



Sharjah American  
International School

## **Policy on Inclusive Education 2024-25**

**SHARJAH AMERICAN INTERNATIONAL SCHOOL**

**INCLUSION FRAMEWORK**

**Name of Policy:            Inclusion Policy**

**Purpose of Policy:        Aims to define expectations of Inclusive Education as a fundamental right for all students including students with additional learning needs in UAE schools.**

**Approval for this Policy:    Principal**

**Responsibility for Policy Update:    Principal**

**Policy applicable to:        To all the staff of Sharjah American International School, Abudhabi**

**Date of Approval:                            03/10/2024**

**Proposed Date of Review:                03/10/2025**

## **SHARJAH AMERICAN INTERNATIONAL SCHOOL (SAIS)**

Inclusion is not merely a concept; it's a fundamental principle that lays the foundation for a thriving, equitable, and compassionate learning environment. As our school community evolves, we must cultivate a culture where every individual, regardless of their background, abilities, or differences, feels valued, respected, and supported. With this vision in mind, we proudly introduce our Inclusion Policy, designed to celebrate diversity, foster empathy, and ensure equal opportunities for all.

Central to our Inclusion Policy is the principle of equity. We acknowledge that equality does not mean treating everyone the same but rather recognizing and addressing the diverse needs and circumstances of individuals. Through targeted interventions, accommodations, and support services, we aim to level the playing field and create equitable opportunities for all students to succeed academically, socially, and emotionally.

Our Inclusion Policy is more than just a set of guidelines; it's a reflection of our shared values and aspirations as a school community. Together, let us continue to champion diversity, equity, and inclusion, and work towards building a brighter future where every individual can thrive and reach their full potential irrespective of their differences.

**Ms. Ban Alduri**

**(PRINCIPAL)**

**Updated upon new Inclusion Policy-October 2023.**

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# INCLUSION POLICY

## 1. Introduction

Sharjah American International School (SAIS), Abu Dhabi advocates and upholds the principles of inclusive education, ensuring that proficient professionals possess the necessary pedagogical expertise to cater to the varied needs within our educational setting. SAIS champions an education model grounded in rights, where equity and inclusion are integrated into all facets of our community. Inclusion is the bedrock of our school's overarching objectives, vision, and mission, embracing the entire school community, encompassing students, parents, support staff, caregivers, as well as non-teaching and administrative personnel, ensuring each member is cared for and valued.

## 2. Definitions

**Accommodations and Modifications to Teaching:** -Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs

**Accommodations and Modifications of Assessments:** - Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment provider's/examination boards.

**Adaptive Teaching:** - An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

**Additional Learning Needs:** - Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).

For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g. sit in the front of the class to be able to lip read) to access learning.

**Annual Review:** - A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.

**Clinical Assessment Report:** - A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

**Continuing Professional Development:-** All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.

**Cycle:-** A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1(G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).

Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MOE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).

**Documented Learning Plan (DLP):-**A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

**Equitable Access to Education:** -Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.

**Gifted and Talented:** -Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

**Head of Inclusion:** -The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.

**Inclusion Assistant:** -A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.

**Inclusive Education:** -An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.

**Inclusion Teacher:** -A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

**Inclusion Team:** -Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.

**Individual Assistant:** -Formerly known as “Shadow Teachers”, Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

**Mainstream Education:** -The learning environment where all students learn alongside their peers in an inclusive school environment.

**Modified Curriculum:** -Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.

**Multilingual Learners:** -Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

**Personal Emergency Evacuation Plan (PEEP):** -A personalized plan, for any students that requires it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.

**Pull out Intervention:** -Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.

**Push in Intervention:** -Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.

**Specialized Provisions:** -Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.

**Tiered Model of Support:** -An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

**Twice Exceptional:** -Students who are both gifted and/or talented and have other additional learning needs.

**Universal Design:** -A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.

**Universal Design of Learning:** -An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

### **3. Goals:**

- To Promote Equity and Access SAIS ensures all students, including those with additional Learning Needs and Disabilities, have equitable access to quality education and resources and removes physical, social and academic barriers to participation and achievement.
- SAIS provides differentiated instruction and support to meet diverse learning needs of ALN students.
- We train educators, staff and take holders in inclusive practices and promote awareness and understanding of different abilities and needs within the school community.
- SAIS encourages collaboration and partnership with parents, in school service specialists and external agencies in the educational process to support diverse learners.
- SAIS fosters an inclusive culture and celebrates diversity.

