


Policy

Policy	Inclusion – Students of Determination	
Service Pillar	Education Inclusion	
Policy Number	Policy – ED – INC 001	
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Assessment Cycle	Annual	
Author Modified	Danielle Rooth/ Ginette Moore/ Jason Todd 20 August 2025	

Implementation and Exemptions

All schools are required to observe and implement this policy as a minimum expected service level.

Exemptions will only be granted for legal (contravention of local and / or federal legislation), technological, cultural, or physical reasons. Sufficient supporting documentation is required in order to obtain an exemption.

Objective and/or Scope

The purpose of the policy is to ensure that our schools are inclusive and have systems and provision in place to meet the needs of students with Additional Learning Needs (ALN), including Students of Determination. It provides staff and employees with the guidance they need to ensure that inclusive practices are upheld, and informs parents and guardians how we will create inclusive school communities and meet the needs of students who require additional support for learning.

The scope of this policy covers all Aldar Education schools, including those on a managed and operated basis.

This policy reflects the 2024 ADEK Inclusion Policy, and schools are required to be fully compliant from term 1 of 2025/6 academic year.

Guidelines

1. Mission

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

2. Vision

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

3. Strategy

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

- To identify students with Additional Learning Needs (ALN) as early and accurately as possible through a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for students, including those with ALN, to high quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.

- To ensure that all children, including those with ALN, feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow students to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for students with ALN and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate all students alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs through pull-out interventions.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate adaptive teaching and Universal Design for Learning.

4. Key Targets

Inclusivity provides all students equitable opportunities to receive effective educational services, with any needed supplementary aids and support in age-appropriate classrooms, in order to prepare students for productive lives as full members of society.

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

5. Admission of Students with Additional Learning Needs

In line with ADEK Inclusion Policy, 2024, the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year.

5.1 Admissions of students with ALN in Aldar Education schools:

- Prioritise the attendance of students with additional learning needs and their siblings in the same school.
- Request original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.
- Support the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to students starting school for the first time or coming from alternative early education settings, students transferring from specialised provision, homeschooling, or any other type of educational provision.
- Provide any accommodations required by the student to complete the admissions assessment, and utilising such assessments as a means to inform the provision of learning support, and not used to deny admission to the school.
- Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.

Where a newly admitted student has a clinical assessment report confirming them as a Student of Determination, the school is required to upload their assessment and update the student's eSIS profile to reflect that they have been externally identified. Where a diagnosis has not been obtained, but discussions with parents and the admission assessment process indicate that the student will need additional support at school, the student is entered on eSIS as having school-identified ALN.

5.2 Transition

Transition refers to the movement of students from one year group, phase or environment to the next. Key transitions include: Nursery to Foundation Stage or Kindergarten; Foundation Stage or Kindergarten to Primary or Elementary, Primary or Elementary to Secondary or High School and Secondary or Post 16 to Higher or Further Education, or into

employment. Transition also includes the movement of a student between schools (internationally and nationally) or to/from a specialist setting to one of our schools.

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

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

5.3 Inability to Accommodate

Children of all abilities are accepted into Aldar Education schools, and families interested in having their child attend will be given an equal opportunity for admission. The placement of those students identified as having ALN are carefully considered, considering the needs of the individual and the capacity of the class, teachers and year team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned.

It is the responsibility of the school's Head of Inclusion and school leadership team to ensure an appropriate distribution of students and staff with learning support needs across classes, year groups and the school to ensure that the needs of staff and students are appropriately considered.

In the event that the school considers they are unable to meet the needs of any student with ALN, the school shall submit an 'Inability to Accommodate' notification to ADEK and the parents within 7 days of the admission decision. Heads of Inclusion and Admissions staff will prepare documentation to provide the rationale for the decision.

Should the school establish that an applicant/student require more specialised provision, such as enrolling in a school or centre funded by ADEK to meet the needs of Emirati students with moderate to severe autism, the Head of Inclusion must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision (provided by ADEK) and to determine which, if any, type of placement would best meet their needs. This can be done by sending an email to the ADEK Students of Determination Office.

