BELVEDERE
INTERNATIONAL SCHOOL

INCLUSION POLICY
2026–2027

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Signature		*Date:*	20/9/26
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Signature		*Date:*	21/9/26

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.

Targets to promote inclusive education:

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.

Definitions

- **People of Determination (PoD):** Every person suffering from a temporary or permanent, full, or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational, or psychological abilities to an extent that limits their possibility of performing theordinary requirements (Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments).

- **Student of Determination (SoD):** A student (who is a Person of Determination) that must have a medical report proving a disability within the categories specified by the UAE National Standard Classification of Disabilities (DCD, 2020).

- **Student with Additional Learning Needs:** A student of determination or any other student that may have an undiagnosed or undetermined learning need that has not been diagnosed but is considered a barrier to accessing the curriculum without accommodations or modifications.

- **Resource Base:** A dedicated classroom or set of classrooms within a mainstream setting that provides tailored ongoing specialized instruction and support (individualized, small-group, modified curriculums, or alternative pathways) to students with additional learning needs, enabling integration into the wider school environment, where appropriate.

- **National Qualifications Center (NQC):** The National Qualifications Center (NQC) supports the quality assurance and delivery of national professional standards and qualifications within the Technical and Vocational Education and Training (TVET) system in the UAE.

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)

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.

Abler (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 (June 2025)

Accommodations and Modifications to Teaching	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.
Accommodations and Modifications of Assessments	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 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.
Adaptive Teaching	An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
Modified Curriculum	An adopted educational program which supports students with additional learning needs through adjustments in content, teaching methods or assessment strategies to ensure these students can engage with and has access to learning whilst pursuing the framework of the school's international curriculum.

Alternative Pathway	A customized educational program designed for students with complex educational needs which goes beyond modifications of the standard curriculum with a focus on life skills, functional academics, and personalized learning goals. Such a pathway is tailored to maximize the support provided to students with additional learning needs, ensuring their progression at individual pace while remaining engaged in a mainstream school environment.
Additional Learning Needs	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). 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 front of the class to be able to lip read) to access learning.
Clinical Assessment Report	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.
Continuing Professional Development	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 best teaching practices. CPD excludes planning hours and general staff meetings.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), 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).
Documented Learning Plan	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.

Equitable Access to Education	Enabling the same process to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
Escape Behaviour	A type of behavior-escaping from an aversive experience – that delays, avoids, or ends an unwanted task, event or situation.
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
Individual Assistance	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.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Personal Emergency Evacuation Plan (PEEP)	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.
Pull-out intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in intervention	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.
Resource Base	A dedicated classroom or set of classrooms within a mainstream setting that provide tailored ongoing specialized instruction and support (individualized, small-group, modified curriculums, or alternative pathways) to students with additional learning needs, enabling integration into the wider school environment, where appropriate.

Specialized Provision	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.
Tiered Model of Support	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.
Twice Exceptional	Students who are both gifted and/or talented and have other additional learning needs.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.
National Qualification Center (NQC)	The National Qualifications Center (NQC) supports the quality assurance and delivery of national professional standards and qualifications within the Technical and Vocational Education and Training (TVET) system in the UAE.

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

- The school will continue to maintain accurate records for students with additional learning needs on the eSIS ALN module, including a statement in the parent-school agreement (signed at admission and at each re-enrolment cycle) that:

    a. The school is required by ADEK regulations to upload and maintain accurate ALN-related data on eSIS;

    b. This data is used exclusively for educational planning, compliance monitoring, and safeguarding purposes in accordance with UAE data protection laws.

- BIS shall decline admission to students but fail to submit an inability to accommodate notification to ADEK are subject to noncompliance measures.

- BIS will admit students with ALN where there is capacity in the year group based on the below capacity reconditions:

    The school will admit students into their kindergarten stage (FS2/KG1 and Year 1/KG2) which precedes the mandatory education stage after requiring the students to sit for any form of test or interviews.

    School shall have a maximum of twenty-five students for each kindergarten class (FS2 or Year 1), a maximum of thirty students for each class of Year 2/Grade 1 to Year 13/Grade 12,

    School will apply admission priorities if there are more requests for places than available places as follows:

Students who attend the school in the previous year or period.

- Students with siblings already in the school.
- Children of staff in the school.
- Students who live near the school.

Identification, Referral and Tracking

1. BIS ensure the timely identification of students with additional learning needs, whether they enrol with an existing diagnosis or concerns are first observed in school. The process actively involves parents and the Head of Inclusion.

