



مدرسة الشروق الدولية
SUNRISE INTERNATIONAL SCHOOL
Abu Dhabi, UAE

Inclusion Policy

Purpose of Policy

To establish clear expectations for inclusive education as a fundamental right for all students, ensuring equitable access, support, and opportunities for learners with additional learning needs. The policy aims to define admission requirements, inclusive provisions in staffing and facilities, leadership responsibilities, and compliance standards, while regulating any additional fees to promote a truly inclusive learning environment.

Approval for this policy given by

Principal

Responsibility for its update

Head of Inclusion

Policy applies to

All staff of Sunrise International School

Introduced on

April 2025

Compliance From

AY 2025/26

1st Review Date

November 2025

Next Review Date

April 2026

Principal's Signature

School Seal



1. Purpose and Objective

This policy document aims to outline the school's approach to supporting Students of Determination by identifying and addressing their individual needs to ensure academic progression and well-being. The goal is to overcome barriers to learning and set challenging targets for each student, providing a modified curriculum tailored to their unique needs and abilities. By supporting pupils with Additional Learning Needs (ALN) in accessing the curriculum, the school fosters an inclusive learning environment. Individual plans are developed through close collaboration with parents and teachers, ensuring that progress, attainment, and well-being of students with additional needs are regularly communicated to parents. Formal meetings with parents are conducted to discuss and adjust these plans as necessary, ensuring continuous support and effective learning outcomes for all students.

Standard Inclusive Provision

STAFFING

The school follows the staff requirements for the Department of Inclusion as per the ADEK inclusion policy. The school has following staff members which constitute the core team members of the Inclusion team:

1. Head of Inclusion
2. Inclusion Teacher/Special Educator
3. Inclusion Assistant
4. Counselor
5. Social Worker
6. Individual Assistants/Learning Support Assistants (LSAs)*

The number of Learning Support Assistants keep changing depending on the number of children who need individual support from time to time.

Accessibility

Our school has a fully accessible school site. There are elevators in all buildings with more than one floor, evacuation chairs on staircases, and accessible bathrooms can be found in all parts of the school. Should a Person of Determination require adaptations to enable their access to teaching, and to learning and recreational spaces, these will be considered on a case-by-case basis and wherever possible, implemented with the support of the facilities and inclusion teams.

A Personal Emergency Evacuation Plan (PEEP) is created for any student who needs support to safely evacuate the school building. A risk assessment and mitigation plan will be created for a student with ALN who needs support to ensure their own safety and that of others, including adults. Staff receive regular training in the use of equipment that aids evacuation.

All classrooms and learning spaces in the school are designed to meet the needs of the children who use them. Adapted equipment, such as chairs, tables, writing implements etc. can be used to support the integration of students with physical or sensory needs, whether those needs exist on a temporary or long-term basis. Inclusion teachers have their own allocated spaces which are used along with a number of other learning spaces by inclusion teachers and inclusion assistants to facilitate targeted, pull-out interventions and support. Should a student have a visual or hearing impairment, the spaces they access will be evaluated, with their input, to ensure that there is a mitigation plan for any visual or auditory disturbance that may impact their access to learning. Spaces for occupational and speech therapy have also been created.

ADMISSION POLICY FOR THE STUDENTS WITH ADDITIONAL LEARNING NEEDS (Students of Determination SODs)

Our school is committed to fostering an inclusive and supportive learning environment in accordance with Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments. The admission process for students with additional learning needs adheres to the following guidelines:

1. **Priority for Siblings:** We prioritize the attendance of students with additional learning needs and their siblings in the same school, ensuring a sense of familiarity and support within the educational community.
2. **Clinical Assessment Reports:** Parents are requested to provide original clinical assessment reports completed by relevant specialists, such as therapists, psychologists, or paediatricians. These reports aid in understanding the specific needs of the student and inform appropriate support strategies.
3. **Transition Support:** We are committed to supporting the transition process for all students with additional learning needs. Specialized transition support is provided for:
 - Students starting school for the first time or transitioning from alternative early education settings.
 - Students transferring from specialized provision, home-schooling, or any other type of educational provision.
 - Students participating in exchange programs.
4. **Assessment Accommodations:** If assessments are part of the admissions process, the school will provide any necessary accommodations to facilitate the student's participation. The results of these assessments will inform the provision of learning support, but admission will not be denied based on assessment outcomes.
5. **Equitable Access:** Utilizing all available information, we ensure equitable and safe access to the learning and physical environment for students with additional learning needs. Reasonable adjustments will be made as necessary to accommodate individual requirements.
6. **Inability to Accommodate:** In accordance with the ADEK Inclusion Policy, the school is required to determine its own criteria for admission and to define their 'Inability to Accommodate'. When a student has a disclosed disability or additional learning need, the application will be carefully considered and reviewed by a team. We also consider whether a student's support needs exceed those currently available, and whether their need for support would have a detrimental impact on the support available for existing students. Where the school determines that it is unable to meet the needs of an applicant, a notification that the school is unable to accommodate the child will be communicated to the parents and ADEK in accordance with the ADEK Inclusion Policy and ADEK School Student Administrative Affairs Policy. By following these guidelines, our school aims to create an inclusive and nurturing educational environment that empowers students with additional learning needs to thrive academically, socially, and emotionally.

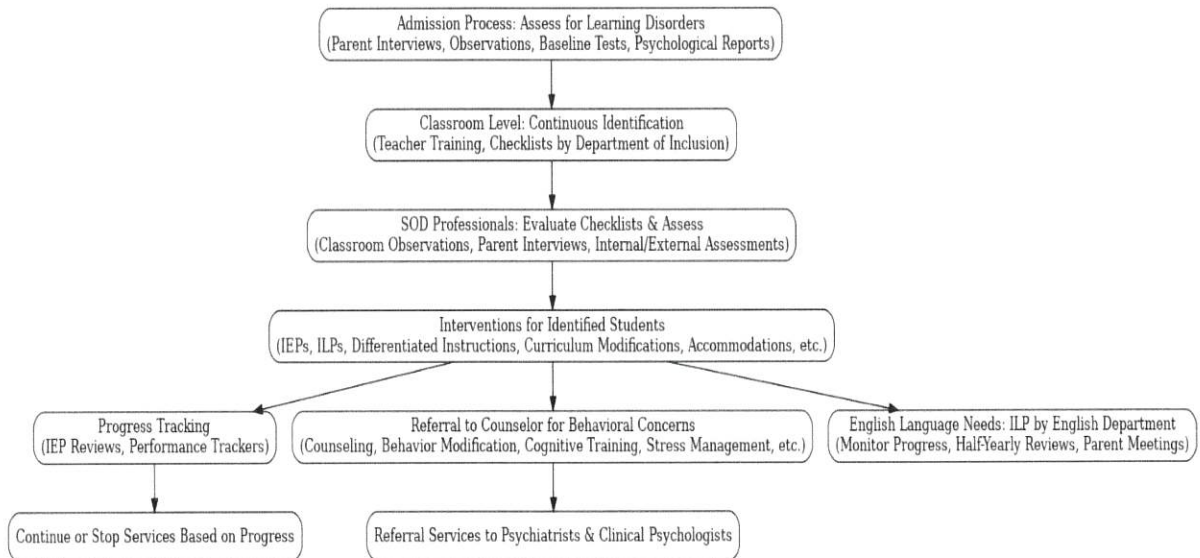
IDENTIFICATION OF STUDENTS WITH ADDITIONAL NEEDS (SODs)

Students of determination are identified through one or both of the procedures listed below:

- through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder

- formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder. The SEN Code of Practice identifies the main four distinct areas of special educational needs. (Advocating for Inclusion)

IDENTIFICATION PROCESS AT SISAD



The above flowchart explains the process of Identification followed by our department. The identification takes place on two levels. The first level is at the time of admission where a student is assessed for any learning disorder. It is achieved through parent interviews, observations, baseline academic tests and Clinical Assessment Reports if available.

