Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due: Annually	Date:22 June 2026

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 Nov 2023
2	Alignment to the new ADEK Inclusion Policy	01	1 Nov 2025

Introduction

At International Community School, Al Falah, we are committed to fostering an inclusive and equitable learning environment where every student, especially those with additional learning needs, is supported to reach their full potential. This policy aligns with ADEK's School Inclusion Policy and adheres to Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities. Our goal is to ensure that diversity is celebrated and that all students are fully integrated into every aspect of school life.

ICS Vision

The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission

Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competences in our global minded, future leaders.

Purpose

The purpose of this policy is to:

- Ensure all students, including those with additional learning needs, have access to high-quality education.
- Provide a transparent admissions process for students with additional learning needs.
- Clearly define the roles and responsibilities of staff in delivering inclusive education.

International Community School AL Falah - Inclusion Policy 2025

● Outline necessary accommodations and modifications for curriculum, teaching, and assessment to support students with additional learning needs.
● Ensure compliance with ADEK's standards for inclusive education.

Aims of the Policy

- To ensure the full inclusion and participation of all students of differing abilities.
- To cultivate an environment wherein all stakeholders including students, staff, the governing body and parents interact in a manner that demonstrates mutual respect.
- To identify students with learning needs exceeding those of their same age peers, necessitating specific provisions for tailored support and accommodations.
- To encourage parents of identified students to complete a psycho-educational assessment from an external government recognized agency, to better understand and address the needs of the child.
- To ensure all key stakeholders are involved in the development of the Documented Learning Plan (DLP), and value students' voice in setting DLP targets.
- To educate students of determination alongside their same age-peers within the same classroom, fostering an inclusive environment.
- To ensure the learning needs are identified, assessed and receive appropriate and agreed upon interventions through the DLP.
- To ensure each of the identified student's needs are continually monitored and reviewed to ensure the most appropriate form of educational intervention by the most efficient use of available resources.
- To liaise with all agencies that provide therapeutic services to the student-occupational, speech, physiotherapy, cognitive behavioral training, psychological therapy etc. to address the holistic needs of the student.
- To provide the appropriate adaptations to the curriculum, through modifications or accommodations or both, depending on the needs of the SOD.
- To ensure that appropriate assessments (both formative and summative) and access arrangements are in place for all SOD.
- To identify and remove any potential barriers to education for SOD, ensuring equal access and opportunities for academic and personal growth

Scope

The policy communicates to all stakeholders, including parents, students, teachers, administrators and the governing body, the expectations for creating and maintaining an inclusive environment for all students.

Categories of SOD

The Abu Dhabi Department of Education and Knowledge (ADEK) believes in the right to education for all segments of society including people of determination, and therefore strives to enforce policies and legislation and to launch initiatives that ensure their full integration into the educational system in a manner that further develops their linguistic and social skills from the early years of nursery and primary school.

The following list describes the categories of disability recognized as requiring additional or different approaches within schools. These categories are recognized, defined and included in a Ministry of Education document entitled:

"The Ministry of Education's Guide School for All: General Rules for the Provision of Special Education Programs and Services (2010)" and ADEK "Education of People of Determination".

- Intellectual Disability
- Specific Learning Disability
- Emotional and Behavioral Disorder
- Autism Spectrum Disorder
- Speech and Language Disorder
- Physical and Health Related Disabilities
- Visually Impairment
- Hearing Impairment
  Multiple Disabilities

Identification, provision and assessment

Through Admissions

Following the Adek guidelines and principles, all learners are given equal opportunity to enrol at ICS, following the ICS Admission policy. Parents are highly encouraged to disclose all possible information that might affect a learners' ability to adjust to the learning or school setting. Especially as this will allow for ICS to facilitate a fair and supportive entrance interview, giving the learner the best possible opportunity for success. If a learner is identified during admissions as possibly requiring additional support, they may be requested to undergo an admission review which is conducted by the SLT, and in which the Head of Inclusion collaborates with key staff members to ensure all appropriate considerations are made and discussed.