## **4. Vision**

- To create an inclusive, equitable and supportive learning environment where every student, regardless of ability is empowered to achieve their full potential and contribute meaningfully to society.

## **5. Mission**

- SAIS-AD mission is to foster a culture of inclusion that recognizes and values the diversity of all students. We are committed to providing individualized support, removing barriers to learning, and ensuring that every student has access to high quality education and opportunities for growth and development.

## **6. Strategy and Target**

### **1. Inclusive Curriculum and Instructions:**

At SAIS, inclusive teaching and learning practices are prioritized to actively involve, encompass, and stimulate all students. We implement differentiated teaching strategies as well as Universal Design for Learning principles that cater to various learning needs and all students can access and engage with curriculum.

**2. Professional Development and Training:** We provide ongoing training for teachers and staff on inclusive practices, early identification and intervention, as well as effective classroom management.

**3. Supportive Environment and Resources:** We integrate assistive technologies to support students with additional learning needs in accessing the curriculum.

**4. Collaboration and Community Engagement:** SAIS fosters strong partnerships with families to support student learning and well-being and engages different agencies/organizations to provide additional support and resources.

**5. Monitoring and Evaluation:** SAIS uses data to monitor student progress and evaluate the effectiveness of inclusive practices. SAIS provides channels for regular feedback from parents and staff.

**6. Policy and Practices:** SAIS ensures that our policies are in alignment with ADEK guidelines and legal requirements for inclusive education.



## 7. Admissions

### Admitting students with additional learning needs:

- To allow additional learning needs students for admissions in SAIS based on medical certificates/psychological assessment reports produced by any licensed registered child specialist, based on entry level examination result, the SOD department will discuss with management and parents about the enrolment of students in class.
- Admission to students with additional learning needs is not refused if space is available in the appropriate grade/year.
- Priority is given to students with additional learning needs and their siblings within the same school.
- Parents are asked to provide original clinical assessment reports from relevant specialists, such as therapists, psychologists, or pediatricians.
- Transition support is provided for students across different categories.
- Accommodations for assessments are provided without rejecting admissions.
- Equitable and safe access to the school environment is ensured with necessary modifications.
- Entrance Examination category system:
  - **Category A** entry candidates have met the entrance exam and academic requirements of SAIS. Therefore, category A candidate will not be enrolled in **foundation or support courses**.
  - **Category B** entry candidates must take **one foundation course** either in **math or literacy** depending on their entrance exam results. If a candidate received a lower score than the recommended grade level expectations in math, then they must be enrolled in math foundation/support courses; the same will apply for literacy. Candidates will be referred to Head of Key subjects and Assessment Coordinator for follow-up for monitoring student progress and further actions to be taken.
  - **Category C** entry candidates must take **two foundation courses in math and literacy** depending on the entrance exam results. Category C candidates have not met the school grade level of expectations on the math and literacy entrance exam (Behind by two years without any identified SOD evidence). Therefore, students will be enrolled in two foundation or support courses at the time of admission. They will also be referred to the Inclusion Lead for further follow-up.
  - **Category D** entry candidates are likely identified as potential SOD students and will be referred directly to the Inclusion Lead for CAT4 assessment, BURT assessment to support identification as part of the admission policy.

### Inability to Accommodate Notification:

- If unable to meet the needs of any students with additional learning requirements, SAIS will submit a notification to ADEK within 7 days.
- SAIS reserves the right to maintain or reverse the notification based on provided evidence.
- The school implemented reasonable accommodations for all students with additional learning needs.

## **8. Referrals to specialized provision:**

- Most students with additional learning needs join the mainstream schools alongside their peers.
- SAIS consults ADEK before engaging in discussions with parents regarding specialized provisions.
- Criteria specific to UAE Nationals with severe autism for referral consideration include:
  - a) Upon mutual agreement among ADEK, parents, and the school for specialized provisions
  - b) The student necessitates intensive therapy (such as Occupational Therapy, Speech & Language Therapy, Applied Behavior Analysis, etc.) that cannot be provided within a mainstream school environment.
  - c) The school ensures that parents comprehend the admission criteria for specialized provisions and consent to the school referring the student to ADEK.

