Inclusion Policy

GEMS WINCHESTER ABU DHABI

2025-2026

UPDATED BY	LAST AMENDAMENT DATE	MONITORING CYCLE
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Contents:

1. WSA CORE VALUES

UNITY - Our diverse WSA Community ardently stands for equity and inclusivity; we invest in family and friendships, seeing similarities over differences. We are Global Citizens.

TRANSFORMATION – Driven by being the 'Best version of yourself'; we invest in personal growth emotional wellbeing, positive mental health and the growth of others.

ENVISIONING – We take action; we invest time and energy into leadership, at all levels; innovation and creativity.

COMMUNICATION – We listen, and we learn; we invest in connectedness, transparency and accountability.

2. PURPOSE

GEMS Winchester School, Abu Dhabi (WSA), provides a broad and balanced curriculum for all its students. The National Curriculum serves as the foundation for planning to meet the specific needs of individual students and groups. The aim of the Inclusion Policy is to ensure that all student groups are appropriately supported through the following methods:

- All students feel valued and respected irrespective of their abilities
- High expectations from all students
- Identification of student's needs or any disability (SEN)at an early stage through appropriate assessment by specialists
- To encourage positive collaboration with parents by involving them in the identification, assessment and support process of the student (ALN/G&T)
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for students' additional needs
- While planning, teachers set suitable learning challenges and respond to student's diverse learning needs.
- Curriculum planning and assessment for all students including students with Additional Educational Needs and G&T

3. ADMISSIONS

In accord with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs won't not be denied if WSA has the capacity to admit them in the appropriate grade/year, as per the ADEK Student Administrative Affairs Policy. WSA's admissions processes will adhere to the following:

a. Priorities the students with additional learning needs and their siblings.
b. Requests clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician to support the transition of the student.

c. Support during transition: Transition support will be provided to all students with additional needs:
   - Students starting school for the first time or coming from alternative early education settings.

- Students transferring from specialized provision, homeschooling, or any other type of educational provision.
- Students in exchange programs.

3.2 Admission Accommodation

Providing any accommodation required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilising such assessments as a means to inform the provision of learning support as per the *ADEK Student Administrative Affairs Policy*. These assessments shall not be used to deny admission to the school.
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.

3.3 Re-enrollment: In line with the *ADEK Student Administrative Affairs Policy*, all students are re-enrolled for the next academic year.

3.4 Inability to Accommodate Notification:

Where schools consider they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued **(Appendix1)**.

ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. Schools should make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.

3.5 Referrals to Specialized Provision:

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

Where a school considers that a student may require a more specialized placement, they must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all three of the following conditions:

- ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
- The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school.
- The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK.

4. STANDARD INCLUSIVE PROVISION

4.1 Roles and Responsibilities

The Leadership Team, Inclusion Department, Teachers and support staff will work closely with parents, students and with external agencies to support the additional needs of individual students.

4.2 The Local Advisory Board will:

- Set the strategic direction for the school incorporating a commitment to inclusive education.
- Nominate one board member for an oversight of inclusive provision.
- Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

4.3 School Principal will:

- 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, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- Appoint a Head of Inclusion who 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, a separate member of staff to be responsible for the coordination and provision of multilingual learners and a member of staff who will be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- Ensure 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 which include how to identify concerns that may be specific to students with additional learning needs, as per the *ADEK Student Protection Policy*.
- Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key people identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

4.4 School Head of Inclusion will:

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborate 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.
- Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as per the ADEK Records Policy.
- Maintain, review, quality assure and update the school-based register of students with additional learning needs, including their IEPs and PEEPs.
- Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- Ensure 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.

4.5 Inclusion Teacher (one Inclusion Teacher per cycle):

- Provide direct support to students in a classroom by delivering instruction and ensuring learning through a variety of co-teaching models and strategies.
- Support in developing Individualized Educational Plan Programs (IEP) for ALN students;
- Ensure appropriate accommodation to the curriculum, lessons and learning environment.
- Instruction may be provided within the regular classroom setting, resource setting, and/or small classroom setting.
- Design engaging classroom activities and differentiated lessons so that all students may access the curriculum and benefit from the educational experience.
- Formally and informally assess the student learning (rather than relying solely on standardized curriculum) to create a comprehensive learning program.
- Work collaboratively with general classroom teacher and grade-level teams and other staff, especially instructional support team, to plan, share student work and ensure that instruction is aligned with identified curriculum and standards.
- Build a partnership with families, encouraging their active participation in students' learning.

