# Inclusion Policy

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| **Policy Written** | September 2025 |
| **Next Review** | September 2027 |
| **Lead Professional** | Assistant Principal- Inclusion |

**Rationale**

The purpose of the policy is to ensure that our school is inclusive and has systems and provision in place to meet the needs of Students of Determination, students who are gifted and/or talented, and those with additional learning needs. It provides staff and employees with the guidance they need to ensure that inclusive practices are upheld and informs parents and guardians how we will create an inclusive school community to meet the needs of students who require additional support for learning.

**This policy includes references to the following external policies:**

- ADEK Safeguarding Policy
- ADEK Inclusion Policy
- ADEK In-school Specialist Services Policy
- ADEK Staff Eligibility Policy
- ADEK Student of Determination Directory (ADEK 2016).
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).

## Guidelines

### 1. Mission

YAS American Academy encourages all students to be aspirational, to be inspired and to flourish. We provide high quality learning opportunities in a safe, creative and stimulating environment. We acknowledge the right of all children to access a broad and balanced curriculum in a manner which promotes school connectedness, wellbeing, resilience and raises self-esteem.

## 2. Vision

YAS American Academy is committed to inclusivity, an all-encompassing practice of ensuring that students of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. We seek to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

## 3. Strategy

The aim of our inclusion strategy, policy and procedures are to promote the welfare and well-being of all students and ensure individuals are appropriately accommodated, by acting in the following ways:

- To identify Students with Additional Learning Needs (ALN) - formerly known as Special Educational Need or Disability (SEND) as early and accurately as possible through a variety of means and in consultation with appropriate personnel.
- To identify our gifted and/or talented students in order to allow the school to support and challenge these students to meet and exceed curriculum expectations and develop their unique talents.
- To ensure full entitlement and access for pupils, including students with ALN, to high quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.
- To ensure that all children, including students with ALN, feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for Students with ALN and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate students, including students with ALN, wherever possible, alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.

## 4. Key Targets

Inclusivity provides students, including those ALN with disorders, disabilities, gifts or talents equitable opportunities to receive effective educational services, with the needed supplementary aids and support, where appropriate in age-appropriate classrooms, to prepare students for productive lives as full members of society.

- Inclusion is a value, ethos and school culture that should be evident across all aspects of school life, and meeting the needs of all students is the responsibility of all teachers, leadership, in partnership with the Inclusion Team, family and student.
- Inclusivity provides all students who experience a barrier/s to success at school equitable access to all of school life. These students include multi language learners, poor attenders and those students who struggle to regulate their behaviors. Individual schools will hold policies and/or guidelines on the provision and procedures for these groups of students.
- Inclusivity provides students who are identified as Gifted and/or Talented with the opportunity to achieve their full potential in all aspect of school life. Individual schools will hold policies and/or guidelines on the provision and procedures for this group of students.

## 5. Admission of Students with Additional Learning Needs

In line with ADEK Inclusion Policy, 2024 v1.2, the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs 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 ADEK Policy 44 (Student Admission, Registration, and Distribution).



Classification: General Internal Purpose

### 5.1 Admissions of students with ALN approach in YAS American Academy:

- Prioritise the attendance of students with additional learning needs and their siblings in the same school.
- Request original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.
- Support the transition process for all students with additional learning needs. Targeted transition support shall be provided to students starting school for the first time or coming from alternative early education settings, students transferring from specialised provision, homeschooling, or any other type of educational provision.
- Provide any accommodations required by the student to complete the admission's assessment, utilising such assessments to inform the provision of learning support rather than to deny admission to the school.
- Using all information provided to ensure equitable and safe access to the learning and physical environment of the school, making reasonable adjustments where necessary.

Where a new admission provides specialist assessment confirming the child as a Student of Determination, the school is required to upload their assessment and identify them as a student with ALN on eSIS. Where a diagnosis is obtained following admission, the AP Inclusion will identify the student on eSIS and inform parents.