## **9. Standard Inclusive Provision**

### **Inclusion Staff Requirements:**

#### **Head of Inclusion:**

SAIS designated a Head of Inclusion, allocating no more than 10% of their scheduled workload to teaching responsibilities, unrelated to their role as Head of Inclusion and as a member of the school leadership team. Additional coursework will be provided to individuals lacking specialized qualifications but possessing over 5 years of leadership experience in inclusion-related roles. Non-teacher Heads of Inclusion, with over 5 years of senior leadership experience in inclusion-related fields, are required to complete 60 hours of coursework.

#### **Topics Include:**

- Special Educational Needs and Disabilities (SEND) teaching methodologies
- Identification of obstacles to learning
- Approaches to assist SEND students

- Assessment and effectiveness evaluation of learning interventions
- Setting targets for learning and crafting Individualized Education Plans (IEPs)
- Overseeing inclusive provision coordination
- Allocation and utilization of resources

**Inclusion Teacher:**

- Each cycle has appointed an inclusion teacher, with no more than 10% of their workload dedicated to tasks beyond their role of teaching students with additional learning needs.
- Teachers lacking specialized qualifications in special education have undergone 40 hours of training.

**Topics Include:**

- Special Educational Needs and Disabilities (SEND) teaching approaches.
- Recognizing obstacles to learning
- Implementing strategies to aid SEND students.
- Ensuring effective teaching methods
- Establishing learning targets and creating Individualized Education Plans (IEPs)
- Designing and assessing interventions
- Utilizing data for informed practice.

**Inclusion Assistant:**

SAIS has employed Inclusion Assistants to offer extra assistance to teachers catering to students with additional learning needs.

Tasks Include:

- Providing whole-class assistance in instances where there is a larger concentration of students with additional learning needs.
- Offering targeted support through pull-out and push-in methods to small groups or individual students, facilitating their advancement towards the objectives outlined in their Individual Education Plans (IEPs) or Individual Learning Plans (ILPs).
- Offering specialized one-on-one support to specific students, tailored to their Individual Education Plan (IEP) and Clinical Assessment report.

**Individual Assistant:**

Students with additional learning needs who require personalized assistance for personal care may be advised by the school to consider funding an Individual Assistant through the parents. When requesting an Individual Assistant, schools must furnish evidence and reasoning to substantiate the necessity of support for most of the student's school day.

**Role of Individual Assistant:**

The Individual Assistant will be stationed outside the classroom and only enters the classroom to assist the designated student upon request by the school or teacher.

**Record Maintenance: -**

SAIS maintains records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the allocation of an Individual Assistant for a specific student. Furthermore, the inclusion lead has collaborated with Mograsy's online platform to ensure all data is confidential and archived on the school portal.

## **10. Physical Accessibility**

General Accessibility:

- SAIS guarantees that school buildings and learning environments adhere to a universal design approach, ensuring fair access to education for all students.
- Parking spaces, pathways, buildings, and playgrounds are designed to be accessible to everyone.

Building Entry:

- Entry points are equipped with ramps that comply with wheelchair accessibility standards.
- Stairs are outfitted with handrails, contrasting color bands, and tactile indicators on the edge of each step.

Signage and Alarm:

- SAIS employs signage featuring symbols alongside text for enhanced visibility.
- Evacuation alarms are equipped with flashing lights to accommodate individuals with hearing impairments.

Ground floor accessibility:

- The school has ensured ground-floor accessibility to all students.

#### Washroom access:-

- Accessible washrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.

#### Emergency Procedures:

- A lift is available to enable access to all floors, operated by a trained member of staff
- Evacuation chairs are provided to facilitate safe building exits during emergencies, particularly for individuals unable to descend stairs independently.
- The school trains staff members in the proper operation of these chairs.
- Designated staff members are assigned to assist students and staff members who require evacuation chairs during emergencies.

#### Individual Plans:

- The school has devised Personal Emergency Evacuation Plans (PEEP) for every student and staff member who may need extra assistance or guidance to evacuate safely, whether for short- or long-term requirements.
- The school collaborates with the transportation department to facilitate access to school buses for students with additional learning needs.

#### Risk Management:

- SAIS has formulated a risk assessment plan to pinpoint necessary adjustments to the school environment and structures.
- The school has devised an accessibility plan based on the risk assessment, outlining clear timelines

#### Exemptions and Renovations:

- SAIS's renovation or expansion adheres to standard accessibility requirements.