2. Meetings with families may be the first occasion where concerns are raised. These discussions always be handled with sensitivity and care. While a formal diagnosis can provide clarity, BIS cannot require parents to obtain one, nor can they use the absence of a diagnosis as a reason to delay or deny support.

3. Standardised assessments (benchmark Assessment, or GL Assessments) and screening tools (e.g. Ages and Stages Questionnaire, Strengths and Difficulties Questionnaire) should be used to identify learning needs and guide teaching approaches to ensure accessibility for all students.

4. Principals and staff are not permitted to label or diagnose students. Diagnosis is the sole responsibility of medical professionals. Any concerns be discussed privately with parents, and information should only be shared on a strictly need-to-know basis.

5. For the purpose of tracking progress of students with additional learning needs, BIS are required to submit the average progress towards Documented Learning Plan (DLP) targets for all Tier 2 and Tier 3 students termly on the ALN module on eSIS. Detailed below are deadlines for progress data.

    1) Term 1 progress data: By end of November
    2) Term 2 progress data: By end of March
    3) Term 3 progress data: By end of June

Transitioning Support Process:

After offering a place at BIS for the student the inclusion team will work closely with the new admitted students to ensure that they will be safely settling and to make sure that transitioning support has been monitored effectively.

Promotion and Retention:

- BIS shall promote all students with their peer group sequentially from one grade/year to the next if they fulfil the promotion requirements for the previous year. Exceptions to Mandatory Promotion: Students should not be retained in grade/year in any circumstance, except where a Cycle 2 or 3 student does not meet the promotion requirements as per British curriculum and fails to make progress following interventions identified in the ADEK Educational Risk Policy.

- Where a student fails to meet the objectives in their DLP but does meet the promotion requirements set out in the ADEK-approved curriculum, BIS shall promote them and adjust their DLP objectives accordingly,

- Students should not be retained to retain a student in Cycle 2 or 3 in a certain grade/year more than 2 consecutive times. And students should not be retained more than two different grades during the entirety of their school education.

- BIS is authorized to exceptionally allow a student to repeat the school grade/year upon the request of the student & parents, and if deemed in the best interest of the student and their wellbeing.

- If parents request grade/year repetition to enable the student to improve their grades, the school will take the decision with the parent's acceptance.

- Before retaining any student ADEK approval should be obtained.

- Exceptions for Students with Additional Learning Needs: BIS shall consider, on an exceptional basis, requests by parents of students with additional learning needs for their child to be retained in their grade/year in Cycle 2/3. Such cases must be considered by the school in close collaboration with the parents. This decision must be approved by ADEK.

Inability to Accommodate Notification

The applicant's learning difficulties and other special needs (if any) can, in the opinion of the admissions committee (P, VP, HOI), be managed within the School's normal provision after consideration has been given to the adjustments necessary to enable access to the curriculum and whether any such adjustments are reasonable.

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

In instances where a student 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

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.

The school is offering accommodation for students with Additional Learning Needs (ALN) through the DLP entry assessment form.

After the entry assessment, the results will be transparently discussed with parents through a meeting.

Provide the reason for not accommodating an ALN student and inform the parents accordingly.

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.

The re-registration procedures and timeline will be communicated to parents annually.

A re-registration fee will be payable in accordance with ADEK Private School Regulations and Policies

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.

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 continue following 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.

Ensuring Inclusive Staffing Requirements at BIS

1. When recruiting staff, BIS follows both the ADEK School Inclusion Policy and the ADEK School Staff Eligibility Policy to ensure that only qualified and eligible candidates are appointed to the Inclusion Team. BIS maintains the required roles, including a Head of Inclusion and Inclusion Teachers across all cycles (KG, Cycle 1, Cycle 2, and Cycle 3), supported by Inclusion Assistants. While Inclusion Teachers hold the necessary qualifications prior to appointment, Heads of Inclusion and Inclusion Assistants may complete relevant training after assuming their roles, in line with ADEK policy.

2. At BIS, the role of Individual Assistants (previously "Shadow Teachers") is clearly defined. They provide focused support for specific students, with the aim of fostering independence, while the responsibility for teaching and learning support remains with the classroom teachers and Inclusion Assistants.

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 (abler) 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 (PEEPS) 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.

- CPD for Teachers: In line with the ADEK School Quality Assurance Policy, all teachers shall participate in CPD on inclusive education which includes, but is not limited to, the following topics and will be held termly:

    a. Adaptive teaching strategies for diverse learners.

b. Techniques for modifying or adapting lesson content, resources, and assessments.

c. Identification and referral processes using standardized screening tools to detect barriers to learning early, in particular, autism, ADHD, and dyslexia.

d. Collaborating with Inclusion Teams to develop and implement Documented Learning Plans (DLPs).