### 5.2 Transition

Transition refers to the movement of students from grade, phase or environment to the next. Key transitions include:

- Pre KG - Grade 1
- Grade 2 – 3 (when the Inclusion Teacher overseeing the phase changes)
- Grade 5 - Grade 6 (Elementary & Middle School)
- Grade 8 – Grade 9 (Middle School to High School
- Grade 10 to Grade 11 (move to pre AP and AP courses)
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However, transition also includes transitions between schools (internationally and nationally) or from a specialist setting to our school.

Central to ensuring a successful transition is the sharing of information to allow time and opportunity to prepare appropriate accommodations and support in advance. Sharing of information occurs through the transfer of documents relating to a child (within Aldar Education), sharing of specialist reports (with parental consent) and through observations and meetings with the family. A successful transition contributes to how well a student settles into their new environment and as such it is critical that students receive emotional and social support throughout this time to facilitate a successful transition. Transition may occur as a gradual and supported move between settings – depending on the needs of the student.

When a student is transitioning within Aldar Education, be it from one school to another or from elementary to middle and high school, the Assistant Principal- Inclusion from both schools will meet and complete a thorough handover of documents and information pertaining to a child. An additional meeting will be held with parents and Assistant Principal- Inclusion to clarify expectations and needs, explore support and intervention required and recommend strategies for home to ease the transition.

### 5.3 Inability to Accommodate

Children of all abilities are accepted into YAS American Academy, and families interested in having their child attend will be given an equal opportunity for admission. The placement of students with ALN are carefully considered, relating to the needs of the individual and the capacity of the class, teachers and grade team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned. It is the responsibility of the school Assistant Principal- Inclusionand pastoral team to ensure an appropriate distribution of students and staff with learning support needs across classes, grade groups and the school to ensure that the needs of staff and students are appropriately considered.

If the school considers they are unable to meet the needs of any student with additional learning needs, the school shall submit an 'Inability to Accommodate' notification to ADEK and the parents within 7 days of the admission decision. Assistant Principal- Inclusionwill prepare documentation to provide the rational for the decline in readiness

for submission to ADEK for their review.

Should YAA establish that an applicant/student require more specialised provisions, the Assistant Principal- Inclusionmust contact ADEK prior to conversations with parents, to establish whether the student would meet the eligibility criteria for specialist provision (provided by ADEK) and to determine which, if any, type of placement would best meet their needs. For additional details on the referral process to specialised provision provided by ADEK, refer to the ADEK Inclusion Policy (2024, v1.2).

### 5.4 Waiting Lists

Where grades have no vacancy or are at capacity for Students with ALN in a particular grade, a waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for YAA to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

## 6. Standard Inclusive Provision

### 6.1 Inclusion Staff Requirements

Specialist Staffing is required to ensure that there are qualified and experienced teachers and assistants working with students. The Inclusion Team at YAA is led by an Assistant Principal- Inclusion and supported by a team of inclusion teachers and assistants based on the needs within the school. In line with the ADEK Inclusion Policy (2025) the school will appoint:

- **1 x Assistant Principal- Inclusion**
  Our Assistant Principal- Inclusion is a member of the Executive Leadership Teams and does not work more than 10% of their timetabled workload outside of their role as Assistant Principal- Inclusion. The Assistant Principal- Inclusion has the relevant qualifications and experience requirements as per the ADEK Staff Eligibility Policy which is in line with the ADEK Inclusion Policy (2024, v1.2).

- **1 x Inclusion Teacher (per cycle/phase)**
  Our Inclusion Teachers have no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2024, v1.2).

- **5x Inclusion Assistants (1 per cycle/ phase and 1 Arabic speaking)**
  Our Inclusion Assistants are appointed as school staff and provide additional support to teachers for students with additional learning needs (for example whole class support where there are a high number of students with additional learning needs targeted pull out and push in support to small groups, dedicated 1:1 support if required) and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2024, v1.2).

- **Individual Assistants (IA)**
  Individual Assistants were previously referred to as 'shadow teachers' and are appointed (parent funded) for additional individualized assistance for personal care or other non-teaching related support. Upon commencement of duty at YAA the Assistant Principal- Inclusion will require a copy of the parental no objection, IA signed job description and wherever possible be involved in the interview process to confirm suitability to work with the child and support their needs. The IA needs to obtain PASS approval and related documents will be uploaded on eSIS on the student's file. The IA will be available outside the classroom and is authorized to enter the classroom to support the student only upon request by the teacher.