## **11. Accessibility of Learning Spaces:**

#### Classroom accessibility:

- The school has guaranteed that all classrooms are accessible to every student, offering adapted seating options for those in need.
- SAIS has supplied diverse resources for increased choice and user-friendly access.

#### Timetabled classes:

- SAIS ensures that all scheduled classes are made physically accessible to students with additional learning needs to the best extent possible

#### Specialized teaching spaces:

- The school ensures that specialized areas, such as science laboratories, sports facilities, and spaces for the arts, are accessible to students of all ages with adapted resources.

#### Acoustics and Lighting:

- The school assesses classroom acoustics and lighting to accommodate students with sensory impairments to reduce any background noise/visual disturbances which may interfere with access to learning

#### Universal Design for Learning (UDL): -

- SAIS incorporates Universal Design for Learning (UDL) in classrooms by presenting information and content in various formats to accommodate diverse learners.

#### Accommodations & Modifications:

- The school integrates accommodations and modifications in teaching to ensure equitable access.

## **12. Specialist Support Spaces:**

#### Intervention Spaces:

- In each cycle the school has allocated specific areas for specialized pull-out interventions or targeted support for any student with additional learning requirements.
- Each cycle and section has a designated Harmony Hub area which helps foster a calm environment and support student tranquility.
- SAIS ensures that the specialized spaces allocated for ALN students feature have appropriate acoustics, lighting, flooring, and textiles to facilitate access for students with sensory needs.
- Additionally, SAIS offers support spaces equipped with digital technology resources, mirroring those found in regular classrooms, to enhance the development of digital literacy skills.
- An ALN student-specific Horticulture Therapy garden has also been established.

#### Non-Digital Resources:

- Provide non-digital teaching and learning resources to enable specialists to deliver interventions as part of Individualized Education Plans (IEPs) or Individual Learning Plans (ILPs).

### **13. Inclusive Teaching and Learning Support:**

#### Identification, Referral, and Tracking System:

- The school has established a comprehensive system for the identification, referral, and tracking of students' needs.
- All SAIS staff members are adequately trained to recognize concerns related to academic, social, emotional, physical, behavioral, or developmental needs.
- The school actively involves students, parents, and staff in this process.
- Student needs are identified using standardized screening tools, allowing for the implementation of appropriate measures to support those with additional learning needs.
- Individual Education Plans (IEPs), Individual Learning Plans (ILPs), and Behavior Intervention Plans (BIPs) are developed by the school to monitor, assess, and evaluate students' academic and behavioral progress.
- The school has implemented a system, Mograsy, to alert all staff members to identify students who may require emotional, social, or behavioral support.
- Continuous communication with parents regarding their child's additional needs is facilitated in their native language.
- The school has established a system to record and upload details of students with additional learning needs onto Mograsy, as well as eSIS, as mandated by ADEK.

#### Progress Tracking:

- The school employs the Tiered Model of Support for addressing additional learning needs. Individual Learning Plans (ILPs) are formulated for Tier 2 students, while Tier 3 students have Individual Education Plans (IEPs) developed.
- The school guarantees that all subject leaders oversee and monitor the progress, attainment and approaches of students with additional learning needs within their respective subjects.
- Annual reviews for students with additional learning needs are conducted based on their Individual Education Plans (IEPs), Individual Learning Plans (ILPs), or Behavior Intervention Plans (BIPs)

#### Inclusive Teaching and Learning Approaches:

- SAIS integrates inclusive teaching strategies into unit plans and lesson plans.

- Personalized content tailored to address additional learning needs is developed, supported by Individual Education Plans (IEPs), Individual Learning Plans (ILPs), or Behavior Intervention Plans (BIPs).
- Professional development opportunities and awareness sessions on inclusive educational approaches are provided to all staff members by the Head of Inclusion and other specialists.
- The Head of Inclusion oversees the deployment of the inclusion team to provide support to students with additional learning needs.
- Professional development initiatives are implemented for Inclusion Teachers, Inclusion Assistants and Individual Assistants.
- Ensuring the functionality and supportive nature of the Tiered Model for students with additional learning needs.
- Ensuring the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors.
- Ensures all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.
- A system for early identification and intervention has been established by incorporating parents and staff.