5.4 Waiting Lists

For schools without vacancies or at capacity in a particular grade, a waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for the school to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting (if appropriate) and meetings with specialists working with the child will support decision making about the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

6. Standard Inclusive Provision

6.1 Inclusion Staff Requirements

Specialist Staffing is required to ensure that there are qualified and experienced teachers and assistants working with students with ALN. Inclusion Teams are led by a Head of Inclusion and supported by a team of specialist teachers and assistants based on the needs within the school. In line with the ADEK Inclusion Policy (2024), the school shall appoint:

1 x Head of Inclusion (HoI)

- Should be a member of the school Leadership team, must not work more than 10% of their timetabled workload outside of their role as Head of Inclusion, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2024).

1 x Inclusion Teacher (per cycle/phase)

- No more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2024).

Inclusion Assistants

- May be appointed by the school (as school staff) to provide additional support to teachers for students with additional learning needs (for example whole class support where there are a high number of students with additional learning needs, targeted pull out and push in support to small groups, dedicated 1:1 support if required) and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2024).

Individual Assistants (IA)

- Previously referred to as 'shadow teachers', Individual Assistants are parent funded and provide additional individualised assistance for personal care or other non-teaching related support. Schools should hold a copy of the employment agreement between IA and family, the parental no objection letter and copies of the IA's passport, visa and Emirates ID.
- The Head of Inclusion shall be involved in the interview process to confirm the IA's suitability to work with the child and support their needs. The Head of Inclusion provides a letter of recommendation to facilitate PASS approval. The school need to support the IA in obtaining PASS approval and the student's eSIS profile is updated to reflect that they have an IA.
- Following a safeguarding and health and safety induction, as well as school-specific guidance such as a code of conduct, the IA will be available outside the classroom and can support the student in class when requested to do so by the teacher.

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

6.2 Physical Accessibility**6.2.1 General Accessibility**

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

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast colour bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers colour contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.

- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) are developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).

6.2.2 Accessibility of Learning Spaces

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

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

Consideration will be given to classroom acoustics, lighting, and sensory requirements and reflect a Universal Design for Learning approach. An audit of spaces used by a child with sensory impairment such be conducted with the child and parents so that their unique needs are considered.

Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in-class learning.

6.3 Inclusive Teaching and Learning Support

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

6.3.1 Identification and Referral

Children with potential barriers to learning must be identified as early as possible. An awareness of their possible difficulties or enrichment needs shall be clearly communicated between all the professionals involved with their education.

At Aldar Education, students with additional learning needs are identified by making a judgement based on an analysis of various sources of information including:

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

Decisions relating to appropriate provision for the child occur within the context of a collaborative team of professionals. This professionals meeting would be held to establish current functioning, areas of strength

and/or difficulty and to decide upon appropriate targets for DLP and intervention strategies and support needs. This team could include:

- Student
- Parent
- Head of Inclusion
- Inclusion, class and subject teacher/s
- Head of Year/Section
- Inclusion Assistants
- Specialists (OT, SaLT, Psychologist)
- Specialist Consultants (ASD, Behaviour, medical)
- School Counsellor

6.3.2 Cause for Concern Process

- Students are raised as a cause for concern by the class, subject or form teacher, if they become aware that a student is experiencing academic, social, emotional, behavioural and/or physical difficulties, after discussing their concerns with parents.
- Class/form/subject teacher informs Head of Inclusion (HoI) by submitting a referral form as per the school-based process.
- Head of Inclusion provides recommendations and strategies for support and monitors response to intervention, conducts student observations and works with class teacher to ensure UDL and Tier 1 support is already in place.
- An agreed plan for class based additional support or use of additional resources is developed in conjunction with parents and reviewed for effectiveness after a specified time.
- Class teacher organises class groupings/resources/TA support/interventions in order to help the child achieve the targets set.
- Class/form/subject teacher will monitor and review progress and report back to Head of Inclusion
- A decision is taken regarding appropriate next steps, which may include, but is not limited to, adding the student to the ALN register as an school-identified student with ALN, a referral for external assessment or therapy, subject to parental agreement.

