

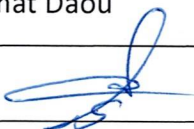


BELVEDERE INTERNATIONAL SCHOOL

# INCLUSION POLICY

2024-2025

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|--------------------------|--------------|
| <b>Review Date:</b>      | January 2025 |
| <b>Next Review Date:</b> | January 2026 |

|                               |                                                                                     |              |          |
|-------------------------------|-------------------------------------------------------------------------------------|--------------|----------|
| <b>Principal</b>              | Mr. Ismat Daou                                                                      |              |          |
| <b>Signature</b>              |  | <b>Date:</b> | 9/1/2025 |
| <b>BIS Board of Governors</b> | Dr. Salem Aldarmaki                                                                 |              |          |
| <b>Signature</b>              |  | <b>Date:</b> |          |

*NOTE: BIS sections within this policy contain English UK spellings however, sections taken directly from the source ADEK policy will contain English US spellings.*

## **Vision**

At Belvedere International School (BIS), we believe that every student has the right to appropriate support and opportunities to enable them to be happy, successful and prepared to take an active place in local and/or international communities.

We aim to:

- Provide an inclusive education as a fundamental right for all students including those with additional learning needs
- Identify at admission requirements for students with additional learning needs and if needed identify any additional costs
- Provide a broad, balanced and suitably differentiated curriculum relevant to each student's individual needs
- Ensure that provision meets the identified needs in terms of staffing, accessibility, teaching and learning support and content
- Be sensitive to each student's individual additional learning needs and to the fact that these can change or develop as they pass through the school
- Promote self-worth, confidence and self-belief by building independent learning and coping strategies
- Ensure that every student is supported so that they experience success and achievement at their own level
- Identify and monitor students to enable the most effective support plan be put in place as quickly as possible
- Work in partnership with student's parents / carers to understand and meet student's additional learning needs
- Ensure, where appropriate, students' participation in all school events

The BIS Inclusion Policy supports the school's aims and identifies the provision made for students who require additional support, whether for learning, emotional/social or disability needs, to access the curriculum and to achieve their potential.

## Legislation and Guidance

This policy takes information from the following guidance and legislation:

- Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law
- Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education
- Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

## Definitions

**Students of Determination** - students with a recognised disability, impairment and/or learning difference with or without a formal diagnosis who need assistance limits on their mental and/or physical capabilities.

The UAE School Inspection Framework (p.117) defines a **special education need** as: 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'. A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This could include mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and/or the ability to concentrate, learn or understand.

If a learner has specific needs arising from the impact of a disability or identified disorder, they may require the school to make specific modifications or provide specific support to prevent, remove or reduce any potential educational barriers.

**English Language Learners** – students who are new to learning English or who need additional support with learning English as a second language.

**More Able (previously referred to as Gifted and Talented)** – students who demonstrate exceptional ability and/or attainment.

*The following additional definitions are taken from the ADEK Inclusion Policy (2024)*

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| <b>Accommodations and Modifications to Teaching</b>    | Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Accommodations and Modifications of Assessments</b> | Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Adaptive Teaching</b>                               | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Additional Learning Needs</b>                       | Individual requirements for additional support, modifications, or accommodations 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 barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).<br>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning. |
| <b>Annual Review</b>                                   | A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>Assistive Technology</b>                | Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities (ATIA, n.d.).                                                                                                                                                                                                                                                                                                                    |
| <b>Clinical Assessment Report</b>          | A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.                                                                                                                                                                                                                                                                                                            |
| <b>Continuing Professional Development</b> | All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.              |
| <b>Cycle</b>                               | A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).                                                                                                                            |
| <b>Documented Learning Plan</b>            | A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need. |
| <b>Equitable Access to Education</b>       | Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.                                                                                                                                                                                                                                                                                                         |
| <b>Gifted and Talented</b>                 | Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.                                                                                                                                                                                                                                                                                                                                       |
| <b>Governing Board</b>                     | The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.                                                                                                                                                                                                                                                          |
| <b>Head of Inclusion</b>                   | The senior leader with responsibility for the coordination of provision for students with additional learning needs.                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Inability to Accommodate</b>                  | The process, where a school applies to ADEK to inform, through a variety of evidence, of their inability to accommodate a student within the school, including, but not limited to, medical/clinical reports, student observations, adapted assessments, physical environments, and any other information available. Schools shall be able to evidence that allowing a student to join the school would negatively impact a student's development or safety, negatively impact peer development or other students' safety, or put a strain on resources beyond what is mandated in policy. |
| <b>Inclusion Assistant</b>                       | A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Inclusive Education</b>                       | An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Inclusion Teacher</b>                         | A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Inclusion Team</b>                            | Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Individual Assistant</b>                      | Formerly known as "Shadow Teachers", Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.                                                                                                                                                                                                                                                   |
| <b>Mainstream Education</b>                      | The learning environment where all students learn alongside their peers in an inclusive school environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Modified Curriculum</b>                       | Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.                                                                                                                                                                                                                                                                   |
| <b>Multilingual Learners</b>                     | Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Personal Emergency Evacuation Plan (PEEP)</b> | A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.                                                                                                                                                                                                                                                                                                          |

