

INCLUSIVE EDUCATION POLICY

1. Rationale

This policy is developed in alignment with ADEK's commitment to ensuring equitable access to quality education for all learners, particularly Students of Determination (SoD) and those with Additional Learning Needs (ALN). Inclusive education is a fundamental right supported by UAE Federal Law No. 29 of 2006, which ensures that students with disabilities are not denied access to education.

The policy ensures that all students are provided with appropriate support, accommodations, and interventions to maximize their academic, social, and emotional development in an inclusive environment. ADEK requires schools to implement structured systems for identification, support, and monitoring of students with diverse needs.

2. Aim of the Policy

- To ensure equitable access to education for all learners
- To identify and support students with ALN/SoD early
- To remove barriers to participation and achievement
- To promote inclusive teaching practices
- To ensure compliance with ADEK inclusion requirements

3. Scope

This policy applies to all students from Kindergarten (KG) to Grade 12, including Students of Determination (SoD) and those with Additional Learning Needs (ALN).

It covers all aspects of inclusive education within the school, including identification, assessment, intervention, curriculum access, and collaboration among staff, students, parents, and external agencies.

4. Inclusion Statement

Our school is committed to providing an inclusive, equitable, and supportive learning environment where:

- All students are valued and respected
- Diversity is celebrated
- Barriers to learning are identified and removed



- Every student has access to high-quality education and opportunities to succeed

5. Definition of Inclusive Education

Inclusive education is an approach where all students, including Students of Determination, learn together in a shared environment with appropriate support, ensuring participation, engagement, and achievement while minimizing barriers to learning.

6. Definition of SEND / ALN

Students of Determination (SoD):

Students with temporary or permanent physical, sensory, mental, or psychological conditions that limit their ability to perform typical educational activities.

Additional Learning Needs (ALN):

Students requiring additional support, accommodations, or modifications due to barriers in learning, access, or interaction, whether temporary or permanent.

7. Categorization of Disability and Barriers to Learning

A. Categories of Disability

- Physical Disability
- Sensory Disability (Visual, Hearing)
- Intellectual Disability
- Autism Spectrum Disorder (ASD)
- Specific Learning Disabilities (e.g., Dyslexia, Dyscalculia)
- Communication Disorders
- Emotional and Behavioral Disorders
- Multiple Disabilities
- Gifted and Talented (Twice Exceptional)

B. Barriers to Learning

- Cognitive barriers
- Language barriers
- Social/emotional barriers



- Environmental barriers
- Physical accessibility barriers
- Curriculum and assessment barriers

8. Step-by-Step Inclusion Process

Step 1: Identification

- Teacher observation
- Screening assessments
- Parent input

Step 2: Referral

- Referral to SENDCo / Inclusion Team
- Documentation submission

Step 3: Assessment

- Internal assessment
- External specialist evaluation (if required)

Step 4: Planning

- Development of Individual Education Plan (IEP) or Support Plan

Step 5: Implementation

- Classroom accommodations
- Intervention programs

Step 6: Monitoring

- Progress tracking
- Review meetings

Step 7: Review and Transition

- Adjust interventions
- Plan transitions between phases

9. Inclusive Education Support Team

- School Principal / Leadership



- SENDCo (Special Educational Needs Coordinator)
- Inclusion Teachers
- School Counselor / Psychologist
- Therapists (if applicable)
- Class Teachers
- Parents

10. Curriculum Access

The school ensures:

- Differentiated instruction
- Modified curriculum where necessary
- Use of assistive technology
- Universal Design for Learning (UDL)
- Flexible teaching strategies

11. Exam Access Arrangements

In accordance with ADEK:

- Extra time
- Reader / scribe support
- Modified papers
- Separate room
- Assistive technology

All accommodations must be:

- Evidence-based
- Documented in the IEP
- Approved by the school and relevant authorities

12. Roles and Responsibilities

A. Teachers

- Deliver differentiated instruction
- Identify and refer students
- Implement IEP strategies
- Monitor progress

B. Parents

- Provide medical/assessment reports
- Collaborate with the school
- Support learning at home

C. Students

- Participate actively in learning
- Follow support plans
- Develop self-advocacy skills

13. SENDCo Responsibilities

- Lead inclusion implementation
- Coordinate assessments and interventions
- Develop and monitor IEPs
- Train staff
- Liaise with parents and external agencies
- Ensure compliance with ADEK

14. Inclusion Team Responsibilities

- Support teachers in differentiation
- Provide interventions
- Monitor student progress
- Maintain records (ALN module / eSIS)
- Conduct case reviews



15. Supporting Staff and Parents

- Professional development for staff
- Parent workshops and awareness programs
- Guidance and counseling services
- Collaboration with external specialists

16. Levels of Support and Intervention (3-Tier Model)

Level 1: Universal Support (Quality First Teaching)

Definition:

Support provided to all students through high-quality inclusive teaching.

Includes:

- Differentiated instruction
- Classroom accommodations
- General monitoring

Level 2: Targeted Support

Definition:

Additional support for students who need more than universal provision.

Includes:

- Small group interventions
- Short-term support plans
- Progress monitoring

Level 3: Intensive / Specialized Support

Definition:

Individualized, intensive intervention for Students of Determination.

Includes:

- Individual Education Plan (IEP)
- Specialist interventions (therapy, counseling)
- Curriculum modification
- Frequent review and monitoring

17. Monitoring and Evaluation

- Regular review of student progress
- Internal audits of inclusion practices
- Compliance checks with ADEK
- Data tracking through eSIS ALN module

18. References

- ADEK School Inclusion Policy (2024–2025)
- Federal Law No. 29 of 2006 (Rights of People of Determination)
- Ministerial Resolution No. 647 of 2020 (Inclusive Education Policy)
- Abu Dhabi Disabilities Classification Guide (DCD, 2020)
- ADEK Education for People of Determination Framework

Approved by:

Paul Benedict N. Yacap
School Principal

Review Date: April 2026