6.3.3 Documented Learning Plan (Individual Education Plan, Advanced Education Plan & Behaviour Intervention Plan)

DLPs are developed in consultation with class/subject teachers, specialists, parents and the student. These collaborative documents identify a small number of SMART (Specific, Measurable, Attainable, Realistic and Timely) targets. Students will work towards these targets in both class and support lessons, and they represent the next small steps in a child's learning but are by no means exclusive. DLPs are shared with parents electronically or in printed format.

A DLP is required for all students at Tier 2 and Tier 3. Progress towards targets will be reviewed every 4 weeks and the Plan reviewed at least termly. Students at Tier 2 and Tier 3, and any with an Individual Assistant, must also receive an annual review as per the ADEK Inclusion Policy (2024).

In Charter Schools all DLP (IEP) must be uploaded onto the eSIS portal and reflect any MAP assessment accommodations which will be administered (according to the ADEK eligibility rubric).

In ESE Schools all DLP (IEP) must be uploaded onto the AI Manhal System.

In Private Schools, the reviewed DLP (IEP) is uploaded to eSIS each term, according to the schedule published by the ADEK Students of Determination Office.

Students may be part of a DLP (Group Intervention Plan - GIP)

- A GIP can be used for students receiving Tier 2 support

- This forms part of the Response to Intervention (RTI) process
- The GIP is reviewed at the conclusion of each intervention

A Documented Learning Plan is a tool by which schools can plan for students with ALN. The DLP will include the following:

- short-term SMART (Specific, Measurable, Achievable, Realistic, Timely), set for or by the student
- the teaching strategies to be used
- accommodations and modifications required
- success and/or outcome criteria
- outcomes (to be recorded when the IEP is reviewed)
- Parental signature/acknowledgement

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

Students receive a DLP – Enrichment (Advanced Learning Plan (ALP))

When they have been identified as twice exceptional or being gifted and talented **and** require individualised targets to maximise progress and attainment.

Students receive a DLP – Behaviour (Behavioural Intervention Plan (BIP))

- When students experience persistent difficulties behaving in appropriate ways within the school or classroom.
- When they require a behavioural intervention plan that outlines individual targets to address specific behaviours.
- When they have a diagnosed Behaviour Disorder and do not have an IEP.
- When a Risk Audit and Risk Management Plan are developed for the child and where no IEP exists.

The Head of Inclusion/Inclusion Teachers should also provide a clear and concise student profile, available to all staff, communicating essential needs of students with ALN. Some students may require a Risk Assessment to maintain their safety and welfare when in school or transition to and from. Information from the risk assessment should be integrated into the students Personal Emergency Evacuation Plan (PEEP) where appropriate.

6.3.4 Tiered Model of Support

Students with ALN are identified at varying levels of support need and impact of barriers to learning. The tiered model of support is used by ADEK and schools to quantify each student's need for support. As per the ADEK Inclusion Policy (2024), most needs can be met by a teacher at Tier 1 (Universal), some students may require Tier 2 (Targeted) provision and a few students may require a high degree of personalization and possibly external support by specialists (Tier 3 - intensive and individualized).

Tier 2

A student is identified as being at Tier 2 when there is evidence that they require support beyond that which is available at tier 1 – Universal level. This could include pull out or push in interventions targeted at the child's area(s) of need. A child at Tier 2 would continue to receive targeted support until the response to intervention indicates it is no longer needed. If insufficient progress is achieved, the inclusion team, teachers and parents will meet to decide next steps.

Tier 3

A student is identified as being at Tier 3 where they need support that extends beyond that normally offered, and that support is considered to be intensive and individualised. This can include a modified curriculum, allocation of staff to support on an intensive basis, involvement of external specialists such as an educational

psychologist, occupational therapist, or Registered Behaviour Technician. Those at Tier 3 require detailed planning of targeted and time limited interventions. As at Tier 2, a DLP is written to detail the student's individual targets and monitors progress, accommodations and modifications. Tier 3 is likely to continue, to varying degrees, for the duration of their education. A need to have an Individual Assistant, or the involvement of external specialists such as speech therapists, does not automatically mean that the student should be considered at Tier 3; rather, the school should consider what support is coming from their own resources when making tier allocations.

