



Inclusion (Whole School) Policy & Procedures

A – Teaching & Learning Policies & Procedures

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Inclusion Policy and Procedural Guidelines

Mission

BSAK is committed to encouraging all students to create an impactful legacy, we aim to nurture talents and develop a life-long love of learning.

We aim to keep children in the mainstream classroom environment as much as possible but may make some adaptations to their timetables in order to achieve our aims. This approach compliments The General Rules for the Provision of Special Education and Services (public and private schools) as published by the United Arab Emirates Ministry of Education SEN Dept. BSAK acknowledges the right of all children to access a broad and balanced curriculum in a manner which supports inclusivity, wellbeing, resilience and develops self-esteem.

Vision

BSAK is committed to inclusivity, an all-encompassing practice of ensuring that students of differing abilities are supported, engaged and are fully included in the school and wider society. BSAK is committed to encouraging all students to participate fully and confidently in School life and to achieve their individual potential.

We aim to help our students to overcome specific obstacles to their learning and to gain access to the curriculum by making reasonable adjustments to cater for their learning needs. This includes equipping our students with the skills they need to persevere when they encounter difficulties, to close any gaps they may have in their learning when compared to their peers and to build self-esteem.

Strategy

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

To identify Students of Determination (SOD, (formerly known as Special Educational Need or Disability SEND) as early and accurately as possible through a range of means and in consultation with appropriate staff and external agencies.

To encourage parental and student involvement in the identification, assessment and support for SoD and to ensure a multi-disciplinary approach with close co-operation between all appropriate agencies.

To educate students, including SoD, wherever possible, alongside their peers in the classroom after giving due consideration to their individual needs and providing appropriate support.

To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.

Key Targets

Inclusion is a school culture throughout all aspects of school life, meeting the needs of all students is the responsibility of all teachers, in partnership with the Inclusion Team, family and student.

Inclusivity ensures that all students have equitable access to school life. These students include multi language learners, poor attenders and those students who struggle to self-regulate their behaviour.

Admissions of SOD approach at BSAK

Prioritise the attendance of students with additional learning needs and their siblings in the same school.

Request original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.

Provide any accommodations required by the student to complete the admissions assessment, and utilising such assessments as a means to inform the provision of learning support, and not used to deny admission to the school.

Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.

Where a new admission provides specialist assessment confirming them as a Student of Determination, the school is required to upload their assessment and identify the student as a SOD on eSIS. Where a diagnosis is obtained following admission, the HoI will identify the student on eSIS.

Inability to Accommodate

BSAK is a fully inclusive school and we work with the Admissions Team to look at each individual case. We attempt to accept all students, the decision is always based on whether we can meet their needs.

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

In the event that the school considers they are unable to meet the needs of any student with additional learning needs, the school shall submit an 'Inability to Accommodate' notification to ADEK and the parents within 7 days of the admission decision. HoI will prepare documentation to provide the rationale for the decline in readiness for submission to ADEK for their review.

For additional details on the referral process to specialised provision provided by ADEK, refer to the ADEK Inclusion Policy (2023).

Standard Inclusive Provision

Inclusion Identification, Provision and Support

It is vitally important that young SOD are identified as early as possible and that an awareness of their possible difficulties or enrichment needs is clearly communicated between all the professionals involved with their education. We are able to conduct some assessments internally and follow General Data Protection Regulation (2018) practices in gathering this information. Where necessary, parents will be advised to consult external agencies, such as Educational Psychologists, Speech and Language or Occupational Therapists.

In order to ensure consistency and integrity of assessments, as well as support a multi-disciplinary approach to evaluation and diagnosis, all assessors should be known to the school prior to any external assessment. This further provides quality assurance for parents regarding guidance provided.

At BSAK, students with additional learning needs are identified through a various of sources including:

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

Classification of Need

Student with Special Educational Needs &/or Disability (SEND) means a child or young adult who, by reason of any of the following, needs special education and related services. The National Unified Classification for Disabilities (SoD) in the UAE (2018) includes 13 categories, as follows: Autism Spectrum Disorder, Complex Sensory Disorder, Hearing Disability, Visual Disability, Mental Disability, Physical Disability, Multiple/Complex Disabilities, Communication Disabilities (language and speaking), Acquired Brain Injuries, Behavioural and Emotional Disabilities, Learning Difficulties, Health Disabilities, Attention Deficit Hyperactivity Disorder, Specific Learning Disability/Difficulty.

The ADEK eSIS categories of eligibility are:

- Autistic spectrum disorder
- Speech or language impairment
- Health impairment
- Attention deficit/hyperactivity disorder.
- Emotional/Behavioural disability
- Deafness
- Visual impairment
- Intellectual disability

Orthopedic impairment

Learning disability

Provision for students is done in collaboration with our Health and Safety Policy and Risk Assessments may be undertaken, if appropriate.

Tiered Model of Support

Students with special educational needs are identified at varying levels of support need and impact of barriers to learning. The tiered model of provision is shown below and recorded on ISAMS:

Red star (Tier 3)	IEP+ (Individual Education Plan with 1:1 adult support). On the Inclusion register with appropriate documentation and an Annual Review (AR) process, will have Access Arrangements.
Yellow star (Tier 2)	DLP (Documented Learning Plan). On the Inclusion register with appropriate documentation, will likely have Access Arrangements.
Grey star (Tier 1)	ALNS (Additional Learning Needs Support). Adaptive teaching and learning in the classroom to meet children's needs. On the Inclusion register, may have a DLP and/or Access Arrangements.
Blue star (Pre-Tier)	Monitoring (not on the register).

