



POLICY TITLE:	Inclusive Education Policy
DEPARTMENT:	Academics

Policy Contact: Ms. Ada M.	Issue Date: 01/02/2021
School: Al Ain Juniors School	Revision Date: 28/06/2027
Reference No: AJS_IP_AY 2026-2027	Version No: 3.1

Introduction

Al Ain Juniors School is committed to providing an inclusive, accessible, and supportive learning environment for all students, ensuring equal opportunities for success across both the **CBSE (Central Board of Secondary Education)** and **Cambridge Assessment International Education (CAIE)** curricula. This **Inclusion Policy** aligns with the **Abu Dhabi Department of Education and Knowledge (ADEK)** standards and **CBSE policies on Children with Special Needs (CWSN)**, as well as the **UAE Ministry of Education (M.O.E.)** requirements.

We recognize the diversity of students' learning needs and abilities and strive to remove barriers to education, promoting an environment where all students can achieve their full potential. Our school offers **separate CBSE and Cambridge curricula for K-12/FS2 to Year 13 students**, while also ensuring that students receive comprehensive education in **mandatory M.O.E. subjects** (Islamic Studies, Arabic Language, and UAE Social Studies).

Purpose of the Policy

This policy aims to:

- Ensure that students with **special educational needs (SEN)** and those from diverse backgrounds are given **equal opportunities** to access and participate in all areas of school life.
- Provide clear guidelines and procedures for identifying, supporting, and integrating students with additional learning needs across both **CBSE** and **Cambridge** curricula.
- Foster an inclusive culture that embraces diversity, respects differences, and recognizes the individual strengths of every student.
- Ensure full compliance with the requirements set out by **ADEK**, **CBSE**, and the **UAE Ministry of Education (M.O.E.)** in relation to students' learning needs.

Scope and Definitions

This policy applies to all students, teachers, staff, and parents at **Al Ain Juniors School**.

Inclusion refers to:

- The process of **providing equitable access** to education for all students, regardless of their learning needs, abilities, and backgrounds.
- Actively promoting participation in academic, co-curricular, and extracurricular activities for students with diverse needs.



Special Educational Needs (SEN) include:

- **Learning difficulties** (e.g., dyslexia, dyscalculia, ADHD).
- **Physical disabilities** or medical conditions (e.g., visual or hearing impairments).
- **Emotional and behavioral difficulties.**
- **Gifted and talented students** (who may require specialized support to reach their potential).
- **Students with English as an Additional Language (EAL).**

Roles and Responsibilities

Senior Leadership Team (SLT)

- Ensure that inclusion is embedded across the school's policies and practices.
- Oversee the implementation of the Inclusion Policy and ensure compliance with **ADEK**, **CBSE**, and **M.O.E.** requirements.
- Ensure that resources (including teaching staff and specialist services) are allocated to support students with additional needs.

Head Of Inclusion

- The **Head Of Inclusion** is responsible for managing and overseeing the identification, assessment, and provision of support for students with special educational needs.
- Monitor progress and ensure that individual education plans (IEPs) are developed and reviewed for all students requiring support.
- Provide training and professional development to staff to ensure effective inclusion practices.

Teachers

- All teachers must differentiate their instruction to meet the individual needs of students in their classrooms.
- Teachers are responsible for identifying students who may require additional support and collaborating with the **Head Of Inclusion** to implement appropriate strategies.
- Ensure that students are appropriately supported during assessments, in alignment with the needs identified in their **IEPs**.

Parents

Parents should actively engage in the development of their child's **Individual Education Plan (IEP)** and be involved in the review process.

Collaborate with the school in providing any additional information, resources, or support needed for their child's educational success.



Curriculum Adaptation and Support

Differentiated Instruction

CBSE Curriculum: Teachers are expected to adapt teaching methods to meet the diverse needs of students. This includes the use of **additional time**, **modified materials**, or **individualized tasks** as required.

Cambridge Curriculum: The Cambridge International curriculum allows for the **differentiation of tasks**, encouraging individualized learning goals. Teachers are expected to modify assessments, offer additional support, and differentiate tasks based on students' needs.

Learning Support

For students who require additional support, the school provides **Learning Support Assistants** who work closely with the teachers to ensure that students with additional needs are supported throughout their lessons.

Special **resource rooms** may be available for students who need a quieter or more tailored learning environment.

Modification of Assessments

Students with **special educational needs** will be provided with appropriate modifications in assessments, such as extended time, alternative formats, or support in completing tasks, in line with the requirements of **CBSE** and **Cambridge**.

The **ADEK assessment guidelines** for students with special needs will be followed, ensuring that no student is disadvantaged during assessments.

Language Support

For students learning in a second language (Arabic or English), the school will provide **language support** in both the **Cambridge** and **CBSE curricula**. This includes extra time, simplified instructions, or additional resources as needed.

M.O.E. Subjects

In accordance with **UAE Ministry of Education** regulations, the school ensures that all students, particularly those in the **CBSE** and **Cambridge curricula**, are provided with access to **mandatory M.O.E. subjects** (Islamic Studies, Arabic Language, and UAE Social Studies). Adequate support will be provided to ensure that students with learning difficulties or additional needs are not excluded from these subjects.



Identification of Students with Additional Learning Needs

Early Identification

The school will use a **multi-faceted approach** to identify students with special educational needs early in their academic careers. This includes:

- **Teacher observations.**
- **Parent referrals.**
- **Diagnostic assessments.**
- **Standardized screening tools.**

Referral Process

Once a student is identified as having additional learning needs, they will be referred to the **Inclusion Coordinator** for further assessment.