- The second level takes place at classroom level which is a continuous process. The teachers are given training on how to identify a Special Needs Child in classroom and how to fill the checklists provided by department of Inclusion.
- The SOD professionals evaluate the checklists and carry out further assessment through Classroom Observations, Parent Interviews, internal assessments and/or external psychological assessments.
- The students identified as falling in any of the categories outlined by categorization framework will be given interventions like (IEPs, ILPs, Differentiated instructions, Curriculum Modifications, Accommodations, Adaptations and other Interventional Therapies and Techniques).
- The progress of the students would be tracked through IEP reviews and performance trackers. The services provided by Department of Inclusion would be continued or stopped depending on the achievement of targets and progress shown by the student.
- The students are referred to Counselor in case if any behavioural concern is identified. The Counselor provides interventions such as Counselling, Behaviour Modification, Cognitive Training, Stress Management, Parental Counselling and other Psycho-social Interventions such as Referral Services to Psychiatrists and Clinical Psychologists.

- If the student is found to have English Language Needs. English Department will make ILP for the students. The teachers' responsible will Monitor Progress and review targets half yearly and conduct meetings with parent.

APPROACH OF RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. (Gorski, Deb. "What Is Response to Intervention (RTI)?" *Rtinetwork.org*, 2019)

We implement Tier system which is in line with the Response to Intervention system. The Tier system is similar to WAVE policy or Levels of support as delineated in the policies from KHDA and MOE.

TIERED SYSTEM OF SUPPORT

Level 1: General Service of Support

The classroom teacher responds to a child's learning needs. The child is closely monitored and work is differentiated within the class. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children's personal classroom targets. Intervention provided, if any, within the classroom.

Level 2: Targeted Service of Support

Level 2 is provided in addition to level 1. It focuses upon supporting students who are achieving below age-related expectations within the curriculum, as a result of an identified difficulty, condition or disorder. Level 2 support often involves students participating in small group support sessions. The conditions of eligibility for Level 2 are:

1. Any student who is scoring "D" grade in internal assessment and/or scoring "E" in at least one subject in core subjects (English, Math, Science, Social (UAE/Indian) and/or Arabic) needs additional support.
2. The student, on standard Intellectual Assessment, may have average IQ. Such students will be provided with Individual Learning Plan (ILP) and this provision goes beyond the "regular" classroom. This may also possibly involve some external assessment and possible cost of support such as withdrawal for remedial sessions in small groups to support literacy and/or mathematics with the SOD staff or in super study period with the subject teacher.

Level 3: Individualized Service of Support

Level 3 is provided to students who experience the most significant barriers to learning. Any student who is scoring "E" in more than one subject in core subjects (English, Math, Science, Social (UAE/Indian) and/or Arabic) and/or having sub-average intelligence on standard Intellectual Assessment is given level 3 support.

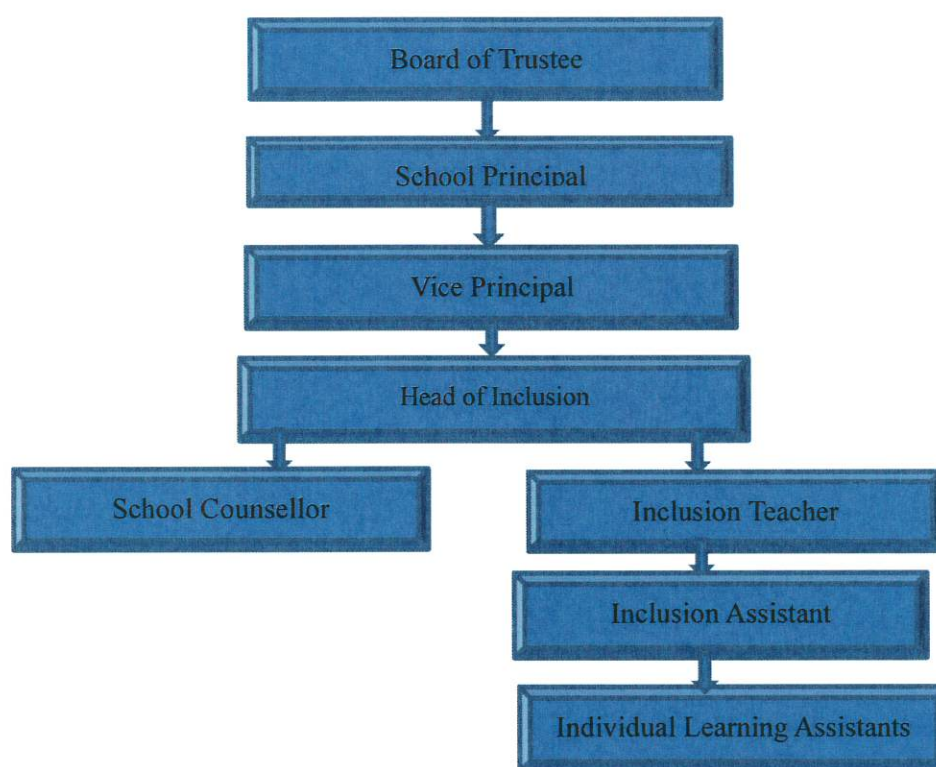
This level of support involves implementing personalized education programs that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Learning Support Assistant, Individual Educational Plan (IEP) is made for the students on Level 3 support.

