INCLUSION POLICY
(2024 – 2025)

POLICY INFORMATION

Policy Name:	Inclusion Policy
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Department:	Inclusion, Wellbeing and Safeguarding
Approved By:	Head of Inclusion - Principal - Inclusion Governor
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Approved by:

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Inclusion Head	Principal	Inclusion Governor

Our Vision: Preparing a distinguished, loyal generation open to the world in an inclusive environment that strengthens identity and fosters tolerance.

رؤيتنا: إعداد جيل متميز ، مخلص لوطنه ، منفتح على العالم ، في بيئة تعليمية دامجة تعزز الهوية الوطنية وترسخ قيم الانتماء والتسامح

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Introduction

At Al Yahar Private School, we recognize and respect the rights of all children at stake and are committed to fostering an inclusive educational environment that values diversity, individuality, and cultural backgrounds. We believe that every child is unique and deserves equal opportunities to reach their full potential as active learners. Our non-selective admission criteria ensure that all students, including students of determination (SOD), able, gifted, and talented learners, and those with special educational needs, receive the support they need to thrive. Through comprehensive programs and counseling services, we strive to create a nurturing atmosphere where every child can grow academically, socially, and emotionally with dignity and care.

We are dedicated to building an educational system based on fairness and equity, ensuring that all students, especially those with additional learning needs (ALN), have access to high-quality education and full participation in their learning journey. By removing barriers to inclusion and promoting respect, and acceptance, we cultivate an environment where every student can succeed. Our commitment to fostering an inclusive learning culture reflects our vision for excellence, where integration enhances the overall quality of education and empowers all learners to thrive.

To reinforce this commitment, we have revised the school vision, mission, and core values to align with our dedication to inclusion, ensuring that our school directives emphasize equity and accessibility for all. Furthermore, we work collaboratively with students, teachers, parents, staff, and the local community to build a support network that fosters meaningful engagement, shared responsibility, and a collective effort toward student success.

School Vision, Mission & Core Values:

School Vision: Preparing a distinguished, loyal generation open to the world in an inclusive environment that strengthens identity and fosters tolerance.

Mission: We provide a diverse and supportive educational environment where every student is valued. Through the MoE and American curricula, we offer multiple learning pathways that nurture students' strengths and aspirations. We prioritize their wellbeing by building community partnerships that promote growth, confidence, and lifelong learning.

Core Values (eYAHAR):

Equity: Ensuring every student receives the support and opportunities needed to succeed.

Yearning: Inspiring a passion for knowledge, excellence, and growth.

Accountability: Encourage independent learning and empower students to embrace responsibility.

Honesty: Encouraging integrity, and ethical behavior in all aspects of life.

Acceptance: Fostering an inclusive environment that embraces diversity and respect for all.

Respect: Fostering kindness, empathy, and appreciation for diversity in abilities, thoughts, and backgrounds.

Purpose of the policy

Al Yahar Private School is committed to being an inclusive institution that provides quality education for all students, including those with mild to moderate learning needs, as well as those cases where the school's resources and facilities can adequately support at the time being.

This policy ensures that, with qualified learning support specialists and differentiated mainstream instruction, students with additional learning needs (ALN) can achieve their best possible outcomes. We recognize the critical role of families in this process and actively involve them in decision-making.

Our school is committed to continuously enhancing identification methods and implementing Documented Learning Plans (DLPs) with clear, effective support strategies. These strategies are well-structured, widely understood, and consistently applied to create a supportive learning environment for every student.

Our Commitment

We are committed to taking positive action in the spirit of the Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments and its amendments, Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments, the Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and the Ministry of Education. School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).

The laws and regulations call for equal care, rights and opportunities for people of determination in education and aim to ensure their rights and provide all services within the limits of their abilities and capabilities.