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 along with teacher support.
- 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 earing 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.
- Facilitate therapy on site through the in School Services system 'ISSS'.

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.

- Each cycle will have an inclusion teacher to provide support for students within the cycle.

- Collaborate closely with class teachers to adapt curriculum content, resources, and teaching strategies to meet diverse learning needs.

- Promote student independence and self-advocacy skills by encouraging active participation in their learning process.

- Engage in continuous professional development to remain current with best practices and research in inclusive education.

- Work in partnership with parents and external specialists to ensure consistent support across school and home environments.

- Regularly review and evaluate the effectiveness of interventions, making adjustments where necessary to maximise student progress.

Every BIS Teacher is responsible for:

- Meeting the needs of students and learning from others before referring to the HOI.

- 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.

- Teachers are involved in tracking progress and attainment of students with ALN on learning ladders.

- Subject leaders are involved in tracking progress and attainment of students with ALN on learning ladders.

Inclusion Assistants will:

- Undergo training and guidance from the HOI on day to day responsibilities and expectations.

- 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.

- The school shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs and for any student of determination requiring 1:1 support.

- Support to a particular student, if required, as per their DLP and the Clinical Assessment Report. Inclusion Assistants shall be appointed for each student of determination requiring Tier 3 level of support in KG/Year 1 –Grade 2/Year 3.

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.

Undergo training and guidance from the HOI on day to day responsibilities and expectations.

BIS school may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision. The Individual Assistant shall effectively communicate with school staff and be efficiently trained in the school's student protection and safeguarding procedures.

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: FTT, 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.

Strength-Based Approaches to Communication

1. Every student has unique strengths and challenges. A strength-based approach focuses on developing abilities and talents, while a deficit-based approach emphasises weaknesses and limitations.
2. Strength-based communication helps students build self-awareness, confidence, and resilience by encouraging them to recognise and advocate for their strengths.
3. BIS staff reflect on the language they use daily with leaders, teachers, inclusion assistants, and parents, ensuring it is positive and strength-focused.

4. Guiding questions for BIS staff include:

    - How would you describe your current language strategy?
    - Can it be improved?
    - Does it reflect a strength-based or deficit-based approach?

Strength-Based/Deficit-Based Language

Strength-Based Language	Deficit-Based Language
• Focuses on the strengths that a student brings to the learning community. • Views diversity in thought, culture, and traits as positive assets. • Is opportunity focused. • Recognizes that changing the environment rather than the student can promote progress.	• Focuses on what a student is lacking or struggles with. • Conveys what is missing that be found/fixed. • Is needs/problem focused. • Leads teachers/staff/school management to make. assumptions about what a student may know and can do. • Implies the student change to fit the system.

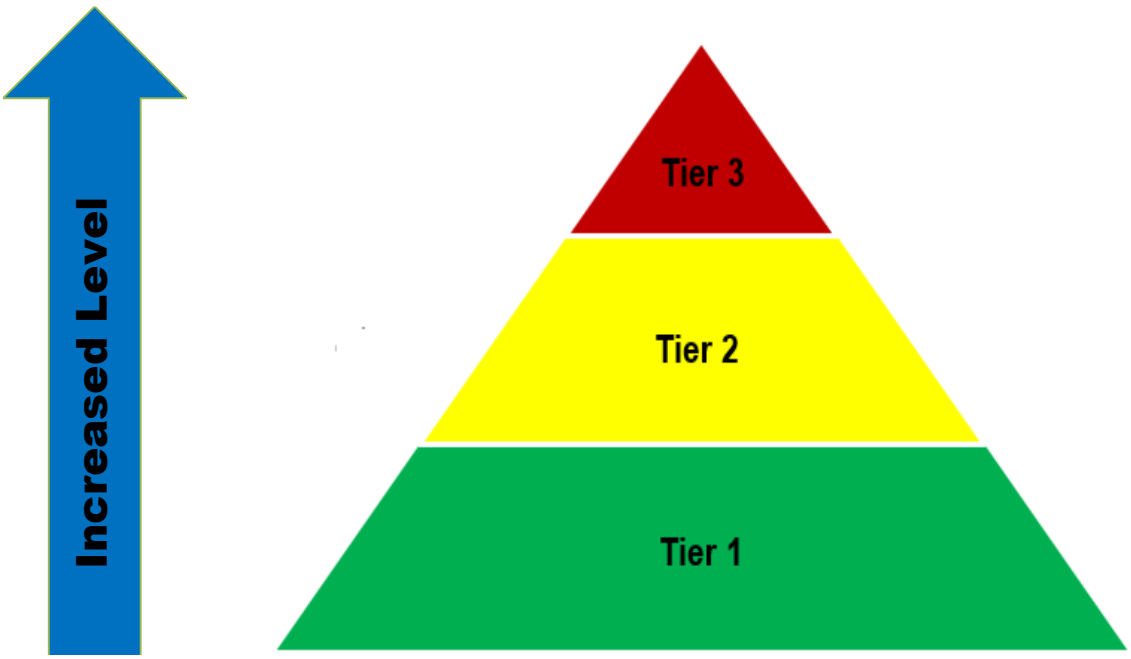
5. Examples of strength-based language includes:

    - Instead of *suffering with; working to recover from, living with, experiencing.*
    - Instead of *mentally ill; a person with a mental illness.*
    - Instead of *cannot make friends; prefers independent play.*
    - Instead of struggles *with transitions; benefits from transition* support.
    - Instead of *they are* obsessive; *special interests include.*

6. Reflecting on the language used in communication in BIS on a daily basis such as via emails, updates in school reports, and conversations, formal or informal, with parents, can support the school in successfully adopting the use of inclusive language which avoids any unnecessary negative labelling. The focus should instead be of a student's contribution as a strength and as an opportunity to enrich an environment, promoting progress.

Graduated intervention

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



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Tier 1

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/FTT 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/FTT 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 a student does not have a formal diagnosis, the teacher will develop a support plan, meet with the parents to discuss it, and obtain their signature.

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 with draw 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.

Where the exceptional need of a student requires specialist intervention and support beyond BIS school implement standard inclusive provision, such as a Resource Base environment within the school, additional fees may be charged to cover the cost of this enhanced provision. Such fees must be approved by ADEK, transparently communicated to parents, and shall not exceed 50% of the tuition fee applicable to the student's enrolled year group. Where additional school fees are necessary,

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.

If it becomes clear that a student is unable to fully engage with the curriculum without personalised learning support, parents will be consulted. They may be asked to seek an external professional recommended by the Head of Instruction (HOI) for further assessment and support.

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 Tier 1 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.

  These documents will be used to track the progress, attainment and learning outcomes. Regular meetings will be held with teachers to discuss the progress of these DLPs.

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, pencil grips, writing slopes, modified scissors, 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.

- Classrooms should reflect a UDL approach which incorporates multimodal teaching and learning.

- Use of assistive technology to improve access to learning.

- ECA's offered will be broad and balanced for ALN students to attend.

- 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

- BIS School offers modified curriculum pathways for students with additional learning needs, however, these shall be approved through the MoE "Accreditation of Institutions to Offer Vocational Qualifications" process and the National Qualifications Center

Universal Design for Learning and Adaptive Teaching

1. **Universal Design for Learning (UDL):** Ensures all students have equitable access to learning by providing multiple means of representation, engagement, and expression. It removes unnecessary barriers and accommodates diverse needs and abilities.

2. **Adaptive Teaching: Involves modifying instruction, content, and materials—often using technology—based on student needs. The process includes:**

    - **Assessment:** Understanding students' abilities and needs.
    - **Adjustment:** Refining assessments and strategies for a more accurate picture.
    - **Adaptation:** Using the information to guide lesson planning, teaching, activities, and formative assessment.

3. Adaptive teaching is continuous and creates a supportive, engaging environment where students can take ownership of their learning, explore their interests, and reach their full potential.

4. BIS implement inclusive teaching strategies, personalise learning, and apply adaptive approaches as outlined in the ADEK School Inclusion Policy. The Tiered Model of Support (Figure 2) provides practical guidance for deploying the inclusion team effectively.

Assessment Accommodations and Modifications

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.

3. **External Examination Boards:** Permission must be given for accommodation and modification of assessments.

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

BIS have an Assessment Accommodation Policy outlining the process and eligibility for accommodations and modifications, in line with any external assessment provider requirements.

Students with additional learning needs have equitable access to all assessments, including standardised tests, to ensure fair evaluation and support for future academic and professional opportunities.

Without appropriate accommodations, students may struggle to access questions, record answers, or complete assessments within the allotted time, negatively affecting outcomes.