The admission review process may include the following:

- Parent/ Team-around-the-child meetings
- Reviewing provided documents
- Requesting additional documents
- Contacting the previous school (with parent permission)
- Additional observations
- Internal screeners
- Requests to conduct an external assessment
- Conditional enrollment with requested support
- Evaluation of perceived required support
- Learning and safeguarding risk assessment evaluation

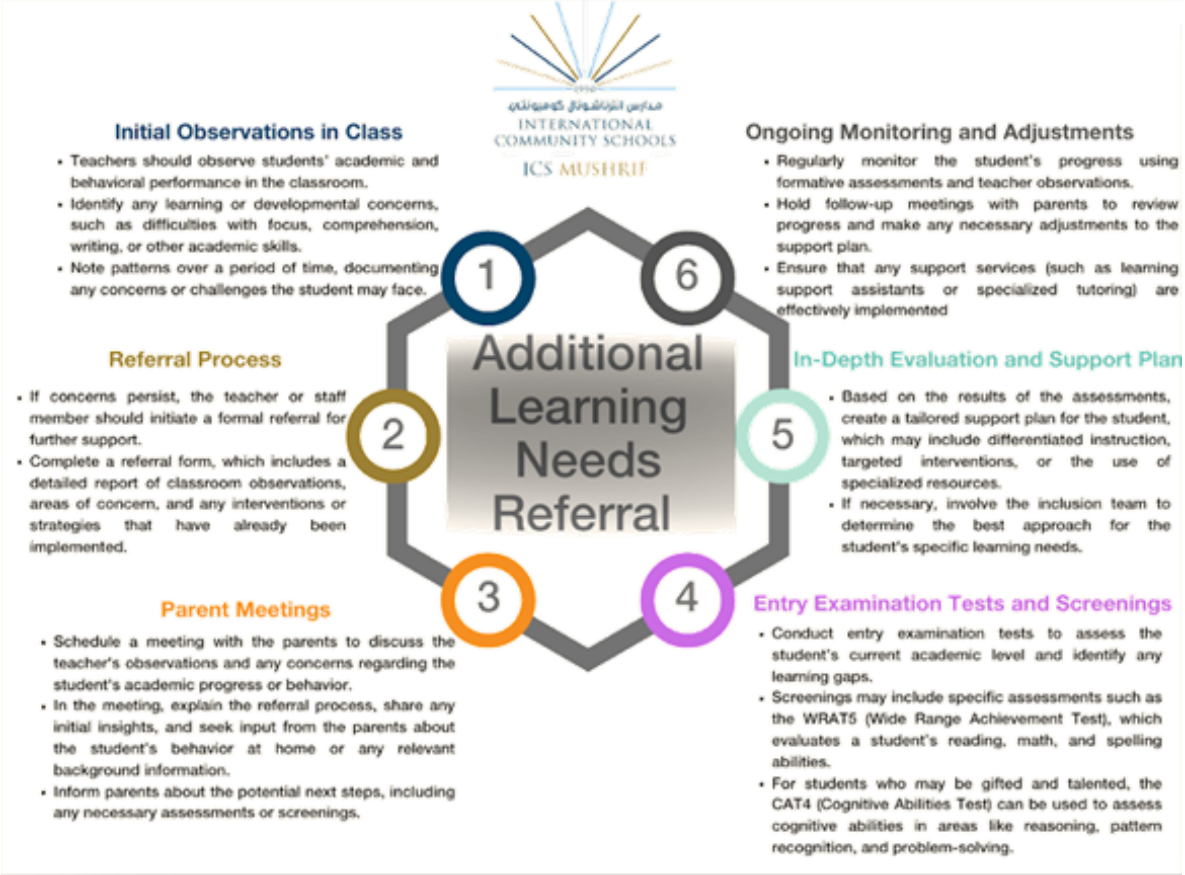
Approval from the SLT must be obtained before final registration. In exceptional cases, where the school lacks the physical resources or specialised staff required to implement support plans safely and effectively, the SLT/HOI will submit a formal **inability to accommodate** notification to ADEK, accompanied by a detailed explanation of the decision.

Inability to accommodate refers to learners who showcase needs for provision that are beyond the capacity of ICS to provide. These learners either need services, resources, or facilities which the school cannot currently facilitate or make changes to current arrangements to facilitate.