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| <b>Pull-out intervention</b>         | Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.                                                                                                                                                                                                                                                                                                                |
| <b>Push-in intervention</b>          | Intervention to address any identified 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.                                                                                                                                                                                                                                                    |
| <b>Specialized Provision</b>         | Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.                                                                                                                                                                                                                                                 |
| <b>Tiered Model of Support</b>       | An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others. |
| <b>Twice Exceptional</b>             | Students who are both gifted and/or talented and have other additional learning needs.                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Universal Design for Learning</b> | An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.                                                                                                                                                                                                                                                                                                                                |

## Admissions

In line with Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, BIS will not deny any student with additional learning needs admission as long as there is space available in the appropriate year group.

As part of the admissions process the school will:

- Prioritise placing students with additional learning needs and their siblings in the same school
- Review admission's documentation e.g. assessments, interviews, reports
- Request copies of original clinical assessment reports completed by specialists such as a therapist, educational psychologist, or paediatrician

- Support the smooth transition for students with additional learning needs whether starting school for the first time or transferring from any other type of educational provision by gathering evidence including reports from previous schools
- Identify and provide any accommodations/modifications required by the student to complete any of the school's admissions process assessments. (These assessments cannot be used to deny admission to the school.)
- Provide equitable and safe access to the school's learning and physical environment and make reasonable adjustments where necessary
- Use all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs and make any reasonable adjustments where necessary
- Maintain up to date records for students with additional learning needs on the eSIS ISS module

### **Inability to Accommodate Notification**

If the school cannot offer a place to a student due to being unable to meet their additional learning needs ADEK procedures will be followed: Within seven days of the admission decision the school will submit an 'inability to accommodate notification' to the parents and ADEK.

ADEK will then, after considering the evidence from the school and parents, either uphold or overturn the inability to accommodate notification.

### **Re-enrolment**

In line with the ADEK's Student Administrative Affairs Policy, BIS will re-enrol all students for the next academic year.

Where a parent wishes to request a child to repeat the grade/year, ADEK approval is required and the school shall submit an application form for retention, including a medical report and the student's DLP.

### **Referrals to Specialised Provision**

If the school believes that a student would benefit from a more specialised placement, then discussions must take place with ADEK prior to broaching the subject with the student's parents. This will ensure that the student meets the eligibility criteria for the identified specialist provision and that the possibility of a place being available can be explored.

*The section below is taken from the ADEK Inclusion Policy (2024)*

In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialised provision, if they meet all three of the following conditions:

- ADEK, the school, and parents agree that the student will gain greater benefit from specialised provision than a mainstream school
- The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behaviour Analysis, which cannot be delivered in a mainstream school
- The school ensures parents understand the criteria for admission to specialised provision and consent to the school making a referral to ADEK

### **Roles and Responsibilities**

The Inclusion Department, the Senior Leadership Team and other teaching and support staff will collaborate with one another, alongside parents, students and, where involved, external agencies to address and meet the needs of students.