4.6 Inclusion Assistants (IA):

Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and will provide:

- Whole-class support where there are higher numbers of students with additional learning needs.

- Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Individual Educational Plan (IEP) targets
- Dedicated 1:1 support to a particular student, if required, as per their IEP and the Clinical Assessment Report.
- School will provide an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

4.7 Individual Assistant (IA):

Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

- When requesting parents to engage an Individual Assistant, schools will provide evidence and justification to outline the need for support for the majority of the student's school day.

- The Individual Assistant will be available outside the classroom and is authorized to enter the classroom to provide support to the student concerned only upon request by the teacher.

- Schools will 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.

4.8 Form Teachers/Class Teachers/Subject Teachers

WSA aims to offer excellence and choice to all students, irrespective of their ability or needs. WSA has high expectations of all the students, and it aims to achieve this through the removal of barriers to learning and participation. Teachers respond to students' needs by:

- Providing support to students who need assistance
- Setting high expectations which inspires, motivates and challenges the students
- Planning to develop student's understanding through the use of all their senses and of varied experiences
- Planning for students' full participation in learning, and in physical and practical activities.
- Adapting teaching to respond to the strengths and needs of all students
- Making accurate and productive use of assessment
- Managing behavior effectively to ensure a good and safe learning environment

4.9 Whole School Staff

- School staff are responsible for ensuring the Inclusion policy and making sure that the procedures are followed in school.
- Ensure that the need of every student is met.
- Maintain an environment of inclusivity

4.10 Student

In WSA, students are encouraged to take responsibility and to make decisions. This is part of the culture of WSA and relates to students of all ages. The students are encouraged to make judgments about their own performance against their IEP/ALP targets by:

- Participating actively in all discussions and decisions
- Communicating his/her preferences and interests
- Communicating his/her strengths, areas where help is required, how he/she is doing in classes and community experiences
- Communicating regarding accommodations, modifications and support that are needed for his/her success in school and in the community

4.11 Family

When parents and families are involved in their children's schools, the children do better and have better feelings about going to school. WSA encourages an active partnership through an ongoing dialogue with parents. WSA works closely with parents in support of their children with additional educational needs. Parents have much to contribute to school's support for children with additional educational needs. Parents are encouraged to:

- Attend parent-teacher conferences regularly
- Develop a partnership with their child's teachers and school staff
- Support their child academically
- Get informed and be an advocate for their child
- Support their child's learning at home

WSA has regular meetings each term to share the progress of students with their parents and recommends the need of outside intervention to parents and share the process of decision-making by providing clear information relating to the education of students.

It may be necessary to discuss with parents the need for additional support for their child or to request an external assessment, where there is a cost implication (it will be as per ADEK guidelines).

5. INCLUSIVE TEACHING AND LEARNING SUPPORT

5.1 Identification, Referral, and Tracking System

WSA is committed to giving all students the opportunity to succeed and reach their highest potential. The Inclusion process involves various steps as follows

5.2 Early Identification of Additional Learning Needs (ALN) Process:

- **Teacher Observation:** The teacher closely monitors student progress. If a student is not making the expected progress, the teacher becomes concerned.

- **Use of Adaptive Resources:** The teacher explores and implements various adaptive teaching strategies and classroom resources to support the student.

- **Referral to Head of Inclusion (HOI):** If there is still no significant progress, the teacher initiates the referral process by completing the school's referral form and informing the

parents **(Appendix2)**.

- **Parental Consent:** The teacher seeks consent from the parents for further observation and assessment.

- **Classroom Observation by HOI:** With parental consent, the HOI observes the student in the classroom setting to understand their learning behaviours and needs.

- **Pre-Screening Assessment:** The HOI conducts pre-screening to identify potential learning needs and determine the level of support required.

- **Discussion with Parents:** The HOI meets with the parents to share observations and findings.

- **Decision on ALN Support:** Based on observations and pre-screening, parents are informed whether their child will begin receiving ALN support.