An **Individual Education Plan (IEP)** will be created for students with identified needs, outlining specific support and accommodations required for academic success.

Inclusion of Students with Disabilities (CWSN)

As per **CBSE guidelines on Children with Special Needs (CWSN)**, students with disabilities will be provided with:

- **Access to inclusive education** with accommodations and modifications tailored to their needs.
- **Examinations accommodations** such as extra time, scribes, or alternative formats.
- **Specialized support services**, including access to **speech therapy, occupational therapy, or counseling services**.
- The school will work closely with families, therapists, and external professionals to ensure students with disabilities have the necessary support to succeed academically.

Professional Development

Ongoing Training: Teachers and staff will receive continuous professional development on inclusive education practices. This will include workshops on differentiating instruction, understanding special educational needs, and creating inclusive learning environments.

Collaboration with Specialists: Teachers will collaborate with external specialists, including speech and language therapists, psychologists, and counselors, to provide holistic support for students with special needs.



Monitoring and Review

Annual Review: The school will conduct an annual review of this policy and its implementation to ensure that it remains effective and aligned with the needs of students, as well as the requirements of **ADEK**, **CBSE**, and **M.O.E.**.

IEP Review Meetings: The progress of students with additional needs will be reviewed regularly through **IEP meetings** with parents, teachers, and support staff to ensure that learning goals are being met.

Version no.	Description of change	Owner	Date of Issue
1.0	Adoption of Policy	Principal	24.3.2021
2.0	Revision of Policy	Principal	24.3.2022
3.0	Significant changes to align more closely with ADEK Private Schools and Policy Guide: Chapter 14, Policies 54 and 55 on Attendance and Absence, and the Ministry of Education Decree No. (820) of 2014 on Registration Terms for Students	VP	26.3.2024
3.1	Review and Revision of the Policy	Head of well-being/School Counsellor/Social worker	3.3.2025

Conclusion

[Insert School Name] is dedicated to providing an inclusive educational experience for all students, regardless of their learning needs. By ensuring that both **CBSE** and **Cambridge curricula** are accessible to all students, and by adhering to **ADEK** and **M.O.E.** guidelines, we create an environment where every student can thrive. This Inclusion Policy will ensure that **students with special educational needs** receive the necessary support to achieve academic success and fully participate in all aspects of school life.

Processes:

Vision

At Al Ain Juniors, we envision a future where every child, regardless of their background or abilities, is empowered to thrive and excel. Our vision is to nurture our young people to become achievers of extraordinary determination, setting the right goals in areas of education, morality, attitude, ethics, and values.

Mission

Our mission at Al Ain Juniors is to create an inclusive educational environment that prioritizes high standards of learning and personal development. We aim to:



- Establish and maintain high educational standards that cater to the diverse needs of our students.
- Enable each student to identify their skills and challenges, supporting them in reaching their dreams.
- Foster a lifelong love for learning by creating a nurturing and stimulating atmosphere.
- Build and sustain self-confidence, humility, and respect for self and others among our students.
- Strive to be the premier educational establishment by cultivating a strong faculty and a supportive in-school community.
- Create and develop an innovative, creative, and highly stimulating school atmosphere that encourages exploration and growth.
- Recognize and reward our team for their commitment and excellence in performance.

Our Values:

- To achieve our vision and mission, Al Ain Juniors will work consistently with these values:
- Honesty, integrity, ethics and individual respect in all aspects of the school
- Excellence in offering education
- Teamwork
- Individual accountability, opportunity, and reward based on performance
- Continual improvement in all that the school does – in ideas, in quality of education, in personal satisfaction
- Stewardship – demonstrated through responsible management of all areas of work entrusted to its care.

Strategy for Promoting Inclusive Education based on ADEK Inclusion Policy 2024-2025:

- **Tailored Learning:** Implement personalized learning plans for students with diverse abilities, ensuring each student's individual needs are met.
- **Professional Development:** Provide regular training and support for faculty members to equip them with the necessary skills and strategies to effectively teach and support all students.
- **Inclusive Environment:** Foster a culture of inclusivity and acceptance within the school community through awareness campaigns, peer support programs, and inclusive events.
- **Accessible Facilities:** Ensure that our school facilities are accessible to all students, including those with physical disabilities, and make necessary accommodations to promote inclusivity.
- **Collaborative Partnerships:** Establish partnerships with parents, local organizations, and support services to provide additional resources and support for students with special educational needs.
- **Continuous Evaluation:** Regularly assess and review our inclusive education practices to identify areas for improvement and ensure that all students are receiving the support they need to succeed.



Targets:

- Increase the enrollment and retention of students with special educational needs by 10% by the end of the academic year.
- Provide professional development opportunities for all faculty members on inclusive teaching practices at least twice a semester.
- Create an inclusive school environment where all students feel valued and respected, as evidenced by a 20% increase in positive feedback from student surveys.
- Implement accessibility upgrades to school facilities, such as ramps, elevators, and adaptive technology, to ensure full accessibility for students with disabilities by the end of the academic year.

Admissions Process for Students with Additional Learning Needs:

Prioritizing Attendance: Al Ain Juniors School recognizes and prioritizes the attendance of students with additional learning needs and their siblings in the same school, ensuring inclusivity within the school community.

