

POLICY ON INCLUSIVE EDUCATION

Introduced:	December 2015
Review 1:	December 2018
Review 2:	December 2021
Review 3:	December 2023
Review 4:	April 2024
Next Review	April 2026

OBJECTIVE:

To provide students with mild to moderate Additional Learning Needs (ALN) and those who are Gifted and Talented (G&T) the resources and support they need to 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.

SCOPE:

Develop and implement comprehensive educational programs that cater to the unique needs of student 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), specialized 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.

POLICY STATEMENT:

Our institution is committed to providing 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 ensure they receive equitable access to quality educational programs and support services.

DEFINITION:

Inclusive education:

An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.



An ISO 9001:2015 Certified Company

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121
Tel.: 0097125527527
School code: 90201 | Affiliation number: 6630051



مدرسة ديونز الدولية

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كود المدرسة: ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

Additional Learning Needs:

Individual requirements for additional support, modifications, or accommodation 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 barrier to learning, access or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional or gifted and/or talented).

Gifted and talented Referrers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability, these domains could be intellectual, social, creative, physical. Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance. These are students whose outstanding abilities make them capable of high performance.

ADMISSION OF 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 is starting school for the first time or alternate education settings.
- School may charge Parents/Guardians additional fees for the provision of extra support and such fees do not exceed 50% of the approved school's tuition fees for other students.

INCLUSION POLICY OBJECTIVES:

- **Students with additional learning needs can:**
 - Participate in the school's general education system to the greatest extent possible.
 - Have full access to the curriculum.
 - Achieve learning standards set for all students and modify them to suit the learning needs of students with mild to moderate Special Education Needs through their individualized plans and programs.



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- Interact with other students and develop interdependent relationships so that they can take part in the community successfully as adults.

• Gifted and talented students :

Ensure that gifted and talented students have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable.

- The school has Inclusion team that manages all aspects of services for additional learning needs and gifted and talented students.
- The school integrates students with additional learning needs into classes with peers of the same age and grade level.
- The school develops an Individual Education Plan (IEP) for students with additional learning needs if they experience difficulties in accessing or being able to learn the curriculum. The Individual Education Plan is used mainly by the teachers and students to guide instructional practice, including modifications of the program and adaptations of the environment or aspects of instruction and assessment. These are tailored to the individual student's needs to enable optimal learning success.
- The school develops an Advanced Learning Plan (ALP) for gifted and talented students who are exceptionally exceeding academic expectations in their academic program. The ALP identifies ways teachers can enrich the students' learning to achieve according to their potential.
- If a student with additional learning need is not making the expected progress, this would mean that the goals and objectives set forth in his/her Individual Education Plan need to be readjusted.
- The school encourages and welcomes the involvement of Parents/Guardians of students with additional learning need in school affairs.
- To meet the needs of students with additional learning need and those who are gifted and talented is a shared responsibility for the whole school.

STANDARD INCLUSION PROVISION

Staff arrangement

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 which is not limited to:

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals. Approaches to Assist student with additional learning needs.



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- Assessing Learning Interventions and Effectiveness
- Setting Learning Goals and Crafting Individualized Education Plans (IEPs)
- Coordinate Inclusive Support
- Allocating and Utilizing Resources

Physical Accessibility:

School ensures an equitable access to education for all students by ensuring school buildings and learning spaces are accessible to all students.

- Parking space, pathways, buildings and playgrounds are accessible to all
- The school has lift and ramp facilities to ensure the smooth mobility of all the students regardless of their needs and that conform to the regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails.
- Accessible bathrooms are equipped with appropriate sanitary provisions for people with physical disability.
- All teaching staff have received training on evacuation plans.
- Risk assessment is developed for all identified students with special needs.
- Every classroom is designed to be accessible to all students, equipped with desks and chairs offering flexible seating options to accommodate individual needs.
- Every class on the timetable is made accessible to students with additional learning needs to the greatest extent feasible.
- The teaching and learning environment incorporate accommodations and modifications for fair access to the curriculum and school facilities.
- Personal Emergency Evacuation Plan (PEEP) have been developed for each student who require additional support or guidance to evacuate safely.

THE IDENTIFICATION PROCESS:

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.