#### Curriculum:

- The school guarantees access to a diverse and balanced curriculum, along with a wide range of extracurricular activities tailored to accommodate additional learning needs.
- The school offers a modified curriculum, with parental acknowledgment and agreement.
- Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.

#### Assessment and Accommodations:

- The school consistently assesses and updates the requirements for assessment accommodations.
- A policy for accommodations has been developed by the school, aligning with ADEK policies.

#### Private Schools Teaching MOE Curriculum:

- SAIS adheres to Ministerial Resolution No (647) of 2020 on Inclusive Education Policy.

## **14. Additional Fees:**

- The school upholds the principle of providing equitable access to education as a fundamental right for all students, including those with additional learning needs.



- In accordance with ADEK Fee Policy, ALN students Tuition fees for SODs will be determined based on needs categories, with a maximum of 50% of the regular tuition fee rates for pull-out classes.
- The school provides justification for these requirements, itemizes charges, and updates student records on the eSIS.
- When working with in-school specialists, the fees should not exceed 10% of the associated costs. Regular reviews of charges will be conducted to assess their impact.

## **15. Leadership:**

### Leadership Roles and Responsibilities:

- The school leadership actively engages in the implantation of the inclusion policy by outlining roles and responsibilities including, but not limited to, the following:

### The Board of Trustees:

- Established the school's strategic vision, integrating a steadfast dedication to inclusive education.
- We have designated a board member to supervise the implementation of inclusive provisions.
- SAIS has a financial budget that allocates resources for specialist staffing and necessary resources to facilitate the inclusion of students with additional learning needs.
- Implemented adjustments and accommodations within the school environment and infrastructure to enhance accessibility for students with physical disabilities and sensory impairments

### The Principal:

- Ensures inclusive provision is a standing agenda item of Senior Leadership and Board of Trustees meetings.
- Develops and reviews the inclusive provision as part of their School Development Plan, including measurable targets for evaluation and improvement.
- Assigns a member of the Senior Leadership team to directly oversee the inclusive provision in the school.
- Appointed a Head of Inclusion that meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs.
- Appoints a separate member of staff to be responsible for the coordination and provision for multilingual learners.

- Appoints a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with middle leaders.
- Ensures all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures, as per the ADEK policy on Child Protection (ADEC, 2016).
- Establishes a risk assessment procedure for all school structures to identify and mitigate any hazards for those with communication, mobility, sensory, and behavioral needs.
- Ensures data on the identification of students with additional learning needs is submitted to ADEK as required.
- Records and resolves all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs.
- Establishes a system for the emergency evacuation of all people of determination, ensuring key individuals are aware of their roles, and provide training and awareness sessions to the school community
- Undertakes overall responsibility for the safe evacuation of all people of determination during emergencies.

#### **Head of Inclusion:**

- Coordinates all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborates with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- Ensures all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated appropriately.
- Maintains, review, quality assure, and update the school-based register of students with additional learning needs, including their ILPs, IEPs ALPs and BIPs.
- Develops PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations.
- Reviews PEEPs on a termly basis or when the individual or setting needs change.
- Evaluates the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure, in connection with the school's Health and Safety Officer.
- Reviews and updates all data requirements and eSIS information on students with additional learning needs.
- Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.

- Meets with parents throughout the school year to discuss the provision for students with additional learning needs and support available in the home setting.
- Coordinates and evaluates all specialist push-in and pull-out interventions for positive impact on attainment.
- Coordinates with in-school specialists to facilitate the delivery of specialist services in the school setting where required, as per the ADEK In-School Specialist Services Policy.
- By coordinating with all departments, makes sure the high-quality teaching is tailored to individual student's needs.
- Through personalized induction, each teacher understands their crucial role in educating students with additional learning needs.

The Inclusion Department collaborates with all department heads, section supervisors, teachers, parents, students, transport department, non-teaching staff and qualified practitioners to:

- Identify student needs
- Provide proper supportive measures inside and outside the classroom.
- Develop IEP, ILP, and BIP according to the need of children
- Set targets to support students
- Include modification and accommodations in curriculum
- Ensure individual student safety.
- Coordinate examination concessions for both external and internal examinations.