- **1 x EAL Teacher**
  Our EAL teacher supports with the identification, tracking and monitoring of our students who have EAL. Our procedures are aligned to the Bell Foundation. The EAL teacher leads on specific interventions as well as curriculum and learning and teaching support across the school to ensure quality first teaching meets the needs of our large demographic of EAL students.

Professional Development is available to all staff at YAS American Academy, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual safeguarding and child protection training, an orientation to inclusion policies and practices, and are offered to attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate.

### 6.2 Physical Accessibility

#### 6.2.1 General Accessibility

We will ensure that the school building and learning spaces provide equitable access to education to all students and reflect a Universal Design for Learning approach as per Policy 66 Construction Standards. An environmental accessibility audit will be undertaken to facilitate the development of a School Accessibility plan, considering:

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast colour bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers colour contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairments.
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- 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.
- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) are 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.
- 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) for example, seeking bus permits for Individual Assistants.

#### 6.2.2 Accessibility of learning Spaces

Educators at YAS American Academy use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations, accommodations or modifications necessary to meet the needs of the students and remove barriers to learning.

Based on the needs of students in the school, specialized teaching spaces are accessible, and a range of learning resources are available to offer choice and ease of use for students. To provide specialist pull-out intervention or targeted specialist therapy in line with the ADEK In-school Specialist Services Policy, the school will allocate an appropriate room where specialists can deliver interventions during their visits.

Consideration will be given to classroom acoustics and lighting, and sensory requirements and reflect a Universal Design for Learning approach.

Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families

and other professionals supporting the child. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in class learning.

### 6.3 Inclusive Teaching and Learning Support

Our school incorporates inclusive learning pedagogy into their lesson planning and provision for students, taking a personalised approach to delivery of teaching content aligning with a tiered model of support and achievement of Documented Learning Plan (DLP) targets.

#### 6.3.1.1 Identification and Referral – Students of Determination

It is vitally important that young students with ALN are identified as early as possible and that an awareness of their possible difficulties or enrichment needs is clearly communicated between all the professionals involved with their education.

At YAS American Academy, students with additional educational needs are identified by making a judgement based on an analysis of various sources of information including:

- Initial assessments prior to starting school
- Information from transferring school
- Discussions with parents and pupils
- Teacher referrals through assessments and classroom observations
- Whole school data tracking system
- Screening and play based assessments
- Diagnostic screeners
- Psychological reports
- Specialist consultation
- Medical advice

Decisions relating to appropriate provision for the child occur within the context of a collaborative team of professionals. This professionals meeting would be held to establish current functioning, areas of strength and/or difficulty and to decide upon appropriate targets for DLP and intervention strategies and support needs. This team would include, but not be limited to:

- Student
- Parent
- Principal
- Assistant Principal- Inclusion/ Pastoral
- Class or Subject Teacher/s
- Inclusion Assistants
- Inclusion Teachers
- Specialists (OT, SaLT, Psychologist)
- Specialist Consultants (ASD, Behavior, medical)
- School Counsellor

#### 6.3.1.2 Identification and Referral – Academic Gifted and Talented:

The key principles in the identification of gifted and talented pupils are that:

- Emphasis should be on providing an appropriate, challenging, and supportive environment rather than on labelling any child
- Identification is a continuous process
- Some students will be easy to identify at a very early age, while some will emerge later
- The identified group should broadly represent the school's population.

We are working towards the identification of Gifted and Talented students in each subject area and data is gathered from a range of sources:

**Academic Gifted**

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Checklists

- Internal assessment results (School based summative and formative assessments)
- Parent nomination with supporting documentation
- Previous school records, at time of admission
- External assessment results, if available
- School assessment data using CAT4 and MAP - a standardized score of above 127 would be an expectation if the identification was for academic ability. Students with a CAT4 score of 127 or above in one or more areas with an attainment in line or above expectation is identified as gifted
- As some Gifted students struggle to perform well in standardized tests, Learning Support Staff can aid in profiling
- Staff will remain attentive to English Language Learners (ELL) who may be gifted, ensuring they are recognized for their potential despite language barriers.