5.3 Initial Assessment During Student Admissions for Identifying ALN:

- **Initial Assessment Using CAT4**: All new students are assessed using the CAT4 (Cognitive Abilities Test) to determine their cognitive strengths and areas of need.

- **Alternative Assessments**: Students who are unable to take the CAT4 are assessed using:
  - WELLCOM (for communication and language needs), or
  - Teacher-devised assessments based on age, ability, or observed needs.

- **Understanding Student Needs**: The assessment results help the school to identify each student's learning profile and determine any potential additional learning needs.

- **Parental Input and Reports**: Parents are asked to share any existing diagnosis reports, medical documentation, or information regarding their child's learning needs.

- **Planning for Support**: Based on assessment outcomes and shared documentation, the school plans appropriate support and accommodation for the student.

5.4 Assessment and Progress Monitoring:

- **Baseline Assessments: Students** are assessed at the time of admission (e.g., CAT4, WELLCOM, or teacher-devised assessments) to establish a baseline of skills and abilities.

- **Ongoing Monitoring:** Teachers continuously monitor student progress through observations, classwork, and formal/informal assessments.

- **Use of Previous Reports:** Previous academic, medical, and psychological reports are reviewed to inform support planning and track long-term progress.

- **Individual Progress Reviews:** Student progress is reviewed regularly in meetings with parents, the students, and relevant staff to adjust strategies as needed.

- **Targeted Support and Adjustments: Interventions** are planned and adjusted based on progress data, ensuring that support remains effective and relevant.

- **Documentation and Reporting:** Progress is documented systematically and shared with stakeholders, including through IEP reviews, parent-teacher meetings, and internal reports.

6. INDIVIDUAL EDUCATION PLAN

At WSA, early identification process facilitates in preparing Individual Education Plans (IEPs) which

is an integral part of ongoing provision for students with additional learning needs.

Following a structured, small-steps approach, IEPs break down student attainment levels into finely graded targets to ensure continuous success and progress.

This personalized approach ensures that students are fully supported while maintaining their entitlement to share the same learning experiences as their peers. To maximize learning outcomes, there may be instances where students benefit from working in small groups or receiving one-to-one support outside the classroom, based on their specific needs.

WSA incorporates information provided through internal and external assessments and ensures the information is shared with staff to identify students who may require emotional, social, or behavioural support, or where risks are apparent.

7. PROGRESS TRACKING THROUGH MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

In WSA, the progress of students with additional needs is measured by using a Tiered Model of Support **(Appendix 3)**.

- An IEP is developed for all students with additional learning needs receiving Tier 2 and Tier 3 support.
- All students with additional educational needs (Tier 2& Tier 3) are registered in ALN Register
- Students with additional educational needs (Tier 1) are supported with in-class Quality First Teaching (QFT) strategies and some of them are put under observation and registered in the Inclusion Register.
- Progress data for students with additional learning needs and other students receiving any support for their learning is reviewed on a termly basis and reported accordingly to parents and all related staff.
- IEP progress is tracked month wise on IEP targets, includes IA Daily reports, lesson by lesson intervention tracking, Nessy program.
- All subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to IEP.
- The IEP annual review meeting is conducted to ensure provision remains for next academic session.

8. INCLUSIVE TEACHING & LEARNING APPROACHES

At WSA, the National Curriculum serves as the foundation for developing a curriculum that caters to the unique needs of both individual students and student groups. WSA inclusive education practices are built on the following principles:

- Embedding inclusive teaching methods into lesson planning to better support students with additional learning needs, as part of a broader adaptive teaching strategy.
- Customizing teaching materials to meet the specific needs of students with additional learning requirements, ensuring alignment with the tiered support model and any set goals in their Individual Educational Plan (IEP)
- Setting appropriate learning challenges while addressing the diverse learning styles of

students and removing any barriers to their learning and assessment.