Accommodations promote equity and inclusion, recognising each student's unique needs and ensuring equal opportunities to succeed.

Accommodations align with **Universal Design for Learning (UDL)** principles, emphasising accessible instructional materials and assessments.

Examples of accommodations:

- **Extended time:** Up to 50% additional time per section.
- **English learner support:** Bilingual dictionaries, translated instructions, or glossaries.
- **Small group testing:** Testing in smaller groups if needed.
- **Special test formats:** Braille or large print for documented needs.
- **Breaks:** Scheduled breaks for focus, anxiety, or fatigue management.

Accommodation requirements be considered alongside the **ADEK School Assessment Policy** detailing mandatory external assessments.

BIS follow assessment provider timelines and regulations. Some accommodations may require evidence from a qualified assessor or psychologist. Exemptions from assessments should only be used as a last resort; suitable, authorised accommodations be provided wherever possible.

Using Data to Support Decision-Making

1. BIS maintain accurate and comprehensive data for students with additional learning needs, and upload it regularly to the **eSIS ALN module** to track the impact of individualised targets.

2. Accurate data helps staff monitor progress, identify challenges, and make informed decisions about effective support interventions.

3. BIS are encouraged to share data with families, fostering meaningful discussions about the child's progress and next steps in their educational journey.

Providing Support for Parents at BIS

At BIS, we recognise the essential role of collaboration with families in supporting students with additional learning needs. We value parents' knowledge and experiences, and we aim to build trust and confidence by involving them in every stage of their child's educational journey.

We ensure parental insights and expectations are reflected in individualised plans, and we take extra steps to support families whose first language is not English, providing access to documents and discussions in a clear and inclusive way.

Teachers at BIS are encouraged to share students' positive behaviours and achievements early and consistently, as this strengthens relationships and highlights a strength-based approach. Reports for students with additional learning needs are adapted where necessary to present an accurate and positive picture of each child's progress, in line with ADEK's Inclusion Policy.

We also welcome opportunities for parents to connect, learn, and support one another through meetings, workshops, and community events designed to celebrate and empower our BIS families.

A. At BIS, **structured conversations with parents** are an important approach to reviewing student progress and setting clear, realistic targets for students with additional learning needs. These conversations aim to promote collaboration,

respect, and trust by using supportive and accessible language, free from judgment or overly technical terms.

The structured approach follows four key stages:

1. **Explore** – BIS staff actively listen to parents, gaining a clear understanding of their perspectives and experiences.

2. **Focus** – Together, priorities are identified and clarified, whether related to home or school.

3. **Plan** – Both parties agree on a limited number of clear, achievable targets (ideally three, not exceeding five), supported by an action plan linked to outcomes.

4. **Review** – Next steps and future communication are agreed upon, with regular follow-ups scheduled. Whenever possible, the student is included in these conversations.

This structured process at BIS ensures that parents are genuine partners in decision-making, strengthening the home–school relationship and supporting each student to achieve their fullest potential.

B. **Supporting Families in the Home Environment at BIS**

At BIS, we recognise that empowering parents to support their child at home is just as important as the work done in school. Providing families with guidance, strategies, and resources helps strengthen the child's overall learning, behaviour, and skills development.

To achieve this, BIS offers:

- **Practical Guidance:** Clear and respectful strategies for learning activities, behaviour management, and routine-building at home. This may include personalised learning packs, suggested home routines, or recommendations for targeted educational apps.

- **Workshops and Support Opportunities**: Regular workshops and training sessions to help parents better understand their child's additional learning needs, along

with safe spaces—such as parent support groups or networking opportunities—to share experiences and build mutual support.

Through these initiatives, BIS ensures families feel confident, connected, and empowered in supporting their child's growth both at home and at school.

Communication

- Communication with parents will be conducted through phone, email, or ClassDojo.
- Parent meetings will be held twice per term—once at the beginning and once at the end—to review DLP targets and discuss student progress.
- A bi-weekly report will be shared with parents, providing updates on their child's progress and offering guidance on how to support their child's learning at home.

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:

The school has developed the risk assessment plan to manage risks for areas that have accessibility deficient. The school has an accessibility plan where improvements are identified. This plan will be assessed by the HOI and Healthy and Safety Officer.

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.

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.

Accessible bathrooms are equipped with appropriate sanitary provisions for people/children with a physical disability as per the applicable codes.

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.

Criteria for being removed from interventions

All additional learning needs students 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.
- Itemise 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.

BELVEDERE INTERNATIONAL SCHOOL

Inclusion Support Map



Graduated Intervention