**Non-Academic Talented**

- Students are currently being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criterion for identifying students in three separate levels.
  - Level 1: Participates within the school
  - Level 2: Represents the community
  - Level 3: Represents the country

### 6.3.2 Cause for Concern Process

Students are raised as a cause for concern by the class or form teacher, if they become aware that a student is experiencing academic, social, emotional, behavioral and/or physical difficulties.

- Class teacher informs Assistant Principal- Inclusion (or Inclusion Teacher in relevant phase) by submitting a Cause for Concern as per the school-based process.
- Assistant Principal- Inclusion/ Inclusion Teacher provides recommendations and strategies for support and monitors response to intervention, conducts student observations and works with class teacher to ensure Universal Design for Learning and Tier 1 support is already in place.
- An agreed plan for class based additional support or use of additional resources is developed and reviewed for effectiveness after a specified time.
- Class teacher organizes class groupings/resources/CA support/behavioral interventions to help the child achieve the targets set.
- Class teacher will monitor and review progress and report back to Assistant Principal- Inclusion.
- Student is monitored as a Cause for Concern.

### 6.3.3 Documented Learning Plans (Individual Education Plan, Advanced Learning Plan & Behavior Intervention Plan)

- Documented Learning Plans are developed in consultation with class teachers, specialist, parent and with the student. These collaborative documents identify a small number of SMART (Specific, Measurable, Attainable, Realistic and Timely) targets. Students will work towards these targets in both class and support lessons, and they represent the next small steps in a child's learning but are by no means exclusive. DLPs are shared with parents who need to sign the document.
- DLPs are reviewed on a half termly basis with class teachers and a Mid-Year and Annual Review will be conducted with parents.
- DLPs (IEPs) will be uploaded to eSIS annually, with annotations and evidence of examination or physical accommodations including where they are supported by an Individual Assistant.

**Students may be part of a DLP**

- When they are receiving Tier 2 support.
- As part of the Response to Intervention (RTI) process.
- Reviewed at the conclusion of each intervention.

**Students receive a DLP – Learning Support (Individual Education Plan (IEP)**

- When they have a diagnosis or are receiving therapy provided by a specialist and require individualized targets to maintain or maximize progress and attainment.
- When they are categorized as Tier 3 and require individualized targets to maintain or maximize progress and

attainment.
- When they have the support of an Individual Assistant.
- Progress towards targets is reviewed every 2 weeks and recorded in a bi- weekly report.

A Documented Learning Plan (is a tool that we use to plan for pupils with special educational or learning support needs). They will include information including:
- short-term SMART (Specific, Measurable, Achievable, Realistic, Timely), set for or by the student;
- the teaching strategies to be used;
- accommodations and modifications required;
- strengths and challenges of the student
- success and/or outcome criteria; and
- outcomes (to be recorded when the DLP is reviewed).
- Parental signature/acknowledgement

The class teacher and Assistant Principal- Inclusion will discuss the DLP or other arrangements to plan individually for the student's progress. Parents will then be consulted, student voice integrated and a final DLP be developed. Wherever possible the student should be involved in the review process and setting of new targets, or at a minimum have their views considered.

**Students receive a DLP – Enrichment (Advanced Learning Plan (ALP)**
When they have been identified as twice exceptional or being gifted and talented **and** require individualized targets to maximize progress and attainment.

**Students receive a DLP – Behavior (Behavioral Intervention Plan (BIP)**
- When students experience persistent difficulties behaving in appropriate ways within the school or classroom.
- When they require a behavioral intervention plan that outlines individual targets to address specific behaviors.
- When they have a diagnosed Behavior Disorder and do not have a DLP.
- When a Risk Audit and Risk Management Plan are developed for the child and where no DLP exists.

Assistant Principal- Inclusion will provide a clear and concise Student Profile (available to all staff- on the first page of a DLP) communicating essential needs of Students with ALN. Some students may require a Risk Assessment to maintain their safety and welfare when in school or transition to and from. Information from the risk assessment should be integrated into the students **Personal Emergency Evacuation Plan (PEEP)** where appropriate.