The primary objective of the SAIS Inclusion Department is to disseminate knowledge while encouraging parents, stakeholders, and teachers to recognize and support children with additional learning needs. Through informal meetings and awareness programs, we aim to raise community awareness. We work closely with all staff, administration, and in-school service specialists to secure the necessary resources for our children, supporting the needs of all learners to help them reach their full potential and boost their confidence and self-esteem.

## **16. Compliance:**

This policy came into effect on October 3, 2023, and the school commits to achieving full compliance by September 1, 2025. It is acknowledged that failure to comply may lead to legal accountability and penalties in accordance with ADEK's regulations, policies, and requirements, as well as the penalties stipulated in Federal Law No. 31 of 2021, known as the Crimes and Penalties Law, or any other applicable legislation. ADEK retains the authority to intervene in the event of school violations of its obligations.

## **17. Conclusion:**

In conclusion, the Sharjah American International School, Abu Dhabi Campus Inclusion Policy underscores our commitment to promoting the principles of inclusive education, ensuring that every student, regardless of their unique abilities and challenges, has the fundamental right to receive a standard education. Through this policy, SAIS pledges to ensure that every student is valued and respected and to advocate for a right-based approach to education for all students.

The SAIS Inclusion Policy transcends beyond being a mere document; it serves as a testament to our unwavering dedication to providing an educational experience that nurtures the potential within each student. Through both curricular and extracurricular activities, we aim to cultivate an inclusive culture that enriches the entire school community.

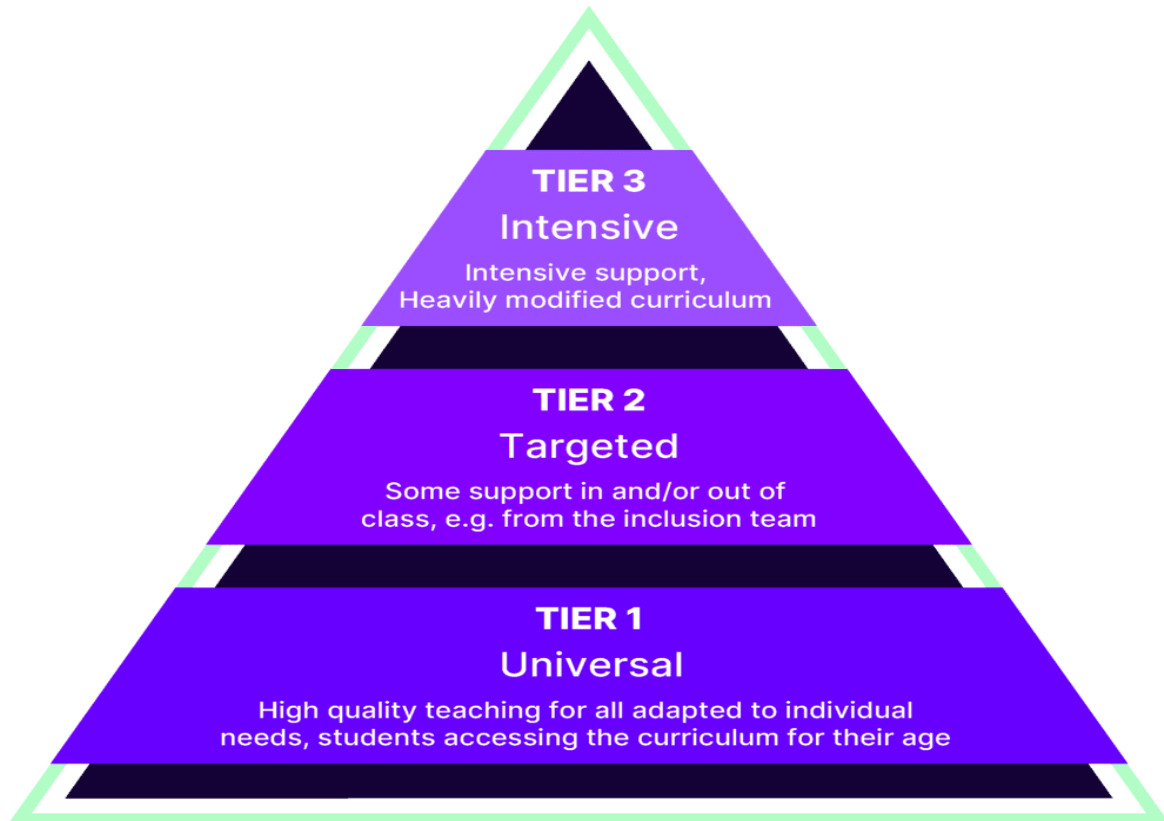
**Approved By**

Principal

Ban Alduri

## Appendix-1

### Tier Model



## Appendix-2

### Types of Additional Learning Needs

There is a diverse range of learning difficulties that students with additional learning needs may have. It's important to remember that a good quality learning environment for students with additional learning needs is a good quality learning environment for all students!