Therefore, our policy for inclusion will aim for building an inclusive environment, and confirms that:
- We work on developing a culture of inclusion, support and awareness within the school
- We actively support students with ALN in their learning journey, encourage their participation, foster their potential, and promote meaningful peer interactions within age-appropriate learning environments.
- We offer the necessary accommodations, resources, and curricular modifications/options to ensure equitable access to educational opportunities.
- Improving the physical environment of the school for the purpose of increasing the extent to which students of determination are able to benefit from facilities and services provided or offered by the school.
- Enhancing our delivery of information to students of determination
- Admission to the school is not contingent upon the submission of a medical diagnosis.
- Conducting an assessment of educational need upon entry is used to identify appropriate teaching strategies, develop an educational plan, and allocate necessary resources for students requiring additional support, as determined through YPS assessment processes.
- Collaborating closely with approved support centers and previous schools is crucial to facilitate a smooth transition for students with Additional Learning Needs (ALN).
- No student is denied admission solely based on their experience of ALN.
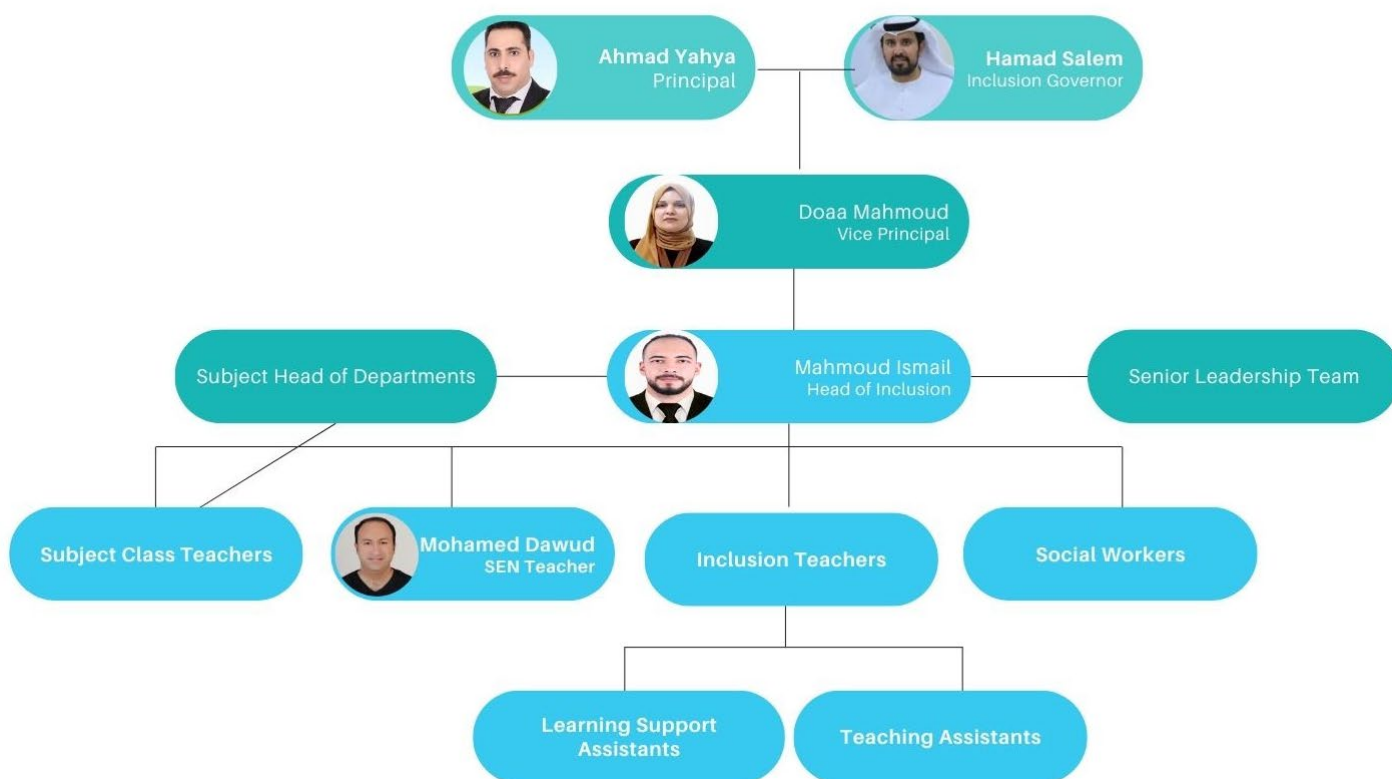- We provide sibling priority for admission to students with ALN.

Our Strategy

At Al Yahar Private School, our strategy centers on inclusion, excellence, and wellbeing. We aim to create an equitable learning environment where all students thrive.

- **Inclusive Culture**: We provide early identification and tiered support to ensure students of determination and those with additional needs receive tailored interventions.
- **Quality Teaching**: Differentiated instruction, curriculum alignment, and ongoing assessment drive academic success.
- **Student Wellbeing**: We prioritize emotional and behavioral support, ensuring a safe and caring environment for all.
- **Staff Development**: Continuous professional learning empowers our teachers to deliver inclusive and effective instruction.
- **Community Partnership**: We actively engage parents and collaborate with support services to enhance student growth.
- **Data-Driven Improvement**: We track progress through tools like IEP trackers, MAP, and internal assessments to inform decisions and improve outcomes.

Our Inclusion Organizational Chart

AL YAHAR PRIVATE SCHOOL
Inclusion Organizational Chart

The Identification and Referral of new students:

Early identification of ALN cases enables the inclusion team to collaborate with students, parents, teachers, and external agencies to implement tailored interventions that address the barriers to progress.

2.1 Through Admissions - on entry

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

1. Parents are asked to disclose any special educational need or disability has been previously identified.

2. Each student's application needs to be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application including previous Provision Plans and Individual Education Plans.