Through Classroom

Identification for those students who have a learning need that requires special educational provisions to be made for them which is additional to, or different from, the differentiated curriculum provision made for students in the classroom.

The referral process is initiated once teachers have tried a vast variety of universal strategies to help support learners in the classroom without any outcomes. At this point a referral form, a google form, is filled in and sent to the Head of Inclusion. The referral form has been designed as a google form with the aim to help analyze emerging patterns and trends over time. The referral form needs to be fully completed and relies on a combination of teacher observation as well as assessment data. **The expected timeframe from date-of-referral to date-of-IEP-implementation is two weeks.**



Step 1:

The referral form is fully completed and sent to the Head of Inclusion. The referral form is reviewed and printed to be used alongside the observation form to help analyze how teacher observations compare to specialist observation. This is then also recorded on google forms to help identify emerging patterns and trends that can be addressed through support, school development, or training.

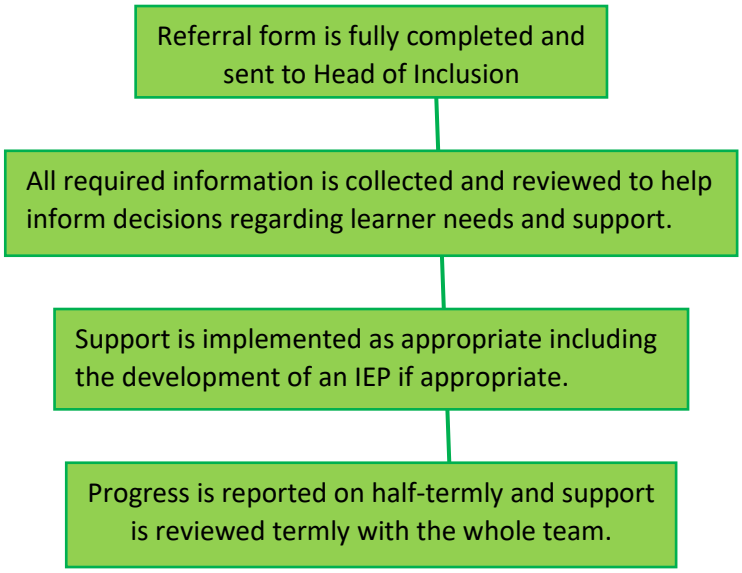
Step 2:

The Head of Inclusion conducts two observations, which are on two different days, two different times, and occur across two different subjects. Specialist observation notes are compared to teacher judgement and a conversation might follow to discuss the observations made by both parties. If the Inclusion team feels that there is more information required to help inform their observations and decisions, the following can be arranged to help support the identification process:

- Additional observations
- Requests for external assessments to be conducted by licensed authorities
- Parent/ Team-around-the-child meetings
- Internal screeners to help identify specific learning needs or developmental areas.

Step 3:

Once enough information has been collected to make informed decisions regarding the learner's needs, a meeting is held to discuss the identified areas of need and possible support. The learner will be identified within the categories of need (see Categories of Need), as well as what support they might be required (see Support Provisions).



At this point strategies and suggestions can be made to help support the learner in class, in which case they are closely monitored and put onto an IEP if there is no improvement. Alternatively, an IEP meeting will be arranged with all relevant parties working with the learner.

Step 4:

Learners are added onto the inclusion database with all their information. All information regarding the learners is collected within their digital student folder and shared within the digital class folder for all teachers to access, with the aim to help inform teaching and learning. Teaching staff will meet to discuss targets ranging between the following subjects depending on need:

- English
- Mathematics
- Arabic
- Personal Growth (related to progress tracker skills)

Once targets have been selected and inputted into the document. Parents are invited to join a follow-up meeting in which the targets are discussed, and parent feedback is collected and incorporated into the IEP.

Step 5:

The learner is monitored closely by all the teachers involved to determine their overall progress, as well as IEP specific progress. The Inclusion team closely follows up with teachers to ensure the appropriate support has been put in place. Overall progress is shared by the class teacher as per school policy. IEP specific progress is shared half termly with parents by the inclusion team working alongside the classroom teachers, and the plan is reviewed at the end of each term by the whole team.