- Providing additional learning opportunities outside the standard curriculum to accommodate the needs of specific students or groups.
- Offering ongoing professional development and awareness sessions on inclusive educational strategies, led by the Head of Inclusion and other specialists, ensuring staff are well-equipped to implement adaptive teaching practices.
- Utilizing the Inclusion Team effectively to deliver tailored support to students, under the guidance of the Head of Inclusion, based on individual needs.
- Providing thorough guidance and training to Inclusion Assistants and Individual Assistants to ensure they can effectively support students' learning and progress.
- Implementing a tiered intervention model to track and promote the academic progress of students with additional learning needs.
- Coordinating specialized interventions with external professionals, such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, in line with ADEK's In-School Specialist Services framework.
- Facilitating the use of assistive technology for students who require it to improve their learning experience. Where needed, WSA will apply to ADEK for financial assistance in providing this technology.
- Encouraging teachers to adopt a wide range of adaptive teaching strategies and seek advice from the Inclusion Team before making any formal referrals to the Head of Inclusion.
- Addressing any concerns about student progress with parents early on to support prompt intervention and action.

The Inclusion Department has implemented a variety of targeted interventions to support students' academic development, motor skills, and social-emotional well-being. These include:

- *Nessy and Snipp Literacy Program* – to enhance reading and language skills, particularly for students with dyslexia or other literacy difficulties.
- *Play Therapy* – to support emotional regulation, self-expression, and social development.
- *Handwriting Skills Programs* – to improve fine motor coordination and written communication.
- *Foundational Skills Development* – focusing on basic academic concepts in literacy and numeracy tailored to individual learning needs.

9. CURRICULUM

All students, including those with additional learning needs, have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which are adapted to meet their needs, where appropriate.

eSIS will be updated to indicate when a student is following a modified curriculum

10. ASSESSMENT ACCOMMODATIONS

WSA will ensure that students with additional learning needs are not disadvantaged during any form of assessment, WAS will:

- Evaluate the needs of all students with additional learning needs to and ensure that all accommodation and modifications reflect the student's normal way of working in the classroom.

- Ensure permissions for accommodations and modifications are sought and adherence to

policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

11. EVALUATING THE EFFECTIVENESS OF ALN PROVISION IN WSA

- **Progress Monitoring and Outcomes:** Tracking academic, social-emotional, and functional progress of ALN students using IEP targets, assessment data, and teacher observations.
- **Quality and Relevance of Interventions:** Evaluating interventions through evidence and adapted to individual needs.
- **Inclusive Classroom Practices:** Assessing how well students with ALN are included in mainstream classrooms through differentiated instruction, appropriate accommodations, and peer interaction.
- **Staff Training and Collaboration:** Reviewing the level of professional development for staff and the effectiveness of collaboration between general education and inclusion team.
- **Student and Parent Feedback:** By gathering input from students and families about their experiences and involvement in planning, and satisfaction with support provided.

12. PHYSICAL ACCESSIBILITY

12.1 General Accessibility:

WSA is accessible to all people including students, families, school staff and visitors. WSA follows the philosophy of universal design approach which ensures accessibility not only the school facilities but also to the course content, teaching materials and delivery methods. The below mentioned facilities are available:

- Parking spaces, pathways, buildings, and playgrounds are accessible to all
- All entry points to buildings have ramps with wheelchair accessibility
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step
- Signage with symbols and text with colour contrast is available
- Evacuation alarms are accompanied by flashing lights.

- School building is accessible on the ground floor for physically disabled students
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes
- Lift(one) is available
- 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.
- Staff receive training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) developed for ALN students and specific staff members receive the 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)

- Development of risk assessment plan with required adaptations to the school environment and buildings and with clear steps and timelines to improve accessibility.

12.2 Accessibility of Learning Spaces:

To provide equitable access to education and inclusive learning opportunities, WSA ensure that

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it
- A variety of classroom resources (pens, pencils, pencil grips, scissors, etc.), which offer choice regarding the size and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs
- Specialized teaching spaces are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms and facilitate engagement with learning through different means.
- The teaching and learning environment incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

13. SPECIALIST SUPPORT SPACES

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

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

WSA collaborates closely with external agencies to ensure the holistic development of its students, particularly those with Additional Learning Needs (ALN). Parents have the flexibility to choose agencies based on their preferences or insurance coverage. All therapy-related costs are the responsibility of the parents, ensuring tailored services that meet each child's unique needs.