Such student, if need be so, will be referred to for additional support/assessment from outside agency specialists such as speech therapists, occupational therapists or psychologists and/or any child who requires a one-to-one Learning Support Assistant in order to access the curriculum. The student registered in Wave-3 list will not be detained in any of the grades, however she/he will be registered under the provisions of CBSE provisions and exemptions for persons with disabilities.

PEOPLE RESPONSIBLE FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

Support for children of Determination is provided by the Inclusion and Wellbeing Department depending on the needs of each child. The school works closely with parents to support them and keep them informed.

The person responsible for co-ordinating the day-to-day provision of education for determined students is the Head of Inclusion with Special Educator, School Counsellor and Learning Support team as other members of the Inclusion Team. The School Principal, Vice Principal and Head of Sections act as key persons in taking important decisions and overseeing the work of Inclusion Department.



The day-to-day management of all aspects of Inclusion and Wellbeing Department are:

- To communicate a vision of inclusion and ensure that best practices of inclusive approaches to teaching and learning are embedded in the entire school community.
- To monitor and support all teachers to remove barriers to learning and identify and develop approaches so that every child can be successful.
- To provide advice and guidance to both teachers and parents.
- To promote high expectations of Students of Determination.

- To facilitate collaborative meetings to develop IEPs and implement any research-based interventions.
- Keeping the Principal well informed about Learning Support within the school
- Maintaining records and master copies including support Register.
- Working with an individual and small group of students to offer extra support and guidance
- Building & sustaining a strong student's teacher relationship.
- Keeping an unwavering focus on maintaining a safe learning environment for the students.

Leadership Roles and Responsibilities

The school leadership at SISAD whole heartedly support inclusion and they strive to implement Inclusive Ethos in school. The leadership team consists of following members with their brief responsibilities.

1. Board of Governors

Board of Governors ensure that necessary adjustments and accommodations are made to the school environment and infrastructure. This involves planning and implementing modifications to physical spaces, pathways, and facilities to enhance access and create a barrier-free environment. By proactively addressing these concerns, the board promotes an inclusive atmosphere that fosters the full participation of all students.

2. Principal

The Principal is responsible for the following:

- Ensuring that inclusive education is a key agenda item in leadership and Governing Board meetings.
- Developing and reviewing inclusive provisions as part of the School Development Plan with measurable targets.
- Appointing a senior leadership team member to oversee inclusion and a Head of Inclusion to coordinate support for students with additional needs.
- Designating separate staff for multilingual learners and gifted/talented students.
- Submitting data on students with additional learning needs to ADEK as required.
- Recording and addressing any incidents of maltreatment, including bullying or discrimination.
- Establishing an emergency evacuation system for individuals with additional needs, ensuring designated staff are trained and aware of their roles
- Undertaking overall responsibility for safe evacuation.

2. Head of Inclusion

The Head of Inclusion is responsible for

- Coordinating educational, behavioural, social, and emotional support for students with additional learning needs.
- Collaborating with teachers to track student progress and attainment against curriculum expectations.
- Ensuring secure management of documentation.
- Maintaining and updating the register of students with additional learning needs.
- Reviewing data and eSIS information for these students

- Evaluating school accessibility and ensuring emergency evacuation procedures are in place
- Developing and reviewing Personal Emergency Evacuation Plans in collaboration with the Health and Safety Officer.
- Conducting quality assurance reviews of inclusive teaching practices
- Ensuring that parents have opportunities to discuss support options and impact
- Coordinating and evaluating specialist interventions for their impact on progress, attainment and wellbeing.