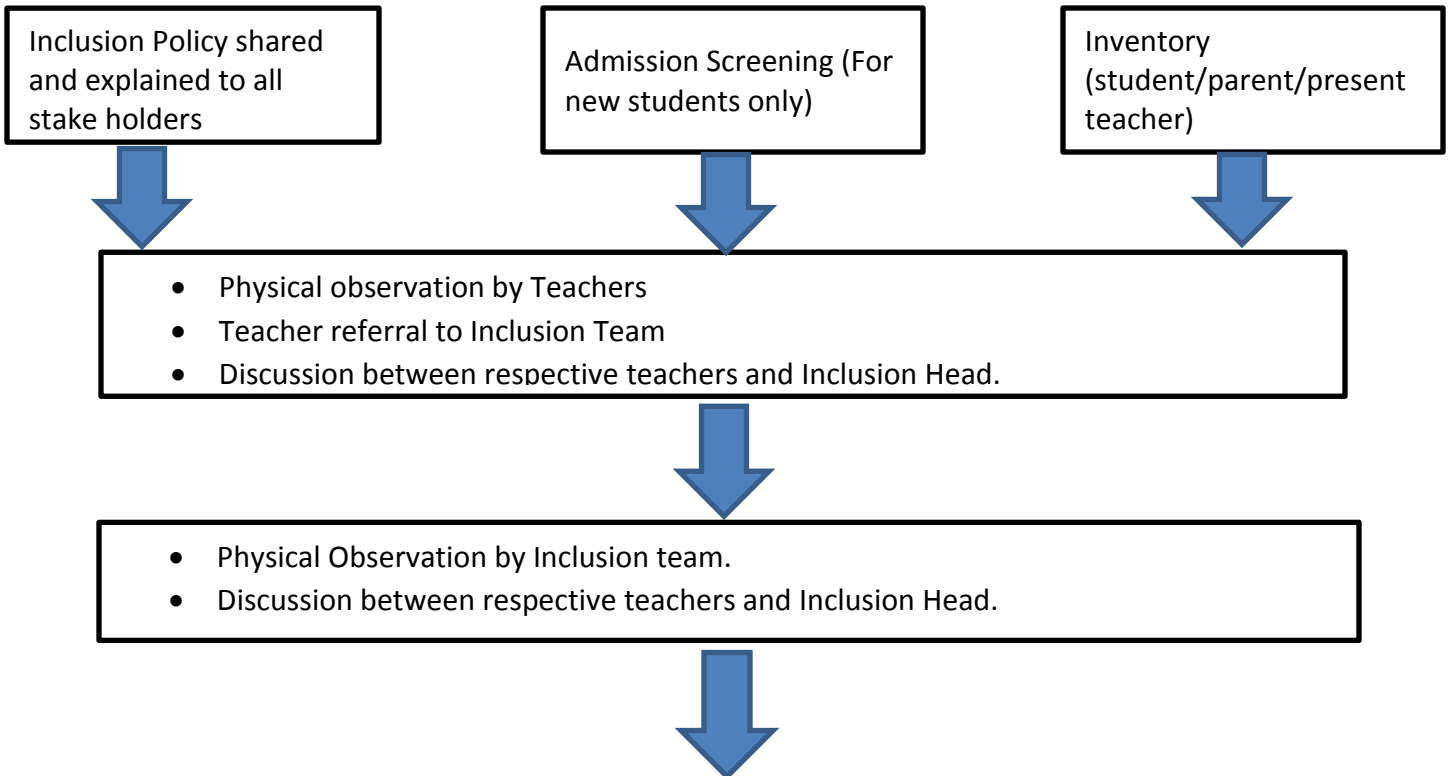


Referral: If a teacher or parent notices any academic, behavioral, or social concerns regarding a student's progress, they will inform the Inclusion team through referral form developed by the inclusion team. The teacher and the inclusion team will then use differentiation techniques to assist the student,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



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- If the student manifest signs of special needs Inclusion coordinator calls for a meeting with parents.
- Student is recommended for professional assessment.



- On receiving the assessment report Inclusion team plans intervention to accommodate him/her to class.
- Guides teachers/subject teachers to prepare IEP.
- Respective teachers challenges students appropriately in class



