



Policy:	Inclusion Policy
Date Published:	August 2025
Evaluation & Review:	Academic Year 2025-2026
Rationale:	This policy supports and guides in promoting the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in schools. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 concerning the Rights of People with Disabilities and its amendments, and the MoE Policy ‘School for All: General Rules for the Provision of Special Education Programs and Services’.
Roles of Responsibility:	BoG, SLT, Staff, students and parents.

Purpose:

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- Specify admissions requirements for students with additional learning needs.
- Ensure that EGS is offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in EGS.



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1. Inclusion Policy

1.1. **Inclusion Policy Requirements:** EGS shall develop and implement an Inclusion Policy that includes, but not limited to:

- A. The school's vision, mission, strategy, and targets in promoting inclusive education.
- B. Details of how the school supports the admissions process for students with additional learning needs and their families as stated in the Admissions Policy.
- C. The school's standard inclusive provision for students with additional learning needs such as:
 - a. Staffing arrangements and eligibility.
 - b. Accessibility and evacuation of the campus and learning spaces.
 - c. Inclusive teaching and learning support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system.
 - d. Information regarding the charging of additional fees and any support required beyond that of the school's standard inclusive provision.
 - e. Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs.

1.2. **Students:** This policy is applicable to any student who may require in-school specialist services.

- A. **Admission of students with additional / special learning needs:**
EGS will ensure that students with additional learning needs shall, under no circumstances, be denied a place, provided that we have the capacity and





facilities to admit them in the appropriate year. Accordingly, schools' admissions processes shall adhere to the following:

- a. Prioritizing the attendance of students with additional learning needs and their siblings in the school.
- b. Requesting original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
- c. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
 - Defining what constitutes the school's "inability to accommodate".
 - Students starting school for the first time or coming from alternative early education settings.
 - Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - Students in exchange programmes.
- d. Conduct an assessment and utilize it as a means to inform the provision of learning support. However, the assessments shall not be used to deny admission.
- e. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
- f. Defining what constitutes the school's "inability to accommodate".

1.3. **Inability to Accommodate Notification:**

In case of inability to meet the needs of any students with additional learning needs, the EGS shall submit an inability to accommodate notification to ADEK and the





parents within 7 days of the admission decision being issued. EGS shall accept the ADEK recommendation in such cases based on the evidence submitted by the school and gathered from other sources.

1.4. Re-Enrollment:

In line with the ADEK Student Administrative Affairs Policy, EGS shall re-enroll all students for the next academic year.

1.5. Referrals to Specialized Provision:

The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria as follows;

- A. In case a student may require a more specialized placement, EGS shall contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.
- B. 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 specialized provision, if they meet all three of the following conditions:
 - a. ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
 - b. The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school
 - c. The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK.



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1.6. Provision of Inclusion:

A. **Staff Requirements:** EGS shall appoint the following inclusion positions, as per the requirements of the ADEK Staff Eligibility Policy:

- a. **Head of Inclusion:** Schools shall appoint at least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team.

Heads of Inclusion who are not former Inclusion Teachers, or who do not meet the qualification criteria but who have at least 5 years of experience as an inclusion- related Senior Leader in a school (former SENCOs, Inclusion Leads, PoD Specialists, etc.) shall demonstrate completion of 60 hours of coursework through training provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- SEND (Special Educational Needs and Disabilities) pedagogies
 - Identification of barriers to learning
 - Strategies to support SEND
 - Learning interventions and evaluation of effectiveness
 - Target-setting for learning and developing IEPs
 - Coordinating inclusive provision
 - Resource allocation and deployment
- b. **Inclusion Teacher:** EGS shall appoint at least 1 Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs.

As per the ADEK Staff Eligibility Policy, Inclusion Teachers who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training





provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

c. **Inclusion Assistants:** EGS shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:

- Whole-class support where there are higher numbers of students with additional learning needs.
- Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets.
- Dedicated 1:1 support to a particular student, if required, as per their DLP and the Clinical Assessment Report. EGS shall conduct an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

d. **Individual Assistant:** Where a student with additional learning needs requires additional individualized 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.



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- 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 authorized 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.

1.7. **Physical Accessibility:**

- A. **General Accessibility:** EGS shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students.
- a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
 - b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
 - c. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
 - d. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
 - e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.



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- f. School buildings are accessible on the ground floor, at a minimum, to all students.
- g. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- h. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- i. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- j. All teaching staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- k. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- l. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
- m. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
- n. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school



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environment and buildings with clear steps and timelines to improve accessibility.

- o. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements.

B. Accessibility of Learning Spaces: To provide equitable access to education and inclusive learning opportunities, EGS shall ensure:

- a. All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- b. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
- c. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- d. Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- e. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.
- f. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.



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- g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

C. **Specialist Support Spaces:** In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK In-School Specialist Services Policy, EGS shall:

- a. Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- b. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- c. Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- d. Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

1.8. **Inclusive Teaching and Learning Support:**

A. **Identification, Referral, and Tracking System:** EGS shall develop a robust identification, referral, and tracking system which:

- a. Outlines how teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioural, or developmental needs.
- b. Integrates the input of the student (as appropriate), parents, and staff members.



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- c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
- d. Enables the development of a DLP that plans, monitors, assesses, and evaluates teaching and learning programmes that are personalized for the student. Schools shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
- e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
- f. Records the details of students with additional learning needs on eSIS, as required by the ADEK.
- g. Tracks the progress of students with additional learning needs by:
 - Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
 - Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
 - Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.



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- Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 supports, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
- Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
- Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.



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