Through Parent Referral

In addition to teacher observation and formal assessment, the school recognizes the important role of parents in identifying additional learning needs. Parents may raise concerns or provide referrals regarding their child in relation to an area of concerns. All parent referrals are taken seriously and are respected as valuable contributions to the identification process. Once a referral is received, the Inclusion Team will investigate thoroughly through observation, assessment, and consultation with relevant staff to determine which area, and to what extent the learner requires additional learning support. This ensures that provision is allocated fairly, based on evidence, and in the best interests of each learner.

Registering with ESIS:

If a learner has obtained a Psychological Assessment which identifies a learning need, learners will be registered on ESIS as Additional Learning Needs as per Adek requirements.

Tiers of Support for ALN

Tier One Students of Determination (Universal)

The educational needs of the majority of students will be met in the classroom. The teacher tailor's instruction to meet the student's individual needs using students' interest and knowledge of their student's learning styles in order to create engagement and motivation. The teacher plans activities at the appropriate level to enable progress to be achieved.

The teacher may differentiate the content, the process, the product and/or the learning environment.

When students show signs indicating that they need more support than can be offered through differentiation and best classroom practices, a referral to the inclusion department can be made using the referral form for that respective section.

Once received, the following procedure will be in place by the inclusion team:

- Conduct regular observations to verify the referral.
- Conduct 1:1 evaluations of the student based on the areas of need identified in the referral, after receiving consent from the parent.

- Monitor Student progress.

Tier Two Students of Determination (Targeted)

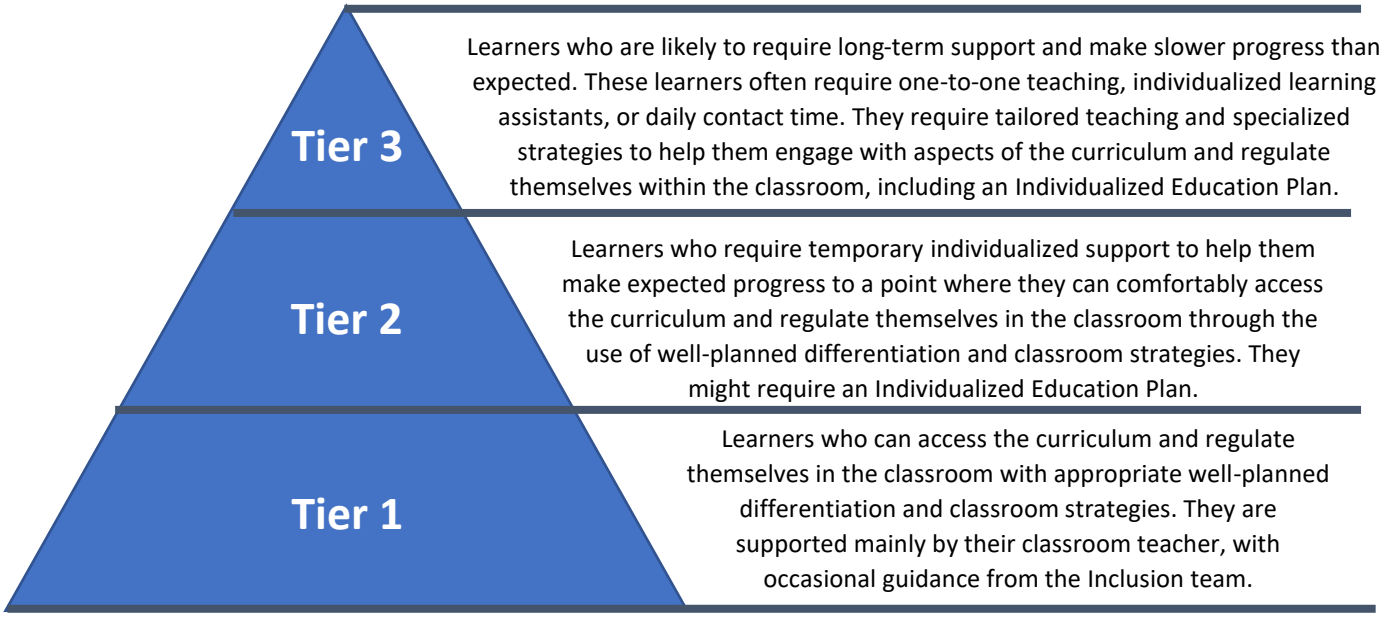
A Documented Learning Plan e.g. IEP may be formulated for students requiring a higher level of differentiation or accommodation regarding academic, behavioral, or social/emotional concerns.