Clinical Assessment Reports: Parents are requested to provide original clinical assessment reports completed by relevant specialists such as therapists, psychologists, or pediatricians. These reports aid in understanding the specific needs of the student and inform the provision of appropriate support.

Transition Support: The school provides targeted transition support for students with additional learning needs, especially those:

Starting school for the first time or transitioning from alternative early education settings.

Transferring from specialized provision, homeschooling, or any other educational provision.

Participating in exchange programs. This support ensures a smooth transition and adjustment to the school environment.

Accommodations for Assessments: If assessments are part of the school's admissions process, accommodations required by the student to complete the assessment are provided. These assessments are used to inform the provision of learning support and are not used to deny admission to the school.

Equitable Access: All information provided by parents is used to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs. Reasonable adjustments are made where necessary to accommodate these students.

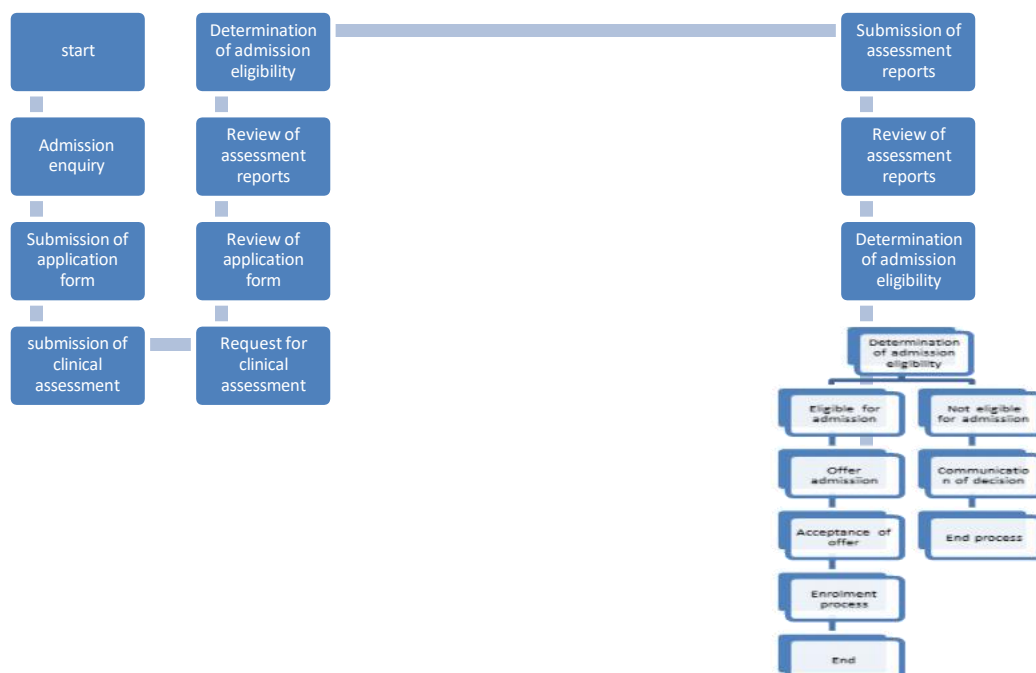
Inability to Accommodate Notification: If the school considers itself unable to meet the needs of any students with additional learning needs, an inability to accommodate notification is submitted to ADEK and the parents within 7 days of the admission decision being issued. ADEK reserves the right to review and overturn this notification based on evidence submitted by the school and other sources.



Re-enrollment: Al Ain Juniors School follows the ADEK Student Administrative Affairs Policy, ensuring the re-enrollment of all students for the next academic year, including those with additional learning needs.

Referrals to Specialized Provision: The majority of students with additional learning needs are integrated into mainstream schools. However, alternative placements may be considered for students who meet eligibility criteria. If a student may require a more specialized placement, the school contacts ADEK prior to discussions with parents to determine the best course of action.

By adhering to these guidelines outlined by ADEK, Al Ain Juniors School ensures that every student, regardless of their learning needs, receives the support and accommodations necessary to thrive in an inclusive educational environment.



- The process begins with an admission inquiry from the student or their guardian.
- The applicant submits an application form to the school.
- The school reviews the application and may request a clinical assessment if necessary.
- The applicant provides the required clinical assessment reports.
- The school reviews the assessment reports to determine the student's eligibility for admission
- If eligible, the school offers admission to the student, and upon acceptance of the offer, the enrolment process begins.
- If not eligible, the school communicates the decision to the applicant, and the process ends.