### 6.3.4 Tiered Model of Support
Students with additional learning needs are identified for requiring varying levels of support need and impact of barriers to learning. The tiered model of provision is used by Inclusion teams to identify the level of support offered. Most needs can be met by a teacher at Tier 1 (universal), some student may require Tier 2 (targeted) provision and a few students may require a high degree of personalization and possibly external support by specialists (Tier 3 - intensive and individualized)

**Tier 2**
A student is identified as being at Tier 2 when there is evidence that they are not making progress despite in class interventions and differentiation, monitored over a period of time. Tier 2 may indicate that a student has a diagnosis but requires very little support. Tier 2 can include the involvement of extra teachers and may also require the use of different learning materials, special equipment, or a different teaching strategy. A child at Tier 2 would continue to receive targeted intervention until the response to intervention indicates it is no longer needed, or if insufficient progress is achieved, the student would be referred to Inclusion team for further evaluation.

**Tier 3**
A student is identified as being at Tier 3 where Tier 2 interventions have not sufficiently met the student's needs. At Tier 3 the school may seek external advice from the specialist support services. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioral Needs etc. Tier 3 may also include the involvement of an Educational Psychologist. Tier 3 requires

more detailed planning of targeted and time limited interventions. A DLP is written to detail the student's individual targets and monitors progress, accommodations and modifications. Tier 3 is likely to continue, to varying degrees, for the duration of their education.

**Tier 3 + (student with 1:1)**
Students identified as Tier 3+ meet the criteria for Tier 3 but have the assistance of an Individual Assistant (parent provide). This Assistant may provide support for personal care and other non-teaching related support.

### 6.3.5 Curriculum

Students are provided an appropriate curriculum pathway that enables student to achieve appropriate outcomes, based on their individual strengths and support needs.

- 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.
- Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.
- Ensuring that where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.
- Ensuring parents sign agreement to a personalized or alternate curriculum.

### 6.3.6 Collaboration and Other Professionals.

Many Students with ALN with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. YAS American Academy welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the Assistant Principal Inclusion, child's teacher and the service provider work collaboratively to determine the best strategies to support the student.

There is the opportunity for students to receive SALT/OT and or psychology sessions in school. Please refer to the ADEK In School's Specialist Services Policy for further guidance.

### 6.3.6 Assessment Accommodations

The school will ensure that students with additional learning needs are not disadvantaged during any form of assessment. Access arrangements, modifications and accommodations are pre-examination adjustments for candidates based on evidence of need and normal way of working. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the test, for example readers, scribes and enlarged or braille question papers. Reasonable adjustments can be made where a Student of Determination would be at a substantial disadvantage in undertaking an assessment.

YAA has access to the ADEK Assessment Accommodations Service Guideline which outlines eligible and suitable accommodations and modifications based on the assessment type, nature of needs and in line with any external assessment providers.

Testing accommodations apply to all subjects including MOE.

### 6.3.7 Tracking

**Response to Intervention**
Response to Intervention (RTI) is a cyclical process of designing, implementing and monitoring the impact of any accommodations, modifications and/or intervention provided for a Students with ALN, at their identified level. This cycle includes assessment, design, implementation and review of individual and small group interventions. Provision should be time bound, and impact driven with clear evidence of development and academic attainment. Details of accommodations, modifications and/or interventions are recorded on the group intervention plan and/or provision map



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**Provision Mapping – Students of Determination**

YAS American Academy maintains a Provision Map of accommodations, modifications and/or interventions provided for Students with ALN. Provision Mapping supports record keeping of DLP/ALP's, provision, progress and attainment data for students receiving support and interventions delivered by the Inclusion team. The Provision Map is maintained regularly and acts as an important summary of provisions, their impact, and monitors that a student is responding to interventions in place.

Data contained within the Provision Map includes:

- start and end date
- the nature and frequency
- who delivers the provision
- start and end levels – summary of impact
- students allocated

The data and information from the Provision Map is used to inform an impact portfolio collated at the end of the Academic Year. The purpose is to ensure Students with ALN are consistently receiving the most appropriate and impactful provisions to meet their needs and achieve their full potential.