- The DLP will include the student's area(s) of difficulty, the student's strengths and areas of need, and any accommodations that are in place to assist the student's learning. There may also be a set of specific targets, each one accompanied by the teaching strategies that will be employed to support them.
- The DLP will be shared and approved by the parents/guardians. The DLP will be reviewed on a biannual basis, by the teacher(s), in consultation with the Head of Inclusion, the parents/guardians and the student where appropriate.
- When a DLP review indicates that the student has reached expected levels academically or in behavior, an exit letter will be sent by the Head of Inclusion to the parents. A meeting with the parents will then be arranged to share suggestions for supporting and maintaining the expected levels at home. The teacher and the inclusion department will continue to monitor the student's development.

Tier Three Students of Determination (Intensive and Individualized)

Where it is deemed necessary and appropriate, a student will receive additional support in-class or in small intervention groups. Students may also receive 1:1 support from a teacher or the inclusion team.

Where the student does not reach expected levels academically or behaviorally, after an appropriate period of time, or where the school believes that the student has an undiagnosed special educational need, the parents will be advised to seek outside, professional assessment. The resulting diagnosis will be supported by a DLP, written by the inclusion team involving all key stakeholders, the student, parents, respective teachers, and external professionals that provide therapy services to the student.



The Documented Learning Plan will:

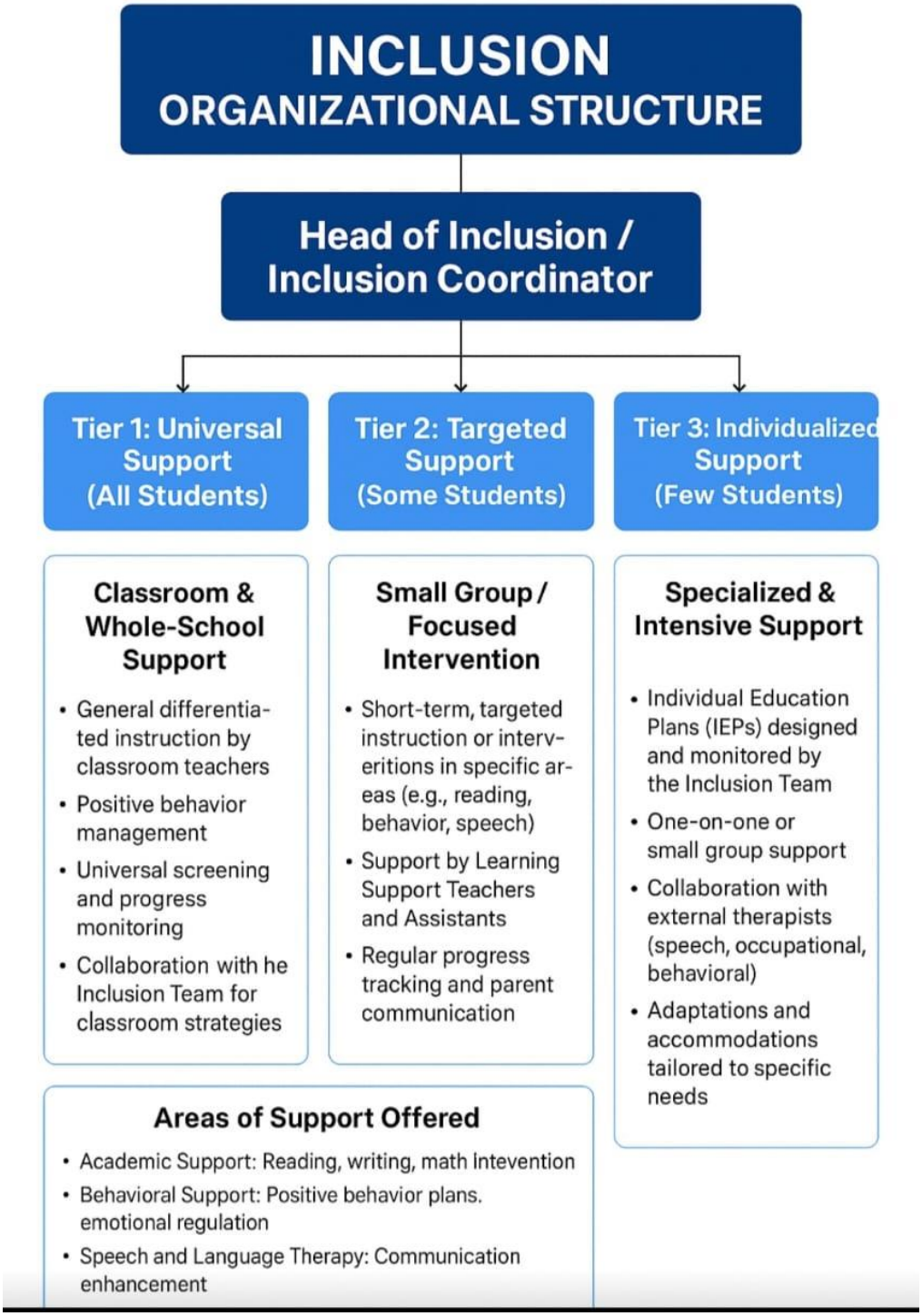
- State the student's present levels of performance.