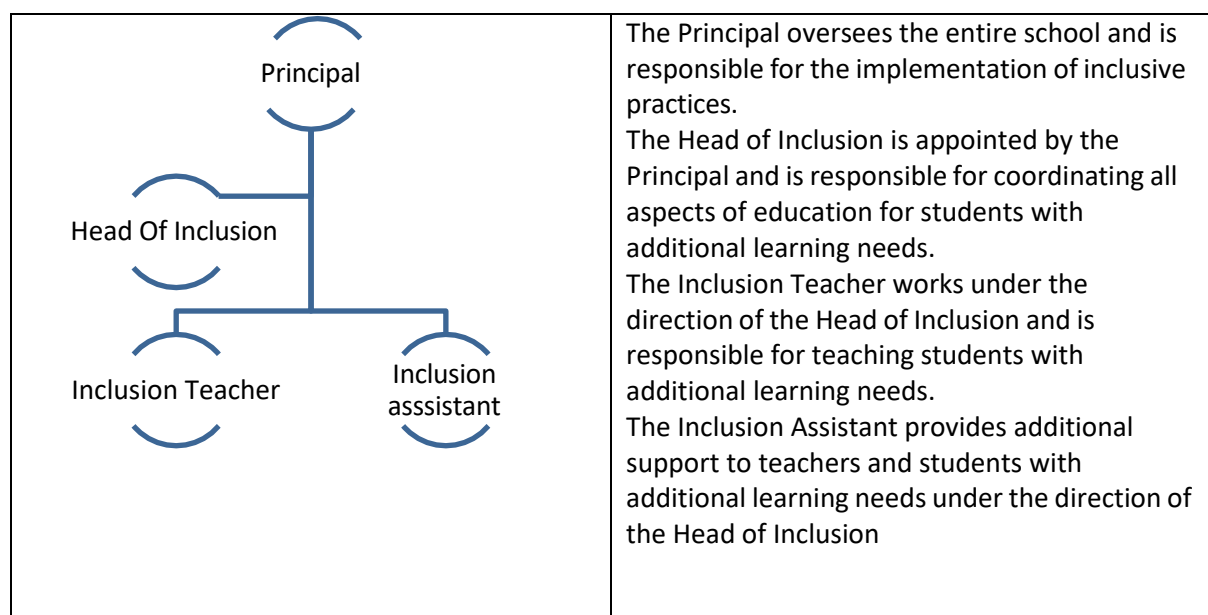
Inclusive Staff Structure:

Head of Inclusion: Al Ain Juniors School appoints a Head of Inclusion, dedicating no more than 10% of their timetabled workload to teaching commitments outside of their role. The Head of Inclusion is a member of the school leadership team and possesses either specialized qualifications in Special Education or demonstrates completion of 60 hours of coursework covering various topics related to inclusive education. Their responsibilities include coordinating inclusive provision, identifying barriers to learning, developing individualized education plans (IEPs), and providing support to teachers.

Inclusion Teacher: The school appoints at least one Inclusion Teacher per cycle, ensuring that no more than 10% of their timetabled workload is outside of their role in teaching students with additional learning needs. Inclusion Teachers may not necessarily have a specialized qualification in Special Education but are required to complete 40 hours of coursework covering topics related to inclusive education. Their duties include implementing strategies to support students with additional learning needs, developing IEPs, and providing targeted interventions.

Inclusion Assistants: Al Ain Juniors School appoints Inclusion Assistants to provide additional support to teachers for students with additional learning needs. These assistants work under the direction of a teacher and may provide whole-class support, targeted pull-out and push-in support to small groups, or dedicated 1:1 support to individual students as required. The school conducts annual reviews to track student progress and evaluate outcomes to determine the continued need for support.

Individual Assistant: In instances where a student requires additional individualized assistance for personal care and non-teaching related support, the school may seek the provision of a parent-funded Individual Assistant. The role of the Individual Assistant is not part of the school's standard inclusive provision, and their duties are specified by the student's needs and outlined in a justification provided to the parents.





Members	Qualification
Head of Inclusion (HEAD OF INCLUSION DEPARTMENT)	He/she should be a formal inclusion teacher with 5 years of experience or any other inclusion – related senior leader in school (former Head of Inclusion Departments, Inclusion Leads ,PoD Specialist ,etc). If he/she is not meet the above mentioned criteria provided by ADEK , then they need to undergo 60 Hour of training under ADEK Topics included: SEND (Special education needs and Disabilities) pedagogies. Identification of barriers to learning Strategies to support SEND Learning intervention and evaluation of effectiveness Target – setting for learning and developing IEPs Coordinating inclusive provision Resource allocation and Development
Inclusive teacher	He/she should have a specialization degree in special education. Who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK, ADEK-endorsed providers, or other local and/or international training providers covering topics related (but not limited) to: Inclusion pedagogies Identification of barriers to learning. Strategies to support SOD. Effective teaching. Target setting-for learning and developing IEPs. Planning and evaluating interventions. Data to inform practice.
Inclusion Assistant	Assistant teacher with special education qualification
Individual Assistant (Shadow Teacher)	When 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 assistance. 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.
Teacher	Class Teachers and Subject teachers
Counselor	School Counselor
Principal	School Principal and vice Principals

Physical Accessibility:

Al Ain Juniors School ensures physical accessibility in accordance with the ADEK Buildings and Facilities Policy. This includes:

Equipping school buildings and learning spaces with features such as ramps, handrails, tactile indicators, and accessible bathrooms to accommodate students with physical disabilities.

Adapting classrooms and specialized teaching spaces to meet the needs of students with sensory impairments, providing resources and accommodations as necessary.

Implementing a risk assessment and mitigation plan to manage risks related to accessibility-deficient areas, with a clear accessibility plan outlining steps and timelines for improvement.