The school has established strong working relationships with a range of service providers to offer specialized support in areas such as speech therapy, occupational therapy, behavioral support, and psychological services such as:

American Center for Psychiatry and Neurology, Abu Dhabi
Telephone: 02 6979999
Website: https://americancenteruae.com

Ability Pediatric Rehabilitation Medical Center, Abu Dhabi
Phone: 02 309 2900
Website: https://hayatihealth.com

MABC Abilities Development, Abu Dhabi
Phone: 056 997 4360

Stars for Special Abilities & Early Intervention: Abu Dhabi (for speech and occupational therapy)
Phone: 02-446-2048
Website: www.starzuae.com

Incluzun
Telephone: 050-876-8747
Website: https://incluzun.com

14. ADDITIONAL FEE

WSA is committed to upholding the principles of inclusion by ensuring that all students, including those with additional learning needs, have equitable access to education. In cases where students require specialized intervention beyond the school's standard inclusive provision, as identified in their Clinical Assessment Reports, we implement the necessary steps in accordance with the guidelines.

This includes providing clear justification for additional provisions, securing parental agreement for any associated costs, and itemizing fees transparently on the eSIS database. We ensure that parents receive termly financial statements detailing the allocation of funds and guarantee that any additional charges do not exceed 50% of the tuition fee, except where approved by ADEK or with parental consent.

WSA approach ensures that specialist services are regularly reviewed to ensure their continued effectiveness and relevance. Optional administration charges for in-school specialists will not surpass 10% of the cost, in adherence to the ADEK IN-School Specialist Services Policy. Regular term reviews will be conducted to evaluate the impact and continued relevance of specialist services, fostering a responsive and adaptive approach to additional fees.

15. INCLUSIVE SUPPORT AND PROVISION

WSA upholds the principle of equity by ensuring all students, including those with additional learning needs, have access to an appropriate curriculum. Support is provided in a manner that acknowledges the diverse needs of each student and may involve specialized interventions, adaptive teaching strategies, and the use of assistive technologies. The school's

inclusion team, led by the Head of Inclusion, is instrumental in coordinating these efforts, working closely with teachers, parents, and external specialists to implement and review IEPs regularly.

16. REGULAR REVIEW AND MONITORING

WSA achieves educational inclusion by continually reviewing its practices and asking critical questions, such as:

- Are all students achieving their maximum potential?
- Are there discrepancies in achievement between different groups of students?
- What additional interventions and support are provided for students who are not achieving their potential?
- Are the actions and interventions implemented effective in improving outcomes?

The Head of Inclusion monitors student progress and movement within the SEN register, ensuring that all interventions are tracked through a tiered support system, in alignment with ADEK's inclusion policies. Regular communication with parents is maintained, and staff receive updates on the impact of the inclusion policy and any necessary adjustments to ensure that the IEPs are effective. All actions are reviewed termly, with an emphasis on collaboration between teachers, inclusion staff, and management, ensuring that progress is regularly evaluated, and interventions are adapted to meet evolving student needs.

17. COLLABORATION AND CONTINUOUS IMPROVEMENT

This policy, along with the IEP process, has been developed in consultation with WSA staff and leadership and is regularly reviewed to align with ADEK's standards. The involvement of parents and external agencies is vital, and feedback from all stakeholders is integrated into the ongoing refinement of the IEPs to ensure the highest standards of inclusion are upheld.

Reference

2024 (January) ADEK_School_Inclusion Policy_v.1.1

ADEK Student Administrative Affairs Policy

2024 (September) ADEK_School_Staff Eligibility Policy_v.1.3

Appendix 1: **ADEK Categories of Need**

ADEK Categories of Need

Abu Dhabi Disabilities Classification Guide 2020 includes (11) Disabilities Main categories and (28) Sub-categories that are divided into (5) domains.