- List co-created annual and termly goals for students
- List accommodations (instructional, environmental, & testing).
- List modifications to curriculum including content and delivery.
- Can be IEP/IAP/BSP/PEEP/Risk Assessments/Student Passport etc.

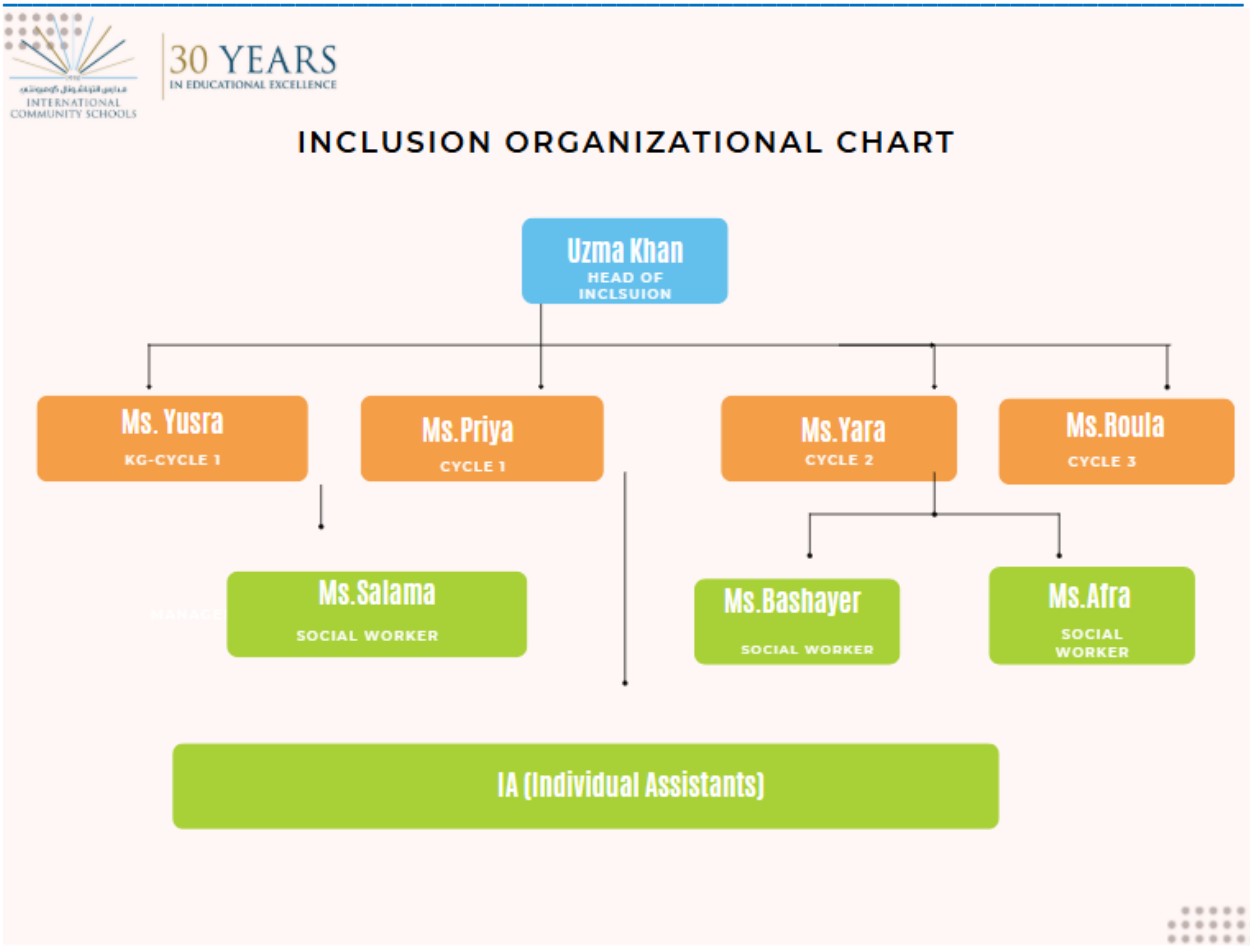
The progress made by the student will be reviewed (every 4 week) /termly by the stakeholders.