During the academic year 2025 / 26 BIS will move to the ADEK approved model and where needed appointed additional inclusion positions. Workload adjustment and evidence of professional development, in line with ADEK policy will also be implemented.

**The Inclusion Governor will:**

- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and its provision across the school
- Ensure that the inclusion committee is monitoring and evaluating the inclusion process
- Ensure that budgets are identified to provide, if required, additional specialist staffing and resources to support students with additional learning needs
- Review with the Principal and Head of Inclusion accessibility arrangements for students with additional learning needs
- Monitor, alongside SLT, the quality and effectiveness of provision for students with additional learning needs within the school and provide termly updates to the governing board

**The Principal will:**

- Ensure that inclusive provision features on all Governing Board and SLT meeting agendas
- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision across the school, including the evaluation and improvement of provision for students with additional learning needs
- Allocate a member of SLT to have overall responsibility for the provision and progress of students with additional learning needs
- Appoint a Head of Inclusion, who meets the requirements of the *ADEK Staff Eligibility Policy*, who will have responsibility for the coordination of all aspects of education for students with additional learning needs

- Appoint a different member of staff to be responsible for the coordination and provision of multilingual learners
- Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented (more able) learners
- Provide access for all staff to professional development and training related to adaptive teaching strategies and ensure staff are trained in student protection and safeguarding as per the ADEK Student Protection Policy
- Ensure frequent risk assessments are carried out to identify and address any hazards that may impact students with communication, mobility, sensory, and behavioural needs
- Take overall responsibility for the safe evacuation of all students with additional needs during emergency situations including overseeing procedures and ensuring that identified persons have been trained to carry out key roles
- Ensure the school's data on students with additional learning needs is submitted to ADEK as required
- Ensure any incidents of bullying, discrimination or maltreatment of students with additional learning needs are recorded and resolved, as appropriate

**The Head of Inclusion will:**

- Be a member of the senior leadership team and will work with the Principal and Inclusion Governor to determine the strategic development of inclusive provision in the school
- Have day-to-day responsibility for the operation of the BIS Inclusion Policy
- Maintain, review and update the school's register of students with additional learning needs, including their documented learning plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs)
- Create and review at least termly, or when student's needs change, PEEPs for each student in coordination with the school's Health and Safety Officer, as per the *ADEK Health and Safety Policy*

- Evaluate and address the school's accessibility arrangements for students with additional learning needs
- Deploy the Inclusion team to provide effective support to students with additional learning needs
- Co-ordinate, through liaising with teachers and other professionals, the provision made to support students with additional learning needs
- Track the progress and attainment of all students with additional learning needs against curriculum expectations
- Provide professional development and training for staff, including Inclusion and Individual assistants, and parents to ensure that students with additional learning needs receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support (the Tier approach)
- Be the point of contact for external agencies supporting BIS students with additional learning needs and will co-ordinate specialist interventions
- Ensure the school keeps securely, up to date records of all students with additional learning needs and that these are evaluated and shared as needed, as per the ADEK Records Policy
- Ensure eSIS ALN module information on students with additional learning needs is up to date at all times
- Implement, monitor, evaluate and maintain DLPs / Individual Education Plans (IEPs) for students with additional learning needs
- Review and evaluate the quality of teaching and learning, inclusive teaching approaches and the provision for students with additional learning needs
- Meet with parents to discuss the provision for students with additional learning needs and to identify how they can provide additional support at home
- Ensure all specialist push-in and pull-out interventions are evaluated for positive impact on attainment

- Implement all aspects of the *ADEK In-School Specialist Services Policy*
- Consult regularly with the school nurse regarding students who may have hearing concerns due to illness or other factors
- Check vision reports to identify students who may need support and accommodations
- Review of all medical reports for students is conducted in collaboration with the school nurse to identify any needs that may require support

**Inclusion Teachers will:**

- Provide specific provision to support individual students with additional learning needs
- Provide professional training and advice to staff and parents to ensure that students with additional learning needs receive appropriate support
- Keep up to date records for their allocated students
- Action the DLPs / Individual Education Plan (IEP) strategies and monitor progress towards targets