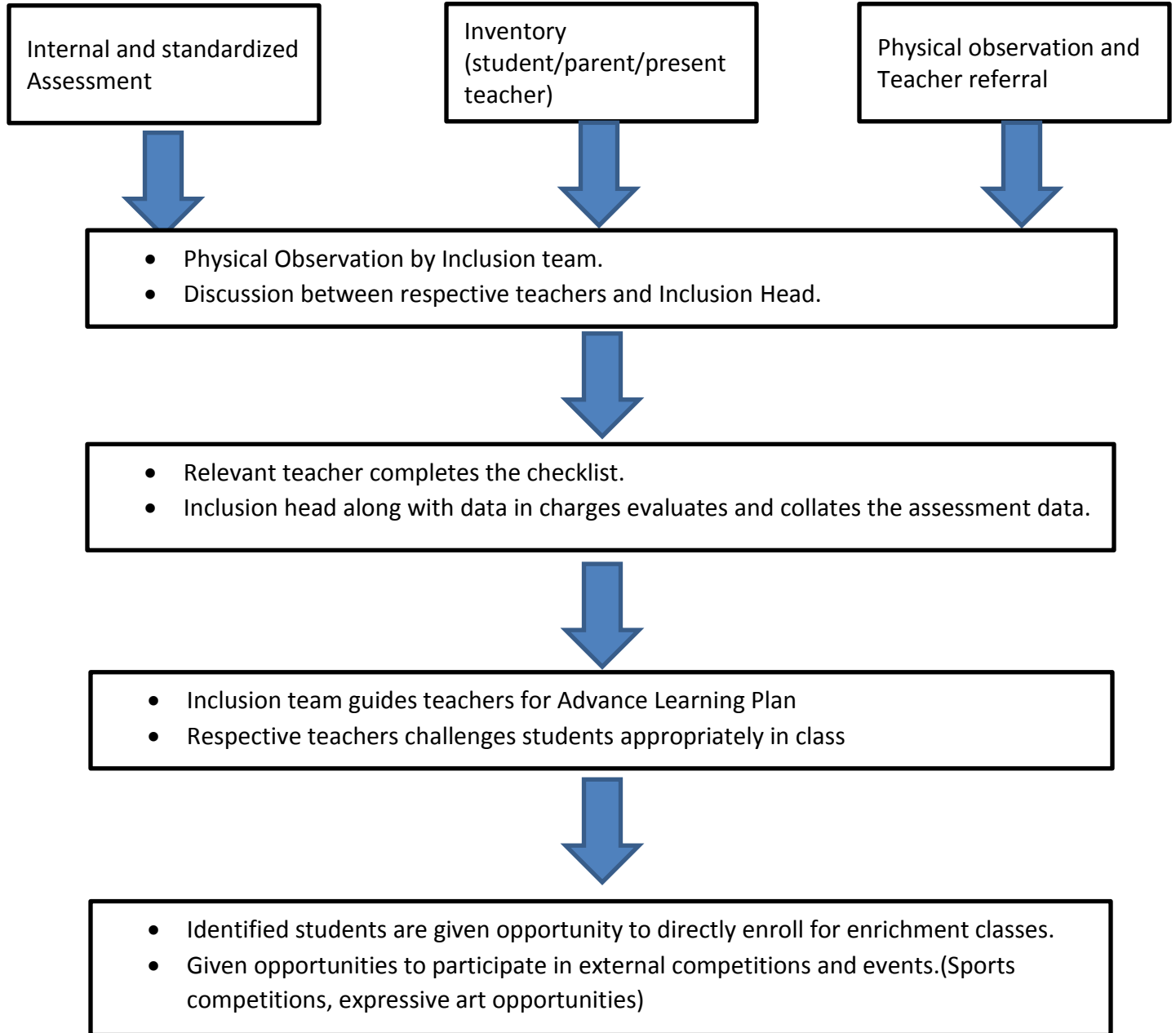
- Inclusion team will monitor the progress of respective students though follow up.
- Communicate with parents

Gifted and talented students:

The identification process of gifted and talented students use a combination of school assessment data, international benchmark (ASSET), attainment of students in different subject 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 ensure they receive the appropriate challenges and support for their exceptional abilities.



Flow chart of procedures for Gifted and Talented students at DIS



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Provision for identified pupils is categorized into 3 levels:

Level 1- Challenge is provided by the class / subject teacher.

Level 2- Challenge is provided by the class / subject teachers. The pupil has access to specialist intervention and enrichment activities. (ALP)

Level 3- The pupil has access to subject specialist extension groups and specific curriculum modification.

INCLUSIVE TEACHING AND LEARNING APPROACH:

- Integrate inclusive instructional techniques into lesson preparation to accommodate students with diverse learning requirements as a component of adaptable teaching.
- Organize professional development workshops and awareness sessions on inclusive educational practices for staff facilitated by the Inclusion team.
- Implement 3-tiered support model for responding to interventions to guarantee the advancement of every student with additional learning needs.
- Assist students with additional learning requirements in utilizing appropriate assistive technology to enhance their access to educational materials.
- Ensures concerns over progress and attainment are raised with parents at an early stage to support early intervention.
- Gifted and talented students are offered with challenging tasks according to their readiness and ability.
- Allow gifted students to pursue in-depth projects based on their interests, encouraging exploration beyond the standard curriculum.

CURRICULUM:

Ensures that all students with additional learning needs can engage in a comprehensive and diverse school curriculum, including access to extracurricular activities tailored to accommodate their requirements, when suitable. Curriculum modifications are made promptly when necessary to accommodate any student with supplementary learning needs.

The school inclusion team makes sure that ESIS is updated with all the necessary information's of a student with additional needs.

LEADERSHIP:

School leadership team must:

- Make inclusive provision on the agendas of senior leadership and Board of Trustees meetings.
- Incorporate and periodically review inclusive provision within the School Development Plan, including measurable objectives, to assess and enhance provision and accessibility for students with additional learning requirements. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.



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- Establish a risk assessment procedure of all structures within the school to be undertaken to identify and mitigate any hazards which may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- 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 which may be specific to students with additional learning needs, as per the ADEK policy on Child Protection (ADEC, 2016).
- Ensure there is a team to plan, coordinate and implement the support provisions for students with Additional Learning Needs, including Gifted and Talented.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Undertake overall responsibility for the safe evacuation of all students with special education needs during emergency situations.

Amendments:

Review 1	No Changes
Review 2	No Changes
Review 3	No Changes
Review 4	Amendment on the basis of ADEK Inclusion policy 2024-2025

Principal
Mr. Paramjit Ahluwalia



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