A student academic passport/profile will be developed for all students on the inclusion register

Overall Review of the Inclusion Support



Inclusion Organization Chart



Stakeholders and Professional Responsibilities

The Principal

- The principal regularly evaluates and monitors practices in admitting and providing services for SOD.
- The principal ensures adequate staffing, space and resources to aid the provision of SOD.
- The principal recruits a Head of Inclusion, inclusion teachers and support staff who are trained and skilled in supporting SOD.
- The principal ensures adequate training to all staff working with SOD.
- The principal works with all staff members to identify areas for development in special educational needs and contributes to the school's development plan.
- The principal provides all students with the opportunity to access the full curriculum within the most appropriate setting.
- The principal is responsible for establishing a Learning Support Team (LST) at their school.

The Head of Inclusion (HOI)

- The HOI works closely with all staff to ensure the effective day-to-day operation of the school's Inclusion Policy.
- The HOI maintains a register of all SOD who have a diagnosis, a student passport and a DLP.
- The HOI monitors assessment data of all students in the school to track the progress of SOD and to identify students who are not achieving academically at their level and may need intervention.
- The HOI will meet with parents/guardians of SOD prior to the beginning of each new school year and no later than within the first month of the school year to make arrangements to meet the individual child's needs. In cases of a referral, this may be done within one month of receiving a psycho-educational evaluation or medical report from an external agency.
- The HOI liaises with and includes the parents of SOD in the DLP process.
- The HOI liaises with external agencies including medical services, educational psychology services and health services.
- The HOI attends training courses, conferences and cluster meetings to ensure skills and knowledge are kept up-to-date.
- The HOI ensures that the inclusion policy is monitored, reviewed and updated annually.
- The HOI manages and works alongside learning support teachers and classroom assistants.
- The HOI regularly reports back to the principal and produces a written yearly report.

Inclusion Teachers

ICS will provide support staff for the inclusion department. SOD certified teachers, or teachers with SOD experience may participate. Any staff working directly with or within the inclusion department will perform the following duties:

- One to one and small group sessions that fall within the staff member's skill set.
- Push in, pull out and co teaching.
- Participate in SOD meetings as needed.
- Participate in DLP reviews.
- Conduct research as needed.
- Participate in CPD whenever possible.
- Participate in SOD community events.
- Co-create DLPs for final review.
- Monitor the progress of each student based on the DLP.
- Modify DLPs when required.
- Conduct student evaluations as needed.