6.3.5 Curriculum

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

- Students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, adapted to meet their needs, where appropriate.
- Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.
- That where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- eSIS is updated to indicate when the student is following a modified curriculum.
- Parents sign an agreement to a personalised or alternate curriculum.

6.3.6 Collaboration with other Professionals.

Many students with ALN are supported by developmental and educational professionals such as therapists and psychologists. Aldar Education welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the inclusion team, child's teacher and the service provider work collaboratively to determine the best strategies to support the student. Refer to the ADEK In School Specialist Services Policy for further guidance.

6.3.6 Assessment Accommodations

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

Schools have an Assessment Accommodations Service Guideline which outlines eligible and suitable accommodations and modifications based on the assessment type, nature of needs and in line with any external assessment providers. Schools must ensure that they operate within the requirements of the examining body or regulator, such as the Joint Council for Qualifications in UK curriculum schools.

Testing accommodations apply to all subjects including MOE.

In Charter Schools which follow the American curriculum and assess using MAP, only students who are registered on eSIS as a Students with ALN can be allocated testing accommodations; these accommodations must be noted on the student's IEP.

6.3.7 Tracking

Response to Intervention

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

academic attainment. Details of accommodations, modifications and/or interventions are recorded on the group intervention plan and/or provision map

Provision Mapping

Aldar Education schools use a range of templates and formats to maintain Provision Maps of accommodations, modifications and/or interventions provided for students with ALN. Provision Mapping at Aldar Education manages record keeping of DLPs, provision, progress and attainment data for students receiving support and interventions delivered by the Inclusion team. The Provision Map should be maintained regularly. The Provision Map acts as an important summary of provisions, their impact, and monitoring that a student is responding to interventions in place.

Data contained within the Provision Map includes:

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

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

Progress and Attainment Data

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

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

Anonymised data should be shared with senior leaders, the school's governing board and Aldar HQ, as required.

Attainment and Progress Reports

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

Impact Portfolio

The Impact Portfolio is a summary document of inclusion infrastructure, provision and impact across the school and academic year and is aligned to the ADEK Inclusion Policy and ADEK Inspection Framework. Data to be included will be specified by the Aldar HQ School Improvement Partner and communicated to Heads of Inclusion.

7. Additional Fees

Aldar schools shall follow the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report, schools may request additional school fees.

Where additional school fees are necessary, schools shall:

- Justify, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.
- Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges. Schools shall also provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
- Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of cost, as per the ADEK In-School Specialist Services Policy.
- Review all additional charges on a termly basis and evaluate impact and ongoing applicability if specialist services or additional resourcing.

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

8. Leadership of Inclusion

The roles and responsibilities of stakeholders involved in inclusive education ensure that Inclusion is fundamental to school culture and educational provision.

All members of the school community contribute by:

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

Aldar Education Board and Executive Management Team

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

School Principal

- Include inclusive provision as part of the School Development Plan;
- Ensure a senior leader has direct oversight of Inclusive Provision;
- Appoints a Head of Inclusion as an SLT member;
- Appoints a separated member of staff responsible for ELL/EAL learners;
- Appoints a separate member of staff responsible for gifted and talented students;
- Ensures data on identification of students is submitted to ADEK as per requests;
- Ensures all cases of maltreatment of students with ALN is recorded and resolved;
- Ensures that safe evacuation and risk assessment procedures are in place;
- Facilitates access for staff to CPD which supports provision for students with learning support needs;
- Maintains an inclusive educational philosophy within the school, and
- Ensures inclusion team staffing is sufficient to meet the needs of the students in their school.