Common Barriers to Learning	ADEK Disability Domain	UAE Categories of Disability	ADEK Disability Main Category	Disability Sub-categories or Severity level (Identification)
Cognition and Learning & Communication and Interaction	» Neuro-developmental Disorders	» Autism Spectrum Disorders	» Autism Spectrum Disorder	» Level 1 "Requiring support"
				» Level 2 "Requiring substantial support"
				» Level 3 "Requiring very substantial support"
		» Global Developmental Delay	» Intellectual Disability	» Mild intellectual disability
				» Moderate intellectual disability
				» Severe intellectual disability
				» Global Developmental Delay
				» Unspecified intellectual disability
		» Communication Disorders	» Communication Disorders	» Speech and Fluency Disorders
				» Language Disorders
				» Social (pragmatic) communication disorder
		» Specific Learning Disorders	» Specific Learning Disorders	» Mild learning difficulties
				» Moderate learning difficulties
				» Severe learning difficulties
		» Attention Deficit Hyperactivity Disorder	» Attention Deficit Hyperactive Disorder	» Attention Deficit (Predominantly Inattentive)
				» Hyperactivity-Impulsivity Attention Deficit (Predominantly Hyperactive-Impulsive type)
				» Attention Deficit/Hyperactivity (combined type)

Common Barriers to Learning	ADEK Disability Domain	UAE Categories of Disability	ADEK Disability Main Category	Disability Sub-categories or Severity level (Identification)
Physical, Sensory and Medical	» **Sensory Disabilities**	» Sensory Disabilities	» Deaf-Blind Disability	» Deaf-Blindness
			» Hearing Impairment	» Partial hearing impairment
				» Deafness (total hearing impairment)
			» Visual Impairment	» Partial visual impairment
				» Total Blindness
	» **Physical Disabilities**	» Physical Disabilities	» Physical Disability	» Musculoskeletal disabilities
				» Muscular diseases
Social, Emotional and Mental Health	» **Psychological disorders**	» Psycho-emotional disorders	» Psycho/Emotional disorders	» Mild behavioural disability
				» Moderate behavioural disability
				» Severe behavioural disability
Cognition and Learning	» **Multiple Disability**	» Multiple Disability	» Multiple Disability	» Multiple disabilities

The Graduated Response Flowchart

Step 1. Teacher Initial Concern (Universal)

Parent carer or teacher express concerns around child or young person's progress

- Teacher and parent carer meet to discuss concerns and complete Quick Checker in the Sparkling GEMS Toolkit
- Teacher and parent carer reflect on Universal Barriers to Learning in the Sparkling GEMS Toolkit working through the identified areas of need where there is a concern
- Teacher completes additional assessments and checklists in the areas identified as a concern (see list of assessments and checklists available in the Sparkling GEMS Toolkit)
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher refers to Universal Provision Barriers and Strategies in the Sparkling GEMS Handbook and Toolkit implementing strategies appropriate to identified barriers to learning
- Pupil Passport and Universal Barriers and Strategies Record could be created at this stage. (See suggested template)

Parent and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?

Yes

No

Teacher continue with these adaptations

- Teacher completes an Initial Cause for Concern Form with parent consent and sends to the HoI/Link teacher.
- HoI/ Link teacher meets with teacher, parent and child or young person to discuss next steps and begin targeted Inclusion Support.

Step 2. Targeted Support (Inclusion Support)

Teacher, parent carer and HoI complete first cycle **APDR captured on an ADPR form** agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies.

Parent, teacher and HoI meet. Has the child or young person made satisfactory progress through targeted support?

Yes

No

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

- HoI completes more diagnostic assessment to add to learning profile of the child or young person.
- HoI meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further **APDR** cycle. **Review regularly.**
- Update the pupil passport and ADPR with information from further assessment.

Parent, teacher and HoI meet. Has the student or young person made satisfactory progress through targeted support?

Yes

No

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

- School to seek guidance external service offers.
- APDR and passport updated with further outcomes and targeted provision for Inclusion Support
- APDR cycles completed with termly reviews

Parent, teacher and HoI meet. Has the student or young person made satisfactory progress through targeted support?

Yes

No

Continue with the targeted support – Further **APDR** cycle or maintain Universal adaptations if concerns have reduced

Step 3. Complex/High Needs Support

If a student or young person is not making sufficient progress despite a graduated response being implemented where '**the school having taken relevant and purposeful action to identify, assess and meet the needs of the student or young person**' (KHDA Inclusion Regulatory Guidance), then individual or alternative pathway could be considered. We encourage parent and child and young person to work with their school or setting when making a request. Teacher, SENCO,/HoI parent, student or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in partnership.

Appendix 3: **Multi-tiered System of Support (MTSS)**