclusive practices within the School Development Plan, with measurable targets to improve provision and accessibility.
- Designate a senior leader for direct oversight of inclusion across the school.
- Appoint a qualified **Head of Inclusion** in line with ADEK requirements to coordinate education for students with additional learning needs.
- Appoint designated coordinators for **Multilingual Learners** and for **Gifted and Talented Learners**, ensuring collaboration with senior leaders.
- Provide ongoing **CPD opportunities** for staff on adaptive teaching, student protection, and safeguarding, including awareness of ALN-specific concerns.
- Implement risk assessment procedures to identify and mitigate hazards affecting students with communication, mobility, sensory, or behavioral needs.
- Submit data on identified students with additional learning needs to ADEK as required.
- Ensure incidents of bullying, discrimination, or maltreatment involving students with ALN are documented and appropriately addressed.
- Establish and maintain an **emergency evacuation plan** for all People of Determination, with assigned responsibilities and regular training.
- Take overall responsibility for the safe evacuation of all People of Determination during emergencies.

The Head of Inclusion shall

- Coordinate all educational, behavioral, social, and emotional provisions for students with additional learning needs through collaboration with teachers and specialists.
- Work closely with teachers to address learning needs, monitor progress, and track attainment against curriculum expectations.
- Maintain, review, and securely store all records related to students with additional learning needs in line with ADEK policies.
- Manage and update the school-based register of students with ALN, including their **Differentiated Learning Plans (DLPs)** and **Personal Emergency Evacuation Plans (PEEPs)**.
- Develop and review PEEPs in coordination with the Health and Safety Officer, ensuring readiness for emergency situations.
- Evaluate school accessibility and ensure effective emergency evacuation procedures for students with ALN.
- Review and update all data and eSIS information related to ALN students as required by ADEK.
- Conduct quality assurance reviews of inclusive teaching practices and intervention effectiveness.
- Meet regularly with parents to review student progress and provide guidance on home-based support.



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- Oversee and evaluate all push-in and pull-out interventions to ensure positive academic and social outcomes.
- Coordinate with in-school specialists to facilitate and monitor the delivery of specialist support services as per ADEK's In-School Specialist Services Policy.

6. Review Cycle and Update Policy

- The policy is formally reviewed every two years, or earlier if significant changes in ADEK regulations, federal law, or school priorities require immediate revision.
- The next scheduled review is April 2026.

Prepared By	Date
Head of Inclusion	December 2015

Amendments:

Review	Date	Reviewed by	Amendments
Review 1	December 2018	Academic Vice Principal/Head of curriculum and assessment/Head of Inclusion/Academic Supervisor/Inclusion Teacher	No Changes
Review 2	December 2021	Academic Vice Principal/Head of curriculum and assessment/Head of Inclusion/Academic Supervisor/Inclusion Teacher	No Changes
Review 3	December 2023	Academic Vice Principal/Head of curriculum and assessment/Head of Inclusion/Academic Supervisor/Inclusion Teacher	No Changes
Review 4	October 2024	Academic Vice Principal/Head of curriculum and assessment/Head of Inclusion/Academic Supervisor/Inclusion Teacher	The amended Inclusion Policy Objectives and Standard Inclusion Provision are aligned with current ADEK requirements to strengthen Inclusive education practices.

Review 5	October 2025	Academic Vice Principal/Head of curriculum and assessment/Head of Inclusion/Academic Supervisor/Inclusion Teacher	An Inclusion Team, led by the Principal and Inclusion Champion, is established to coordinate and implement support for students with additional learning needs, as amended in line with ADEK requirements in points 2.2, 2.3,2.4, 3.1,3.2.1, 3.2.2, 3.2.3,3.3,3.3.6,4,5
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Principal Mr. Paramjit Ahluwalia	
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