3. Before entry to the kindergarten, kids are invited to an interview and observed by an inclusion team member and discussions with parents take place during the session.

4. Students applying for grades 1 to 12, are asked to complete a placement test in English, Math and Arabic subjects. When a student is flagged through admissions the student might be called back for an interview with the Head of Inclusion or a member of the Leadership Team.

5. The admission review process in YPS may include:
   - Parent/ Team-around-the-child meetings
   - Reviewing provided documents / Requesting additional documents
   - Contacting the previous school (with parent permission)
   - Additional observations / Internal screeners
   - Requests to conduct an external assessment
   - Conditional enrolment with requested support

01 Pre-referral Student support

02 Referral Procedures

03 Evaluating Eligibility
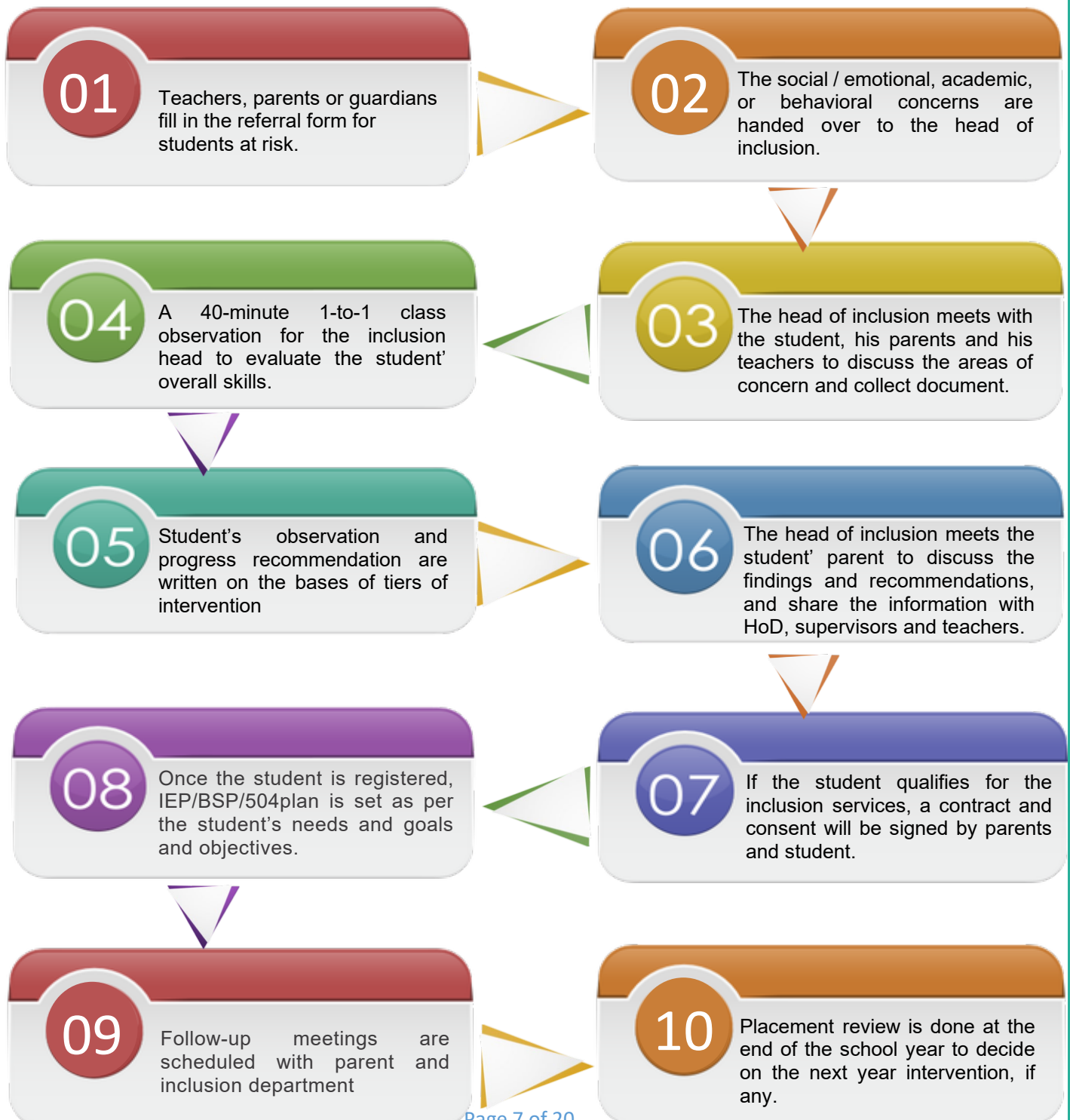
04 Developing Plans

05 Implementing Plans

06 Monitoring and Tracking plans

07 Re-Evaluation

The Identification and Referral of YPS Students:

1. The Inclusion Team closely monitors the academic and overall performance of students across the school, continually assessing progress against baseline tests, standardized assessments (IBT, MAP, and the planned CAT4 test in August 2025), and ongoing internal evaluations. If a student fails to meet the minimum target expectations, teachers initiate a referral for further support.