Inclusive Teaching and Learning Support:

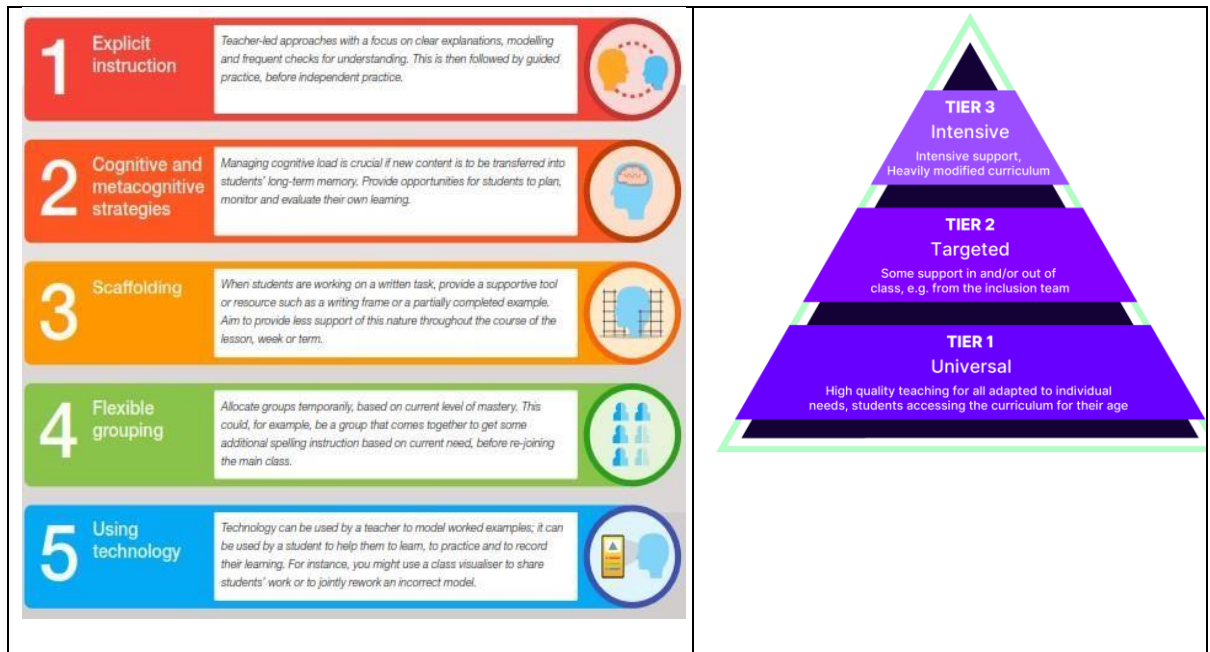
The school implements inclusive teaching and learning approaches by:

Incorporating inclusive teaching strategies into lesson planning to support students with additional learning needs.

Personalizing teaching content and providing targeted interventions based on individualized education plans (IEPs).

Ensuring professional development opportunities on inclusive approaches to education are provided to staff, including guidance from the Head of Inclusion and other specialists.

Coordinating specialist interventions by external agencies and supporting students in using assistive technology to enhance learning access.



Curriculum and Assessment Accommodations:

Al Ain Juniors School provides students with additional learning needs access to a broad and balanced curriculum, ensuring that technical and vocational education pathways align with UAE Ministry of Education guidance. The school also ensures that students are not disadvantaged during assessments by evaluating their needs and providing appropriate accommodations and modifications, adhering to external assessment provider requirements when necessary.

In conclusion, Al Ain Juniors School is committed to creating an inclusive educational environment where every student, regardless of their abilities, has equitable access to learning opportunities and receives the support necessary to succeed.

Additional Fee Structure for Specialist Intervention and Support:

In adherence to the principle of inclusion, Al Ain Juniors School ensures equitable access to education for all students, including those with additional learning needs, within the school's fee structure. However, in cases where the exceptional needs of a student require specialist intervention and support beyond the standard inclusive provision, the school may request additional school fees. The process for implementing additional fees is outlined as follows:

Justification and Evidence: The school justifies the necessity for additional provisions beyond the standard inclusive provision with evidence, such as the student's Clinical Assessment Report. This report serves as a basis for identifying the specific needs of the student and determining the required support.

Parental Agreement: Prior to implementing additional fees, the school obtains parental agreement, which is renewed at least annually or whenever there is a change in the fees charged. This ensures transparency and accountability in the fee structure.



Itemized Charges: The school itemizes all additional individually chargeable fees and updates the student records on the eSIS database with the itemized charges. This allows for clear communication and tracking of additional fees.

Financial Statements: Al Ain Juniors School provides termly financial statements to parents, itemizing the allocation of additional funds charged. These statements ensure transparency and enable parents to understand how additional fees are utilized.

Limitation of Charges: Additional charges to parents are limited so that they do not exceed 50% of the tuition fee. Additionally, any optional administration charge for in-school specialists does not exceed 10% of the cost, as per the ADEK In-School Specialist Services Policy.

Review and Evaluation: The school reviews all additional charges on a termly basis and evaluates the impact and ongoing applicability of specialist services. This ensures that fees remain reasonable and justified based on the evolving needs of the student.

In cases where the standard fee structure may be insufficient to cover costs, schools in the low to very low tuition fee range are authorized to charge above 50% of the tuition fee with parental consent. Alternatively, schools may seek approval from ADEK for any extra charges beyond the specified limits.

By following these guidelines, Al Ain Juniors School ensures that students with additional learning needs receive the necessary specialist intervention and support while maintaining transparency and fairness in the fee structure

Leadership Roles and Responsibilities:

Al Ain Juniors School delineates the roles and responsibilities of its leadership team to ensure effective implementation of inclusive education practices. These roles are defined as follows:

Board of Trustees:

- Set the strategic direction for the school, incorporating a commitment to inclusive education.
- Nominate a board member for oversight of inclusive provision.
- Ensure a financial budget that supports specialist staffing and resources for the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment are made or planned to improve access for students with additional learning needs, including those with physical disabilities and sensory impairments.