Teaching Staff

- Teachers are responsible for accommodating, modifying and/or differentiating the curriculum, instruction, environment, and assessments for SOD.
- Teachers are responsible for differentiating the curriculum for students who are not reaching expected levels academically or with their behavior.
- Teachers are responsible for monitoring the student's progress based on their DLPs.
- Teachers are responsible for bringing students who are not reaching expected levels academically, or with their behavior, to the attention of the HOI.

- Teachers are responsible for ensuring that student progress reports clearly identify modifications and services support for SOD.

Parents

- Parents are to meet with the HOI prior to or within the first month of a new school year/receiving a formal diagnosis to discuss how to meet the individual needs of their child.
- Parents must inform the school, prior to entry, that their child has a specific, diagnosed special educational need.
- Parents must inform the school if their child develops any special educational needs at any time during their school career.
- Parents must provide the school with all information and documentation relating to their child's diagnosis.
- Parents must work in partnership with the school to provide support for their child.
- Parents must attend meetings with the class teacher and/or the HOI to discuss the educational and personal progress of their child.
- Parents have the right to attend meetings to participate in the formulation and review of their child's DLP.

External support provision

Where ICS cannot offer internal support provision identified as required for a learner, external agencies can be partnered with to help ensure learners receive the support they need. In such a case the arrangements will have to be the criteria laid out by the Adek policy for In-school Specialist Services. Although the school will carry the arrangements to ensure the service can be offered internally, parents will be subjected to any additional coasts for session, as specified by the eternal agency themselves. Services can include:

- Speech and language therapy
- Psychological Assessments
- Counselling
- Applied behavior analysis (ABA) therapy
- Occupational therapy (OT)

Additional Fee's

Where a student's needs require specialized support beyond the standard inclusive provision, ICS may charge additional fees. These fees are justified and itemized based on the specific services required, as stipulated in the student's Clinical Assessment Report. The policy for charging additional fees includes:

- **Justification and Evidence**: Providing parents with a clear justification and breakdown of costs for additional provisions beyond the standard inclusive services.
- **Parental Agreement**: Securing a parental agreement, which is renewed annually or whenever there is a change in the fees charged.
- **Itemized Charges**: Itemizing all additional fees and updating the student records on the eSIS database with these charges.

- **Financial Statements**: Providing termly financial statements to parents, detailing the allocation of additional funds charged.
- **Fee Limits**: Ensuring that additional charges do not exceed 50% of the tuition fee. Any optional administration charge for in-school specialists is capped at 10% of the cost, in line with ADEK's In-School Specialist Services Policy. Schools with low to very low tuition fees may seek approval from ADEK to charge above this limit, with parental consent.

ICS Staff Training and Support

The Principal will ensure that staff are kept well-informed of best practice and relevant developments with regard to teaching students with SOD. Appropriate training will be provided in-house for all class teachers through training sessions led by the HOI or outside experts. Opportunities for class teachers to share good practices and teaching strategies with each other will be an ongoing practice at ICS.

Linked Policies

• Safeguarding and Child Protection Policy
• Attendance and Punctuality Policy
• Anti-Bullying and Harassment Policy
• Health, Safety, and Environment Policy
• Behavior and Discipline Policy
• Educational Risk and Emergency Evacuation Policy
• Student Wellbeing Policy
• Gifted and Talented Policy
• Assessment and Reporting Policy
• Curriculum Policy
• Admissions Policy
• Data Protection and Confidentiality Policy
• Staff Eligibility and Professional Development Policy
• In-School Specialist Services Policy
• Parental Engagement Policy

Bibliography

This policy is written in conjunction with the following legislation:

- ADEK Policy and Guidance Manual (2014-2015).
- Federal Law No. (29) of 2006 in respect of the Rights of Persons with Special Needs.
- The Ministry of Education's Guide School for All: General Rules for the Provision of Special Education Programs and Services 2010.
- Article (53) of the ADEK Organizing Regulations of Private Schools in the Emirate of Abu Dhabi (2013).
- Abu Dhabi Department of Education and Knowledge (ADEK): Education of People of Determination.
- ADEK Inclusion Policy 2025.