**Every BIS Teacher is responsible for:**

- Ensuring that students with additional educational needs are identified by referring them to the inclusion department
- Ensuring that inclusive teaching strategies are incorporated into lesson planning to support students with additional learning needs
- Ensuring that students with additional educational needs make progress and develop
- Liaising with inclusion teachers / assistants and /or specialist staff to plan, implement and assess the impact of support and interventions
- Collaborating in the review of student's progress and development and contributing to the writing of new (SMART) targets

**Inclusion Assistants will:**

- Work under the direction of a teacher
- Provide additional support to teachers when there are higher numbers of students with additional learning needs in a class
- Provide targeted pull-out and push-in support to small groups / individual students with additional learning needs
- Provide 1:1 support for a particular student with additional learning needs, if required

**Individual Assistant:**

*The section below is taken from the ADEK Inclusion Policy (2024)*

Where a student with additional learning needs requires additional individualised assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the student's school day.

The Individual Assistant shall be available outside the classroom and is authorised to enter the classroom to provide support to the concerned student only upon request by the teacher.

Schools shall maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

## **Identifying students with additional learning needs**

Early identification is key to ensuring progress for students with additional needs. BIS uses a combination of the following to identify students with additional needs:

- Information shared on the admission form.
- Identification prior to admission on the basis of information provided by parents, previous schools, nurseries and/or external agencies such as Educational Psychologists.
- Meetings between the Head of Inclusion and parents.
- Baseline assessment data such as: NGRT, GL PTs and CAT4 (these may identify irregularities in scores.)
- Referrals and observations by staff /parents regarding lack of progress.
- Student self-assessment and self-referral.

## **Consultation and involvement of students and parents**

At BIS the role of parents as partners in their child's education is paramount. The inclusion department will actively seek to gain parents input and opinions and to work with them.

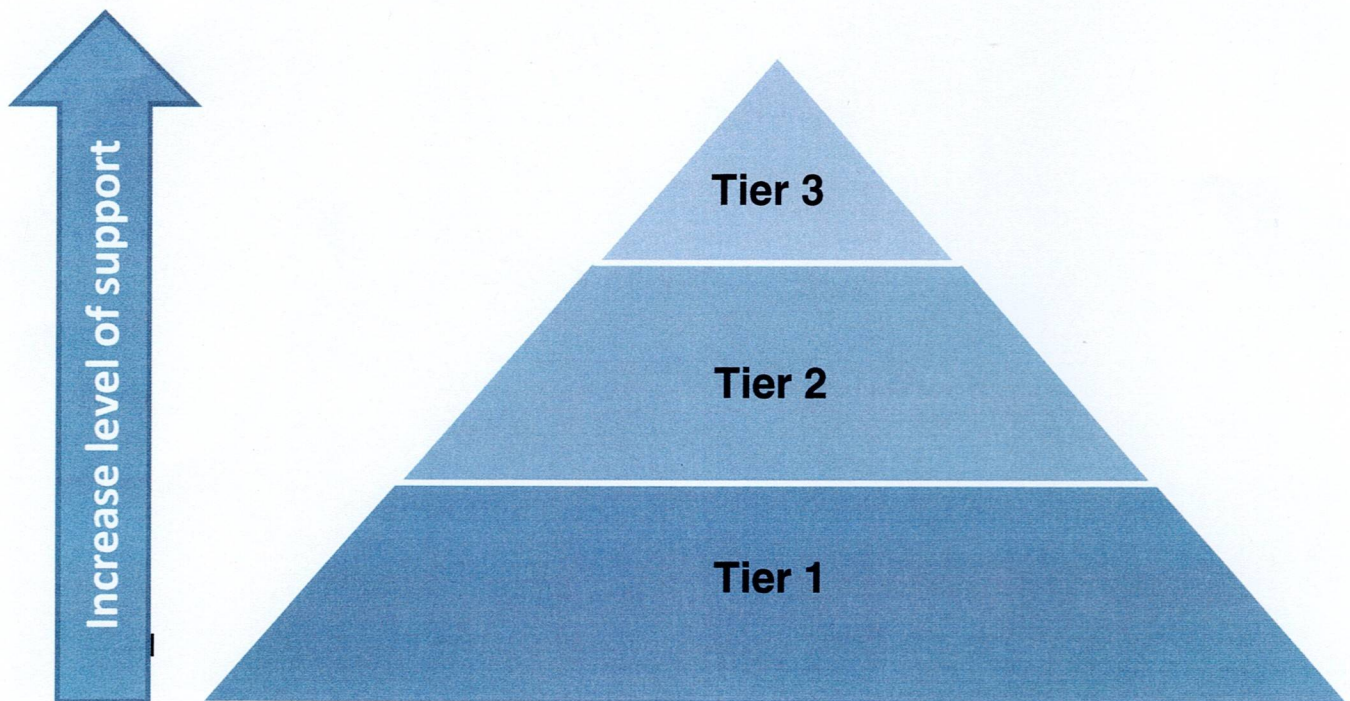
From early identification staff will talk with both the student and their parents to discuss concerns, potential needs and next steps including whether a formal assessment is recommended. These conversations ensure that:

- Everyone understands the student's areas of strength and difficulty
- Parents' views are sought and recorded
- Everyone understands the agreed outcomes required for the student, and what the next steps are

- Regular communication with parents about their child's additional learning needs is essential, and it includes sharing information tailored to their native language whenever possible. This approach ensures that parents are well-informed about the strategies and support they can implement at home to enhance their child's learning experience, fostering a collaborative

### **Graduated intervention**

The school uses a stepped 'Tiers' intervention system to classify a student's level of needs.



The class teacher has full responsibility for responding to the learning needs of the students but may request support with ideas for strategies to use from the inclusion team. The teacher will differentiate for all students according to individual students' needs as determined by each student's ongoing evaluations, assessment results and progress, CAT4/PT/NGRT data, parental feedback, student targets etc.

Any student with a CAT mean SAS of 89 and below must be registered as Tier 1 (if they are not already on a higher tier.)

For all tier 1 students' teachers must evidence the strategies being implemented along with the progress being made.

## **Tier 2**

Tier 2 students typically need more support than can be provided by the class teacher. For Tier 2 students support could include: pull out from some lessons for individual intervention (Pull out), teaching in small groups or an individual classroom assistant working with a group of students (Push in).

Tier 2 support is extra to what is provided within the 'ordinary' classroom and may be provided following additional assessments and identification of particular learning needs. The referral must be made to the HOI who will review and assess the needs of the student based on the data provided. Examples of information used could include: internal assessments such as diagnostic assessments/continuous assessment data, CAT4/PT/NGRT data, parental feedback, student targets, and reviews etc. If the student has a diagnosis and a medical report, an Individual Education Plan (IEP) will be created. If the student is not diagnosed, the teacher will develop a support plan for them.

The HOI will support the teacher by providing ideas for adaptive teaching strategies and other accommodations / modifications.

## **Tier 3**

Students at Tier 3 will have a needs diagnosis provided by an expert such as an educational psychologist, therapist and/or counsellor. Examples of information used include: educational psychologist/ medical reports, DLPs /Individual Education Plans (IEPs) and reviews, specialised assessments, teacher evaluations and feedback etc.

A high level of support is needed thereby requiring modification and adaption to the curriculum and an allocated Individual Assistant(IA). These students will withdraw from class for some periods of time to enable them to access additional support. These students are classified as “People of Determination” by the Abu Dhabi Department of Education and Knowledge.

### **Follow up to Identification**

If a student is identified as having additional learning needs the school will assess how best to meet those needs in consultation with the student, parents and teachers. BIS, in consultation with the parents, aims to identify any learning needs as quickly as possible so that the most appropriate interventions can be provided to support the students' learning.

If it becomes apparent that a student is not able to fully access the curriculum without individualised learning support, parents will be consulted and may be requested to provide support by employing a one-to-one individual assistant.

### **Register of students with additional learning needs**

The school maintains on eSIS a register of all students with additional learning needs to ensure all staff are aware of the needs of the students in their classes. This includes students at Tier1 who may be undergoing additional monitoring, observation and investigation.