**Provision for gifted students**

Multiple extension and development activities are available to ensure more able and gifted students are given the opportunity to reach their potential. Where activities are school based, measurement of impact will be completed on site.

Provision may include the following:

- More opportunities for problem-solving, hypothesizing and developing thinking skills
- Teaching and learning strategies which effectively differentiate class and homework tasks
- Group work with other Gifted students
- Extension/challenging work in schemes of work and lesson plans
- Strategies for class discussions to ensure that gifted students can contribute without dominating
- Resources to stretch and challenge gifted learners
- Encouraging students to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- Enrichment opportunities which allow Gifted students to excel, and which encourage and maintain enthusiasm for the subject
- Communication with parents regarding extra-curricular activities that may be of interest to their child
- Independent work and leadership opportunities across the school
- Encouraging students to fully engage with extra-curricular opportunities provided by the Academy
- Links with outside agencies and referral to these via school
- A mentoring program for Gifted and Talented students
- Academy of Excellence membership to allow wider contribution and research within the Aldar Education group

**Provision for Gifted and Talented – Senior Phase**

The above criteria will be considered when identifying Gifted and Talented students who are in the Senior Phase along with an average GPA score of 3.5 and above.

Senior Phase students who are considered Gifted and Talented will be supported through opportunities to extend their learning beyond the curriculum: developing research skills for higher education. We have a mentoring programme that is personalised to support and encourage students to reach their full potential and we offer work experience enrichment opportunities.

We encourage and promote prestigious universities such as Oxbridge, Ivy League and in particular the New York University Abu Dhabi. Our partnership with the NYUAD allows us to facilitate Industry Days for our students and offers us programmes such as 'Summer Academy' which aims to enhance the academic profiles of highly motivated Emirati students. In addition to this, we promote the after-school programme 'Rize' which focuses on STEAM subjects, preparing students for university through creating critical thinkers and 21st Century innovators.



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**Progress and Attainment Data**

The needs, progress and attainment of students identified with ALN will be maintained using school-based programmes such as Power School, Engage and the centralized Aldar Education Data Collation Spreadsheet. Furthermore, the Assistant Principal- Inclusion will use information generated from baseline assessments, standardized assessments including MAP, CAT, NGRT, Woodcock Johnson and WRAT tests to monitor progress over time and progress in comparison to peers.

All interventions provided in schools, irrespective of focus area or targeted skill (e.g. fine motor, social, language, behavior) require a data recording the baseline entry point at start of intervention and a comparative exit assessment to enable impact to be measured. This allows the Assistant Principal- Inclusion to justify and evidence the impact and make informed decisions about the deployment of people and resources in an effective and accountable manner.

The Assistant Principal- Inclusion will regularly report on Students with ALN attainment and progress data, and the impact of interventions to the school leadership team, using the Mamoura Inclusion Data Dashboard and to Aldar Education. This will enable the leadership team along with Aldar Education to support schools with strategic planning for Inclusion and help prepare the Inclusion Department for Inspection.

**Attainment and Progress Reports**

Termly, and end of year attainment and progress reports should be personalized with reference to the student's starting point and celebrating their progress.

**Impact Portfolio**

The Impact Portfolio is a summary document of Inclusion infrastructure, provision and impact across the school and academic year and is aligned to the Inclusion Policy / ADEK Inspection Framework. It allows YAS American Academy and Aldar Education to compare and contrast provision and impact, identifying action points, centralized support needs, strategic priorities, common and outstanding practice and assists in inspection preparation, school reviews and departmental action planning. Key features of the Impact Portfolio are:

- School summary of student cohort and community
- Inclusion team structure and staffing
- Students with ALN statistics – number / need type / level of need
- Attendance
- Progress, attainment and achievement data
- Impact of Interventions
- DLP impact and target monitoring
- Inspection summary and priority areas
- CPD delivered and undertaken

## 7. Additional Fees

YAS American Academy follows 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.

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, schools may request additional school fees.

Where additional school fees are necessary, we shall:

- Justify, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.
- Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges. Provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
- 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 cost, as per the ADEK In-School Specialist Services Policy.



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- Review all additional charges on a termly basis and evaluate impact and ongoing applicability if specialist services or additional resourcing.