School Head of Inclusion

- Coordinates all aspects of educational, behavioral, social, and emotional provision for students with ALN through liaison with other teachers and professionals.
- Collaborates with all teachers on the teaching and learning needs of students with ALN and track their progress and attainment in relation to curriculum expectations.
- Ensures all documentation pertaining to students with ALN is securely stored, evaluated, and disseminated as appropriate.

- Maintains, reviews, quality assures, and updates the school-based register of students with ALN, including their DLPs and PEEPs.
- Develops PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations. This should be reviewed on a termly basis or where the needs of the individual changes.
- Evaluates, together with the school's Health and Safety Officer, the school's accessibility for students with ALN, including ensuring an emergency evacuation procedure is in place.
- Ensures all data requirements and eSIS information on students with ALN is reviewed and updated.
- Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with ALN.
- Meets with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.
- Ensures all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.
- Contributes to Senior Leadership strategic planning and leads the Inclusion Team.
- Provides professional support and guidance to teachers;
- Ensures that funds and resources delegated to ALN are used for appropriate provision;
- Coordinates the monitoring of progress using a response to intervention approach;
- Collates data to demonstrate effectiveness of quality first teaching and intervention strategies;
- Responsible for the progress and attainment of students with ALN and impact of provisions; and
- Provides and sources relevant professional development.
- Co-ordinates the day to day implementation of the school's Inclusion Policy;
- Liaises with and delegate responsibility to the inclusion team;
- Oversees the records of all students with ALN, and
- Organises necessary reviews and referrals.

9. Confidentiality

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

10. Classification of Need

Student with ALN, including those who are recognised as Students of Determination, have been identified as a child or young adult who needs special education and related services. The ADEK eSIS categories of disability are aligned with the Abu Dhabi Classification of Disabilities (2020). Where Clinical Assessment Reports exist, the diagnosis/diagnoses are used to guide the school in updating the student's eSIS profile to reflect their area of need. If a student does not have a diagnosis, the school can select the 'Undiagnosed/undetermined' category when updating the student's eSIS profile.

11. Electronic Student Information System – eSIS (Al Manhal in Northern Emirates)

eSIS is the centralised web-based electronic student information system which contains all students records and data. It is the ADEK centralised information management system and as such, access is controlled within our schools.

Private Schools

Whilst parental permission is not needed to add a student's ALN details to eSIS, we encourage schools to make parents aware that they are required to enter the details as per the ADEK Inclusion Policy. Should a parent request that their child's ALN details are not recorded on eSIS, the school may comply providing that they keep a record of the request for audit and compliance purposes. School eSIS users may refer to the user guide linked

here: <https://guides.adek.gov.ae/Esis/tc/0> Heads of Inclusion are responsible for ensuring that eSIS is continually updated as student details change, such as a change of tier, the addition or removal of an Individual Assistant, or receipt of an updated diagnosis via a new Clinical Assessment Report.

Charter Schools

All students identified as having a special educational need, diagnosis or disorder are identified on eSIS as having ALN. Parental consent is gained when any external specialist report is shared with the school. All records and identification on eSIS remain on the student's file as they transition through phases or schools.

To ensure that our SoD records are as accurate as possible we:

- Work closely with ADEK Charter POD Team to review all applications and specialist reports submitted during admissions. If a parent/guardian highlights that their child is a SoD the SEN box must be checked on application. The case is then reviewed by ADEK before a place is offered.
- List as SoD on eSIS when identified as having a diagnosed disability as per the Abu Dhabi Classification of Disability (2020).
- Upload the specialist report.
- Ensure that the correct eligibility is checked.

These are updated throughout the academic year and admission cycle.

12. Our policy is informed by:

- ADEK Inclusion Policy (2024)
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Current ADEK policies, as available at: <https://www.adek.gov.ae/en/Education-System/Education-Policies/School-Policies>
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).

13. Definitions

Refer to the most recent version of the ADEK Inclusion Policy for definitions of terms used in this document.

Responsibility

School Principal	Implementation & Review
School Head of Inclusion	Implementation & Review
School Staff	Implementation
HQ Head of Inclusion	Development, Implementation, Compliance & Review