The class/form teacher will work with the Head of Inclusion to conduct a clear analysis and review of each student's needs. This will be informed by:

- Teacher evaluations
- Student progress, achievement and/or behaviour
- Evaluations from other teachers, where appropriate
- Diagnostic and other assessment data
- Parents' opinions
- Student input
- Assessments / reports / advice from external agencies

The Inclusion team, along with teachers and parents, will review the effectiveness and impact of any support and intervention termly when considering student progress.

As part of the Tier approach some students with specific additional learning needs may be withdrawn from lessons to receive additional support from either the inclusion team and/or a teaching assistant on an individual basis or in a small group. These sessions will be highly differentiated and may include:

- Literacy skill support, such as spelling, reading and writing skills (in Arabic and English)
- Numeracy skill support
- Fine motor skill development
- Speech, language and communication development

Every student identified as Tier 2 will have a DLP / Individual Education Plan (IEP). All teaching staff must be aware of this in order to ensure that their teaching strategies meet the student's needs.

Students identified as Tier 3 will have a DLP / Individual Education Plan (IEP) that outlines their SMART targets goals, as well as any accommodations and strategies.

#### **Documented Learning Plans (DLPs):**

- **Individual support plans (ISP) / Individual Learning Plans (ILP): (Tier 1 & Tier 2)**

These plans are written to support students who need have additional learning needs. These plans address any specific academic, behavioural, language, or social and emotional needs.

- **Individual Educational Plans (IEP): (Tier 2 and Tier 3)**

These plans are created for students who need support in their classes in addition to providing them with 'Push in and Pull out' sessions. These sessions may address any specific academic, behavioural, linguistic, or social and emotional needs.

- **Behaviour Support Plans (BSP):**

These plans address the needs of students who need support to address any behavioural or social and emotional needs. Please refer to the BIS Behaviour policy and procedures.

**Evaluating the effectiveness of provision for students with additional needs through:**

Every teacher is accountable for the progress and development of all students with additional needs in their class. Subject and phase leaders are also required to track the progress, attainment and strategies used for students with additional needs within their subject/phase.

The Head of Inclusion reviews the impact of DLP provision for students with additional needs by:

- Reviewing students' individual progress toward their IEP targets each term
- Reviewing the impact of interventions at the end of each term
- Reviewing outcomes with parents on a termly basis

In addition, the Head of Inclusion is required to track student's progress towards their identified targets at least every four weeks.

**Curriculum adaptations**

At BIS students with additional learning needs are supported to follow appropriate curriculum pathways and achieve suitable outcomes by:

- Ensuring all students with additional learning needs have access to a broad and balanced school curriculum including access to the full range of extracurricular activities. Where needed these are adapted to meet their needs
- Differentiating the curriculum to ensure that all students can access it, for example, through grouping, 1:1 work, teaching style, lesson content, lesson outcomes, etc

- Providing a range of resources such as; colour overlays, coloured paper, visual timelines, larger font, manipulatives, etc
- Providing access to assistive technology where appropriate
- Differentiating teaching by, for example, giving longer activity times, providing individual sessions to support learning, pre-teaching core vocabulary, reading-aloud instructions, etc.
- Ensuring that parents are aware, and sign an undertaking of acknowledgment, if any agreed modified curriculum pathway may not fulfil equivalency requirements
- Ensuring that eSIS ALN module is updated to indicate when a student is following a modified curriculum

### Student Internal Assessment

In order to ensure equitable access to assessments for students with identified needs two primary categories of adjustments are implemented:

1. **Accommodations:** These adjustments change the way students access information or demonstrate learning, without altering the learning expectations or academic standards. The aim is to provide students with the support they need to succeed while maintaining consistent learning goals.
2. **Modifications:** These adjustments involve changing the content or expectations of the assessment to meet the student's individual learning needs. The goal is not to make assessments easier, but to ensure that all students have equitable access to the assessment process.

These adjustments are designed to create a supportive and inclusive environment where every student can demonstrate their learning effectively.

### **Enabling students with additional learning needs to engage in all activities available in the school**

All of the school's extra-curricular activities, school visits and events are available to all students. No student is excluded from taking part in these activities because of their additional learning needs or disability. However, their participation and the level of support might need to be modified based on their individual needs.