Should an individual student's need exceed the 50% additional charge, school shall seek approval with ADEK for any extra charges.

## 8. Leadership of Inclusion

Roles and responsibilities of stakeholders involved in providing inclusive provision ensure that Inclusion is fundamental to school culture and educational provision.

All members of the school community contribute by:

- Sharing a commitment to inclusion;
- Respecting the right of all children and young adults to receive an education;
- Promoting equality; and
- Recognizing the value of diversity.

Aldar Education Board and Executive Management Team:

- Support inclusion, equity and opportunity at all levels within Aldar Education; and
- Ensure school facilities are accessible and accommodate the needs of Students with ALN.
- Lead strategic development of Inclusion within Aldar Education;
- Monitor and maintain quality provision for students with ALN; and
- Ensure appropriate CPD is provided to Aldar Education Staff.

School Principal:

- Include inclusive provision as part of the School Development Plan;
- Ensure a senior leader has direct oversight of Inclusive Provision;
- Appoints an Assistant Principal- Inclusion as a member Of the Executive Leadership Team;
- Appoints a separated member of staff responsible for ELL/EAL;
- Appoints a separate member of staff responsible for G&T;
- Ensures data on identification of students is submitted to ADEK as per requests;
- Ensures all cases of maltreatment of Students with ALN is recorded and resolved;
- Safe evacuation and risk assessment procedures are in place;
- Facilitates access for staff to CPD which supports provision for students with learning support needs, gifts or talents;
- Maintains an inclusive educational philosophy within the school, and
- Ensures inclusion team staffing is sufficient to meet the needs of the students in their school.

Assistant Principal- Inclusion:

- Coordinates all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborates with all teachers on the teaching and learning needs of students with additional learning needs and tracks their progress and attainment in relation to curriculum expectations.
- Ensures all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate.
- Maintains, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- Develops PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment). This should be reviewed on a termly basis or where the needs of the individual or setting changes.eg. 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.
- Ensures all data requirements and eSIS information on students with additional learning needs is reviewed and updated.
- Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.



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- Meets with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.
- Ensures all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinates 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 Services Policy.
- Contributes to Senior Leadership strategic planning and leads the Inclusion Team.
- Provides professional support and guidance to teachers.
- Ensures that appropriate funds and resources delegated to ALN are used for appropriate provision.
- Coordinates the monitoring of progress using a response to intervention approach.
- Collates data to demonstrate effectiveness of quality first teaching and intervention strategies.
- Is responsible for the progress and attainment of Students with ALN and impact of provisions.
- Provides professional development.
- Ensures G&T students are accurately identified stating their gift and/or talent.
- Ensures the G&T Register is accurate, shared with school staff and updated termly
- Monitors the provision and impact of provision for students identified as G&T, ensuring it is well planned and effective
- Supports teachers with the development of Accelerated Learning Plans that will detail required student support and monitor student engagement as well as progress.
- Ensure that clear systems that keeps parents and students fully informed regarding identification, progress and planned provision are effectively implemented across the school.
- G&T student records are accurate and include evidence to support their identified gift and/or talent.
- Records are regularly updated in line with department guidelines.
- There is advice and access to training for Academy staff.
- The SEF and School Development Plan accurately reflect the strengths and areas for development of students identified as G&T.

In addition, the Assistant Principal- Inclusion should:

- Co-ordinate the day-to-day implementation of the school's Inclusion Policy.
- Liaise with and delegate responsibility to Learning Support team;.
- Maintain the school's Inclusion register.
- Oversee the records of all pupils with special educational needs.
- Organise necessary reviews and referrals.
- Liaise with parents and external agencies and
- Coordinate with external therapy providers to facilitate the delivery of therapy services in the school setting where required, in line with the ADEK In-School Specialist Services Policy.

## 9. Confidentiality

Confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfil their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Principal, Assistant Principal- Inclusion and the student's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school (external to Aldar Academes) without first receiving the written permission of the parent/guardian. This excludes the responsibility held by all members of our school community as mandated reporters of suspected child abuse and neglect.