Principal:

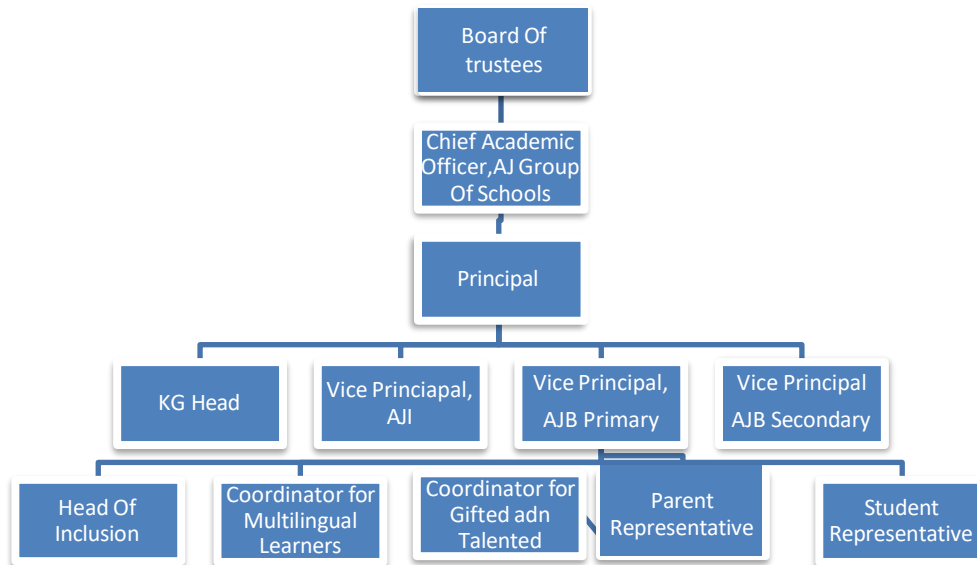
- Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- Develop and review inclusive provision as part of the School Development Plan, including measurable targets for evaluation and improvement.



- Appoint a member of the senior leadership team with direct oversight of inclusive provision.
- Appoint a Head of Inclusion who meets ADEK Staff Eligibility Policy requirements and is responsible for coordinating all aspects of education for students with additional learning needs.
- Appoint staff members responsible for coordinating provision for multilingual learners and gifted/talented learners.
- Ensure all staff have access to continuous professional development opportunities related to adaptive teaching and student protection and safeguarding awareness.
- Establish a risk assessment procedure for all school structures to identify and mitigate hazards that may affect students with additional learning needs.
- Ensure data on the identification of students with additional learning needs is submitted to ADEK as requested and record and resolve incidents of maltreatment against these students.
- Establish a system for emergency evacuation of all students, staff, and visitors, ensuring key personnel are aware of their roles and have received appropriate training.

Head of Inclusion:

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs.
- Collaborate with teachers on the teaching and learning needs of these students and track their progress and attainment.
- Securely store, evaluate, and disseminate documentation pertaining to students with additional learning needs.
- Maintain and review the school-based register of these students, including their Documented Learning Plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- Develop PEEPs for each student in coordination with the designated Health and Safety Officer and evaluate the school's accessibility for students with additional learning needs.
- Engage in reviews of teaching and learning approaches for quality assurance purposes and meet with parents to discuss provision and support.
- Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting as required.
- By delineating these roles and responsibilities, Al Ain Juniors School ensures a coordinated approach to inclusive education, supporting the diverse needs of all students within its community.



Above flowchart outlines the hierarchical structure starting from the Board of Trustees, who oversee the inclusive provision in the school. The Principal leads the implementation of the inclusion policy with the support of the Senior Leadership Team. Apart from the Senior Leadership Team, there are specific roles designated for the Head of Inclusion, a Coordinator for Multilingual Learners, and a Coordinator for Gifted/Talented Learners, Parent/Student representative. Each role has distinct responsibilities in ensuring the effective implementation of the inclusion policy and support for all students in the school.

Compliance Information:

Al Ain Juniors School acknowledges the effective date of the Inclusion Policy as 3 October 2023. The school is committed to achieving full compliance with this policy by the academic year 2025/26 (Fall term). It understands that failure to adhere to this policy may lead to legal consequences and penalties in line with ADEK's regulations, policies, and requirements. Additionally, penalties outlined in Federal Decree Law No. (31) of 2021, concerning Crimes and Penalties, or any other relevant legislation, may apply. ADEK reserves the authority to intervene should the school be found in violation of its obligations under this policy.

By ensuring timely and comprehensive compliance with the Inclusion Policy, Al Ain Juniors School underscores its dedication to providing inclusive education and meeting the diverse needs of its student body while upholding regulatory standards.



References:

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).

Terms of Emergency Cases based on the individual needs and abilities of each student:

Terms of Emergency Cases includes creating personalized emergency evacuation plans PEEP that consider factors like mobility aids, communication methods, and any specific medical requirements.

Physical accessibility is a crucial aspect of creating an inclusive and safe educational environment for all students, including those with disabilities. The school will actively addressing these concerns and taking steps to prioritize the needs of students of determination . Here are a few points to consider:

Structural Accessibility: The school's focus on providing appropriate classrooms, bathrooms, corridors, yards, and playgrounds that accommodate ease of movement for students with disabilities is commendable. These considerations are essential for ensuring that students can navigate the school environment comfortably and participate in various activities.