Types of Need	Description
<b>Behavioral, Social, Emotional</b>	Behavior that presents a barrier to learning: Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's

<b>Sensory impairment</b>	
<b>Visual impairment</b>	Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses
<b>Hearing impairment</b>	Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
<b>Physical Disability</b>	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
<b>Medical Conditions or Health Related Disability</b>	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
<b>Speech and Language Disorders (This does not include students with additional language needs)</b>	
<b>Expressive language disorder</b>	Problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally.
<b>Receptive language disorder</b>	Difficulties in comprehending spoken language or in auditory processing.
<b>Global language disorder</b>	Difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
<b>Communication and Interaction</b>	
<b>Autistic Spectrum Disorders</b>	ASDs are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking
<b>Asperger’s Syndrome</b>	Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development (social communication, social interaction, social imagination and flexible thinking). There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties
<b>General Learning Difficulties</b>	

<b>Learning difficulties 1</b>	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment
<b>Learning difficulties 2</b>	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
<b>Profound and Multiple Learning Difficulty (PMLD)</b>	Significant learning needs leading to severely impaired functioning regarding basic self-awareness, as well as awareness of others and the surrounding environment. These needs may encompass physical disabilities or sensory impairments, necessitating a high level of support.
<b>Assessed Syndrome</b>	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's Syndrome, Stickler Syndrome and Williams Syndrome.
<b>Specific Learning Difficulties</b>	
<b>Dyslexia</b>	Dyslexia -reading Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension
<b>Dysgraphia</b>	Dysgraphia - writing/spelling Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
<b>Dyscalculia - using number</b>	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
<b>Dyspraxia</b>	Dyspraxia – fine and gross motor skills Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.
<b>Gifted and Talented</b> The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent's and align with international best practice.	
<b>Gifted</b>	<b>Talented</b>
The term giftedness refers to 'a student who is in possession of untrained and spontaneously-	The term talented refers to 'a student who has been able to transform their 'giftedness' into

<p>expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.</p>	<p>exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.</p>
<p>All gifted students have the potential to be highly able but not all highly-able students are truly gifted.</p> <p><b>Common distinctions between the able and gifted child include:</b></p> <ul style="list-style-type: none"> <li>• an able student knows the answer; the gifted learner asks the questions</li> <li>• an able student works hard to achieve; the gifted learner knows without working hard.</li> <li>• an able student enjoys school; the gifted learner enjoys self-directed learning</li> <li>• an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.</li> </ul> <p>It is essential in the education of students with special gifts and talents, that schools form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities.</p> <p>Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• interviews with parents</li> <li>• gifted and/or talented screening checklists</li> <li>• student interest surveys, self-reports and student interviews</li> <li>• standardized attainment tests</li> <li>• standardized assessments of cognitive development and ability that can only be administered by psychologists.</li> </ul> <p>The identification of students with special gifts and talents should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which should provide appropriate and personalized learning programs to enable all gifted students to become talented.</p>	
<p><b>The following are key aspects to consider when personalizing education programs for students with special gifts and /or talents.</b></p>	
<ul style="list-style-type: none"> <li>• Differentiation -An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Pace -It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenges to sustain the students’ attention and desire to learn.</li> </ul>	
<ul style="list-style-type: none"> <li>• Assessment -Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students’ needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning program can be provided.</li> </ul>	
<ul style="list-style-type: none"> <li>• Groupings -Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.</li> </ul>	
<ul style="list-style-type: none"> <li>• Level of work -Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.</li> </ul>	



• Enrichment -It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

**Reference:-**

- ADEK Inclusion Policy 2023-24
- UAE Inspection Manual
- ‘Differentiation Model of Giftedness and Talent’\* François Gagné: The DMGT: Changes within beneath and beyond. 2013. International Research Association for Talent Development and Excellence.