## 10. Classification of Need

Students with Additional Learning Needs (ALN) means a child or young adult who, by reason of any of the following, needs special education and related services. The National Unified Classification for Disabilities (SoD) in the UAE (2018) includes 13 categories, as follows: Autism Spectrum Disorder, Complex Sensory Disorder, Hearing Disability, Visual Disability, Mental Disability, Physical Disability, Multiple/Complex Disabilities, Communication Disabilities (language and speaking), Acquired Brain Injuries, Behavioral and Emotional Disabilities, Learning Difficulties, Health Disabilities, Attention Deficit Hyperactivity Disorder, Specific Learning Disability/Difficulty. The ADEK eSIS categories of eligibility are:

- Autistic spectrum disorder



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- Speech or language impairment
- Health/physical impairment
- Attention deficit/hyperactivity disorder
- Emotional/Behavioral disability
- Deafness
- Visual impairment
- Intellectual disability
- Orthopedic impairment
- Learning disability

## 11. Electronic Student Information System – eSIS

eSIS is the centralized web-based electronic student information system which contains all students records and data. It enables the collection and collation of information from a range of stakeholders - school and local authorities and administrators, office staff, counsellors, teachers, nurses, special education personnel, parents, and students. It is the ADEK centralized information management system and as such, access is controlled within YAS American Academy. ADEK request that evidence of need (specialist reports, DLP's) for students on Inclusion register as Tier 3 be included and updated on eSIS.

We encourage parents to give consent for their child's details to be uploaded but we give them the option to opt out of this should they wish to. To ensure that our Inclusion records are as accurate as possible we:

- List a Students with ALN on eSIS when an inclusion assistant is required, the student has a significant lifelong condition, a student is Tier 3 and where there has been a formal diagnosis (with parent permission).
- Upload the specialist report (with parent permission).
- Maintain for compliance / inspection reporting purposes the figures of Tier 3 where permission not granted to be on eSIS.
- Maintain for compliance / inspection reporting purposes the figures of Tier 3 with internal identification.
- School Action are always quoted for data purposes – but are not required on eSIS. These updates are required on an annual basis.

## 12. Student with Additional Learning Needs Definitions

Students with Additional Learning Needs (ALN) previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as "any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance" (ADEK, 2013).

### Gifted and Talented (G&T)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance.

### Dual or Multiple Exceptionality (DME)

The term DME describes educationally vulnerable pupils who belong to both the Students with SLN and G&T groups, with the features of ALN dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.

### Assistive Technology

Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.



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**Disability**
Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.

**Provision Map**
All accommodations, modifications and/or interventions are recorded on a school Provision Map managed by the School Assistant Principal- Inclusion, which details start and end date, the nature and frequency, who delivers the provision, start and end levels and the students allocated.

**Push in intervention**
An intervention to identify any cognitive, behavioral, social or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.

**Pull out intervention**
An intervention to identify any cognitive, behavioral, social or emotional need delivered by a specialist outside the student's classroom.

**Tiered model of support**
An approach to meeting the needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal support), whilst some may require specific intervention (Tier 2: Targeted), and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and individualized).

**Accommodations and modifications of teaching**
Any adjustments to the way teaching is delivered so that it is suitable to meet the needs of different learners.

**Accommodations and modifications of assessments**
Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. All accommodations and modifications must be in line with the guidelines of assessment providers and/or examination boards.

**Adaptive teaching**
An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources and levels of differentiation to meet the needs of all learners in the class.

**Annual review**
An annual review meeting includes a range of stakeholders, including external therapists who provide services, that meet to discuss progress and provision for any students who require a highly personalized approach to learning.

**Clinical assessment report**
A report arising from an assessment of a student conducted by an educational psychologist.

**Modified curriculum**

Enables alternative or multiple routes for engaging in learning, including means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional needs but may not be equivalent to the qualifications obtained through the regular curriculum.

**Multi-lingual learners'**
Learners who are acquiring the language of instruction and required additional support to address any language barrier to access and attainment.

**Personal Emergency Evacuation Plan (PEEP)**
Is a plan, for any students who require it, to support a short- or long-term need, which specifies the type of assistance required to support their safe evacuation and continuous safety from the point of raising an alarm to exiting the school building.



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