Arrival and Dispersal: Care and monitoring during arrival and dispersal are important aspects, particularly for students with disabilities. School has clear policies in place to ensure the safe arrival and departure of these students to help mitigate potential risks.

Parking: Allocating a special parking area for people with disabilities shows a commitment to inclusivity. This step can greatly assist students, parents, and staff members who may have mobility challenges.

Enrollment Limitations: It's noted that due to inadequacies in AIS Secondary school's structure, they are unable to enroll students with physical disabilities as the school work to identify the specific challenges that prevent their enrollment and work toward addressing these challenges in the future, potentially through facility improvements or other accommodations.

Risk Assessment: Collaborating with Head of Inclusion ,Safety Officers, SEND (Special Educational Needs and Disabilities) teams, class teachers, and parents to prepare annual risk assessment files for each student with disabilities is a comprehensive approach. Individualized assessment is critical to understanding the unique needs and potential risks associated with each student.

Emergency Preparedness: Developing personalized emergency evacuation plans PEEP is a crucial aspect of ensuring the safety of students with disabilities during unexpected situations. These plans should be regularly reviewed and updated as needed to account for any changes in the students' abilities or requirements.



Inclusive Education: While it's unfortunate that the school currently cannot enroll students with physical disabilities, it's an opportunity for the school to evaluate and work toward improving its infrastructure and resources to provide a more inclusive educational environment in the future.

Overall, the steps outlined in the provided information show a dedication to creating an environment that considers the needs of students with disabilities. Continuously working to improve accessibility and inclusivity will contribute to a more supportive and nurturing educational experience for all students.

Inclusive Teaching and Learning approach:

School will follow teaching and learning approach that will reflect the following elements.

Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching ,assessment and reporting Student Progress

Board Exam Guidelines and Regulations:

In alignment with our commitment to providing our students with a comprehensive and internationally recognized education, the school follows a dual framework approach for board examinations. Students preparing for board exams, specifically the IGCSE (International General Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) exams are expected to adhere to the guidelines and regulations set forth by these respective examination boards.

IGCSE Regulations:

For students pursuing the IGCSE board exams, all examination-related policies, guidelines, and procedures established by the Cambridge Assessment International Education will be followed. This includes examination format, subject syllabi, registration procedures, and assessment criteria. Students and parents are advised to familiarize themselves with the IGCSE regulations and ensure compliance with the stipulated requirements.

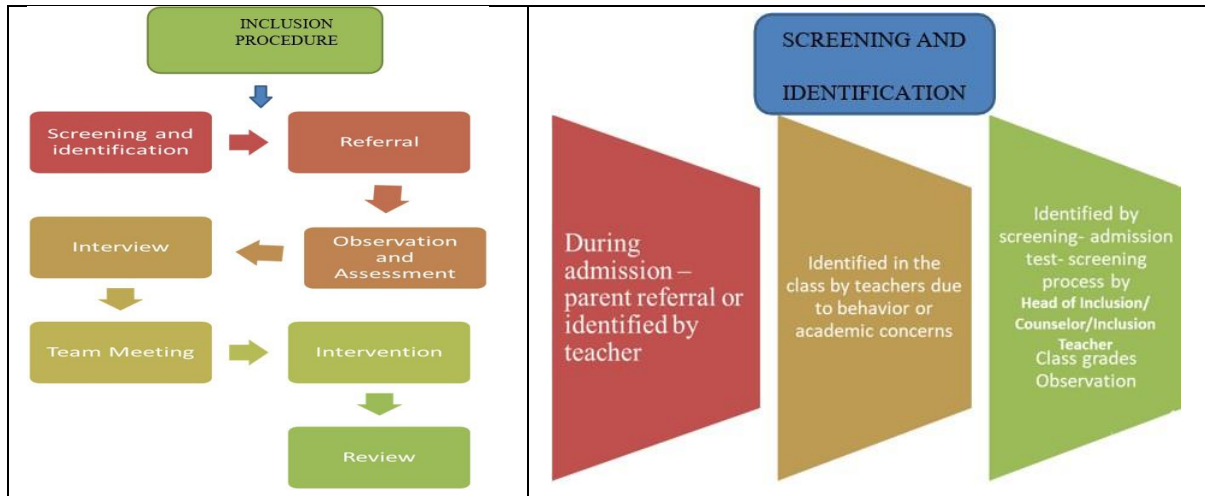
CBSE Regulations:

Students preparing for CBSE board exams will be required to adhere to the rules and regulations set by the Central Board of Secondary Education. This includes compliance with examination schedules, syllabus specifications, registration protocols, and any additional directives issued by CBSE. Head of Inclusion will essential share information with parents to be well-informed about CBSE guidelines and ensure strict adherence to the stipulated norms.



Inclusion Procedure

AJS School has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.



Referral Process

Teachers may notice problems in terms of academics or behavior concerns.

Teachers will provide differentiated activities; make their observation, anecdotal notes for two to three weeks depending on the child's need.

Inclusion teacher/counselor can be consulted to confirm if there really a serious problem before involving parents.

Teacher will fill in referral form and hand it to the HEAD OF INCLUSION DEPARTMENT.