The referral process is:

In Primary, this is done by submitting a Referral Form and in Secondary, this is done by submitting a Cause for Concern to the Head of Inclusion. Students are raised as a cause for concern by the class or form teacher, if they become aware that a student is experiencing academic, social, emotional, behavioural and/or physical difficulties. The HoI provides strategies for support and monitors response to intervention, conducts student observations and takes feedback from other teachers. If appropriate, Tier 1 Support will be implemented. If the school feel that further support is required, perhaps diagnostic support or therapy from external providers, then a referral will be made through the Head of Inclusion.

Documented Learning Plans

DLP are developed in consultation with teachers, specialists, parents and with the student. These collaborative documents may include (if appropriate) a small number of SMART (Specific, Measurable, Attainable, Realistic and Timely) targets. DLP are shared with parents and staff.

DLP will be written, progress data reviewed on a termly basis, and an annual review (at minimum) will be conducted for all students receiving Tier 3 support.

Additional Fees

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

When the needs of the student are too complex, we work with parents to employ Individual Assistants (formally known as shadow teachers). These 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.

Policy Links

Reference to the ADEK School-Based In-School Specialist Services Policy

If further support is required, perhaps diagnostic support or therapy from external providers, then a referral will be made through the Head of Inclusion.

We have centres which we partner with who are known to the school and follow best practice of communicating with the school, the current centres are:

The American Centre

Maudsley Centre

Kids First

Insights Psychology (Dubai based)

Online dyslexia specialist in the UK (smdyslexia@gmail.com), she is BDA approved.

We have dedicated spaces within the school premises for the duration of the session for students receiving support from in school services.

Reference to the ADEK Digital Policy

The ADEK Inclusion Policy emphasises equitable access for all students, including those with disabilities. Digital Inclusion includes the provision of assistive technology, digital safeguarding, and responsible use of digital devices to support students with additional learning needs.

The provision of assistive technology, digital safeguarding, and responsible use of digital devices will be considered in line with the School Digital Learning and Data Protection Policies.

Standard Inclusive Provision

Inclusion Staff Requirements

Specialist Staffing is required to ensure that there are qualified and experienced teachers and assistants working with students. Inclusion Teams are led by a Head of Inclusion and supported by a team of specialist teachers and assistants based on the needs within the school. In line with the ADEK Inclusion Policy (2023) the school shall appoint:

A link governor with responsibility for Inclusion.

Head of Inclusion (HoI)

Will meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2023).

Inclusion is split for Primary and Secondary and is overseen by two Heads of Department. Both liaise closely to deliver the very best provision and transition for our students in the different sections of the School.

1 x Inclusion Teacher (per cycle/phase)

No more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2023).

Inclusion Assistants

May be appointed by the school (as school staff) to provide additional support to teachers for students with additional learning needs (for example whole class support where there are a high number of students with additional learning needs targeted pull out and push in support to small groups, dedicated 1:1 support if required) and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2023).

Individual Inclusion Assistants

Previously referred to as 'shadow teachers', they can be appointed (parent funded, employed by the school) for additional individualised assistance and support to access the school curriculum. IA needs to obtain PASS approval and related documents uploaded on eSIS on the student's file.

Inclusion Based Professional Development

Professional Development is available to all staff at BSAK, some of which relate specifically to inclusion and specialist education provision. All staff receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion as appropriate.

The School will deliver or signpost training opportunities for staff so that they are able to develop expertise in recognising and meeting the needs of students with specific learning difficulties or who encounter other barriers to learning. This may be provided by school staff, external providers, through our collegiate partnerships with other schools or clinics in Abu Dhabi, by ADEK or through an SEN Network.

Accessibility of Learning Spaces

Teachers will make every attempt to make any adaptations, accommodations or modifications necessary to meet the needs of the students and remove barriers to learning. Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities.

Based on the needs of students in the school, specialised teaching spaces are accessible, and a range of learning resources are available to offer choice and ease of use for students. When creating Inclusion intervention spaces, consideration will be given to classroom acoustics and lighting, and sensory requirements. In order to provide specialist pull-out intervention or targeted specialist therapy in line with the ADEK In-school Specialist

Services Policy, the school will allocate an appropriate room where specialists can deliver interventions during their visits.

Assessment Accommodations (Access Arrangements)

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

As a British School using English examination boards, we must follow the JCQ (Joint Council for Qualifications) guidance on Access Arrangements, Reasonable Adjustments and Special Consideration

(<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>)

The Head of Secondary Inclusion liaises with the Examinations Officer or representative and is responsible for ensuring the appropriate procedures for online applications for access arrangements for external examinations is in accordance with current examination regulations.

The Inclusion Department is compliant with the provisions, storage and the evidence necessary for any examination concessions that a child has been awarded. In accordance with best practice and in compliance to Awarding Body regulations (2018) Privately Commissioned reports are not valid for the purpose of securing Exam Access Arrangements.

Confidentiality

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

Our policy is informed by:

ADEK Inclusion Policy (2023)

ADEK Student of Determination Directory (ADEK 2016).

School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).

Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).

Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).