### **Support for improving emotional and social development**

The School Social Worker and the Head of Inclusion meet weekly to share student information to ensure that the social, emotional and mental health concerns of students are addressed. Support is provided to improve emotional and social development and to promote teamwork/building friendships.

### **School site accessibility:**

During the coming year BIS will ensure that all aspects of the school buildings and learning spaces provide equitable access to education for all students, as per the *ADEK Buildings and Facilities Policy*. Currently buildings and external areas are accessible to all with entry points to buildings having ramps to assist with wheelchair accessibility.

The school has Personal Emergency Evacuation Plans (PEEPs) in place for each student / staff member who may require additional support to evacuate safely. In emergency situations evacuation chairs are available to ensure safe exit from buildings when the lift is not in operation and their use has been specified in the individual PEEP. Key staff have been identified and trained in the use of evacuation chairs.

BIS school transportation provides students with additional learning needs access to school buses and ensures appropriate and approved adjustments, as per the requirements of the Integrated Transport Centre (ITC). The school has completed risk assessments, where needed, to address any identify risks.

During AY 2024/2025 the Inclusion Governor, School Principal and Head of Inclusion will develop an accessibility plan, including targets and timelines, to identify further adaptations to improve accessibility.

### **Accessibility of Learning Spaces**

Almost all BIS timetabled classes are physically accessible to students with additional learning needs. Specialised teaching spaces such as science laboratories and sports facilities are accessible to all students.

During AY 2024/2025 the Inclusion Governor, School Principal and Head of Inclusion will develop a plan, including targets and timelines, to identify further adaptations to improve accessibility to learning spaces as per the ADEK Buildings and Facilities Policy.

### **Specialist Support Spaces**

In order to provide specialist pull-out intervention or targeted support for students with additional learning needs, and in line with the ADEK In-School Specialist Services Policy, BIS will provide dedicated phase specific intervention spaces.

During AY 2024/2025 the Inclusion Governor, School Principal and Head of Inclusion will develop a floor plan, including targets and timelines, to identify required adaptations to improve provision of specialist intervention spaces.

### **Criteria for being removed from interventions**

All students of determination have their identified need and/or intervention programmes reviewed termly. Through the use of the graduated response students can move between tiers as necessary. If a student working at age-appropriate levels, is confidently making progress and parents are in agreement the student may be removed from the intervention register. (This should be a gradual approach to ensure that there is not a regression.) The following would be used to provide evidence of progress:

- Assessment data
- Teacher feedback
- Class observations
- IEP/ISP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion will monitor the progress of any students removed from interventions and ensure that good or better progress continues to be made.

### **Additional Fees**

BIS will make every effort to meet the needs of any students with additional learning needs within the school's fee structure.

Where exceptionally the needs of a student require specialist intervention and support beyond the school's standard inclusive provision, BIS may request additional school fees as per ADEK's *In-School Specialist Services Policy*.

When this is needed the Head of Inclusion will:

- Justify, with evidence, the requirements and costs for additional provisions
- Obtain parental agreement annually for the charges
- Itemize all additional individually chargeable fees on the eSIS database
- Provide parents with a termly financial statement itemizing the allocation of additional funds

- Limit additional charges so that they do not exceed 50% of the tuition fee
- Seek ADEK approval for any extra charges in advance
- Review and evaluate the positive impact of services provided through additional charges

### **Working with other agencies**

When a student continues to make less than expected progress, the school may, after meeting with parents and obtaining their permission, consider seeking support from specialists. The school may approach external agencies such as Educational Psychologists, Occupational therapists, Speech and Language therapists and Behavioural therapists.

To enter into an agreement with an external agency the school needs to have a memorandum of understanding (MOU) with each centre providing internal services, signed by both parties. Any copies of reports received from external agencies must be stored securely in student records and only be accessed by the appropriate members of staff.