Referral

1-Teachers referral –Parents referral



2-Teacher share information about the Student with Head of Inclusion

3-Teacher fills referral and had it with the Head of Inclusion

Observation and assessment

Head of Inclusion Department will conduct observation, assessment and interview with the student with the help his team(counsellors and Inclusion teacher) (assessment by external professionals may be required)

The Head of Inclusion Department calls for a meeting with parents, general and Inclusion teachers and the school counsellor .The team gets consent from parents to work with their child by signing the consent form as the school will follow ADEK guidelines In school specialist policy published May 2022.

**Student's observation in the classroom by team
(Head of Inclusion , Counselor and Inclusion teacher)**

**The student's level is assessed(cognitive ability
math& English level)**

**External assessment may be required from outside the
school(by expert , clinicians)**

Team Meetings

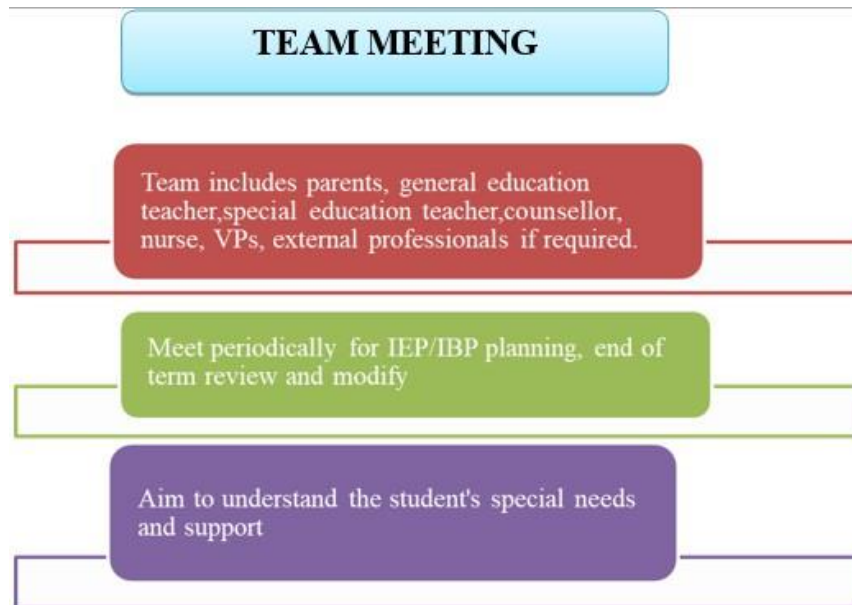
The team that includes VPs, parents, general and special education teachers, school nurse (when needed) counselors, external professionals meet periodically for IEP/IBP planning, and meet at the end of term to review and understand the student's needs.

The team has to schedule meetings for IEP (Individualized Education Plan)/IBP (individualized Behavior Plan) planning by two to three weeks at start of term and end of term review meeting.



The team works closely with parents and teachers by providing information on provisions and arrangements for special educational needs.

PDs are to be conducted for staff on related topics by Head of Inclusion Department.



Intervention

When a SOD student is identified, he/she is provided with appropriate additional support within and outside the classroom, as appropriate. Class teacher and subject teachers are responsible for working with the student on a daily basis, with support from the SEN department.

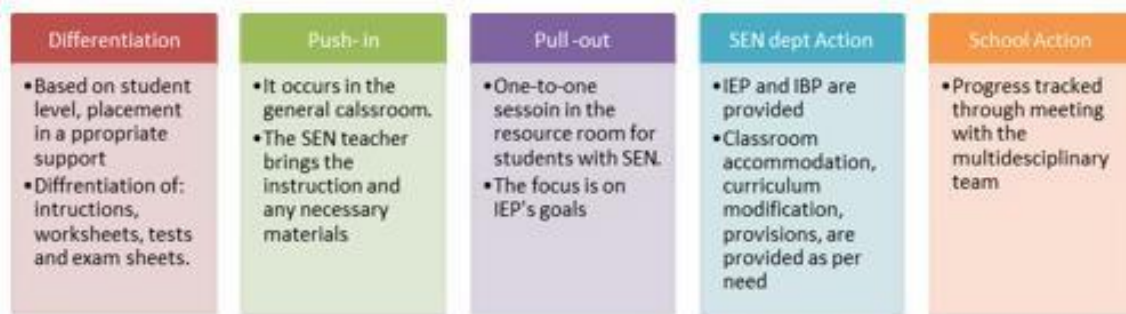
Students who require more individualized attention will have one-to-one session in the resource room. This session will focus on the IEP goals. This is called a pull-out session.

Students with SOD can also be supported by the Inclusion teacher in the general education classroom.

This is called push-in session. The Inclusion teacher brings the instruction and any necessary materials to the student in the general classroom.



INTERVENTION



Review

At the end of each term, the multidisciplinary team meets to review the IEPs and the IBPs.

Goals evaluation and modification takes place

Teachers are supported with the appropriate PDs on different categories of SEN that they canexpect in class and on the Inclusion policy in the school.

Review



Monitoring and Review:

This policy is reviewed annually by the Principal and Vice-Principal and in discussion with School Administration. It is forwarded to ADEK for approval post each update



AL AIN JUNIORS SCHOOL

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Change History Record

Version no.	Description of change	Owner	Date of Issue
1.0	Adoption of Policy	Principal	24.3.2021
2.0	Revision of Policy	Principal	24.3.2022
3.0	Significant changes to align more closely with ADEK School Policy on Inclusion	VP	26.3.2024
3.1	Review and Revision of the Policy	Head of well-being/School Counsellor/Social worker	3.3.2025