### **Complaints about Inclusion provision**

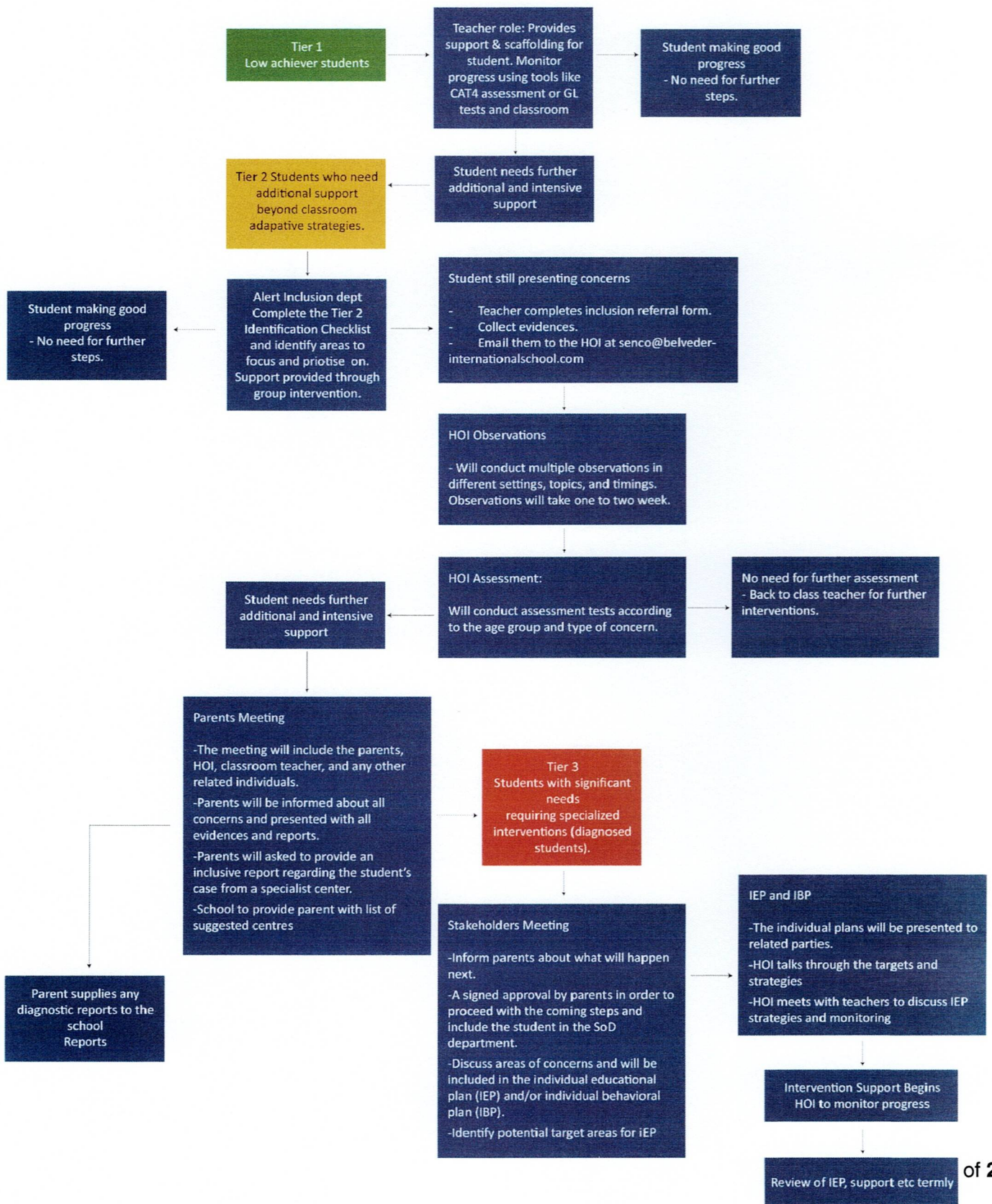
Complaints concerning the Inclusion Department at BIS should be made to the Head of Inclusion or the Principal in the first instance.

### **Monitoring arrangements**

This Inclusion Policy will be reviewed by the Inclusion Governor and SLT each year and then approved by the Chair of Governors.



# Inclusion Support Map



# Graduated Intervention