2. Specific Concerns – Students may be referred by teachers or parents if specific concerns are apparent during the child's functioning in class – be it related to academics, socio-emotional, physical or behavioural areas (click here to reach the referral form).

3. Based on findings, students are placed in one of the following categories:
   a. Without an External Report: Internally identified needs, supported by evidence from internal and external assessments and agreed upon with parents, requiring ongoing support.
   b. With an External Report: External center reports identifying SEND in line with ADEK policy.

01 Teachers, parents or guardians fill in the referral form for students at risk.

02 The social / emotional, academic, or behavioral concerns are handed over to the head of inclusion.

04 A 40-minute 1-to-1 class observation for the inclusion head to evaluate the student' overall skills.

03 The head of inclusion meets with the student, his parents and his teachers to discuss the areas of concern and collect document.

05 Student's observation and progress recommendation are written on the bases of tiers of intervention

06 The head of inclusion meets the student' parent to discuss the findings and recommendations, and share the information with HoD, supervisors and teachers.

08 Once the student is registered, IEP/BSP/504plan is set as per the student's needs and goals and objectives.

07 If the student qualifies for the inclusion services, a contract and consent will be signed by parents and student.

09 Follow-up meetings are scheduled with parent and inclusion department

10 Placement review is done at the end of the school year to decide on the next year intervention, if any.

Inclusion Provision at YPS:

The school has two learning support departments, one in the American section and a second in the MoE section. Every section has different Learning Support Stations, but students being served are not confined to either one. These stations are mainly used for push-in and pull-out sessions working with individual students or small groups. These stations also serve as resource rooms where educational materials, tools and tests can be stored under lock and key. Their support resources include remedial programs for literacy and numeracy in English and Arabic (where it is available), additional resources for enhancing handwriting skills, social skills and motor skills. The inclusion department provide the pull-out/push in sessions in core subjects only (math, English and Arabic).

Any student enrolled in Inclusion department receives the following plans <u>when required</u>:

1. In-class differentiation, strategies, support, and monitoring (typical for Tier 1 learners).
2. Documented Learning Plan (DLP) including:
    - Individualized Educational Plan (IEP)
    - Individual Support Plans (ISP)
    - Individual Learning Plans (ILP)
    - Behavior Support Plans (BSP)
    - Advanced Learning Plans (ALP)
    - Personal Emergency Evacuation Plans (PEEP)
3. Pull-out sessions in group or one to one setup for English, Mathematics and Arabic
4. Modified booklet/worksheet creating different difficulty level tasks
5. Support and consideration in all school activities
6. Support through all subjects as per student's need
7. The Inclusion department works to enhance social and communication skills.
8. Modified assessment- tailored to concepts that the student has been taught and will be able to attempt.
9. Peer Mentoring for the students through Programs like ("Helping Hands")
10. Scheduled or support regulation breaks facilitated in the inclusion support areas.
11. Curriculum modifications– curriculum is simplified at the student's level.
12. Scaffolding (providing a lot of support initially, and reducing it over time)
13. Choosing content from previous year groups
14. Resource support (timetable squares, phonics mats, graphic organisers, etc.).
15. Tailoring formative assessments to their current level to help inform teaching and learning

Exam provisions:

1. Separate seating during examination
2. Additional 25% of time during examination
3. Enlarged fonts
4. Use of reader (only read out)
5. Part or whole question can be read out
6. Use of writer/scribe to write answer paper
7. Use of calculator
8. Use of computer/laptop to write exam
9. Condone spelling error
10. Accept answers in key points
11. Learning Support Teacher (shadow) in class and during assessments
12. Facilitated movement breaks
13. Completing the assessment over multiple scheduled and facilitated sessions
14. Rescheduling the assessment for an alternative day

External support provision

Where YPS cannot offer internal support provision as required for a learner, external agencies can be partnered to help ensure learners receive the support they need. In such a case the arrangements will have to be the criteria laid out by the Adek policy for In-school Specialist Services. Although the school will carry the arrangements to ensure the service can be offered internally, parents may be subjected to any additional costs.

Access Arrangements in relation to students' needs:

Students with ALN may require specific accommodations to be put in place during exams. The purpose of this is to minimize the impact of their learning needs on exam performance, so that these students are not placed at an unfair disadvantage. Such accommodations must be the students "normal way of working" and reflect the whole-school support which the student receives in their education. These accommodations will be referenced on the students' IEP, so that they can be used as the student's normal way of working at school.

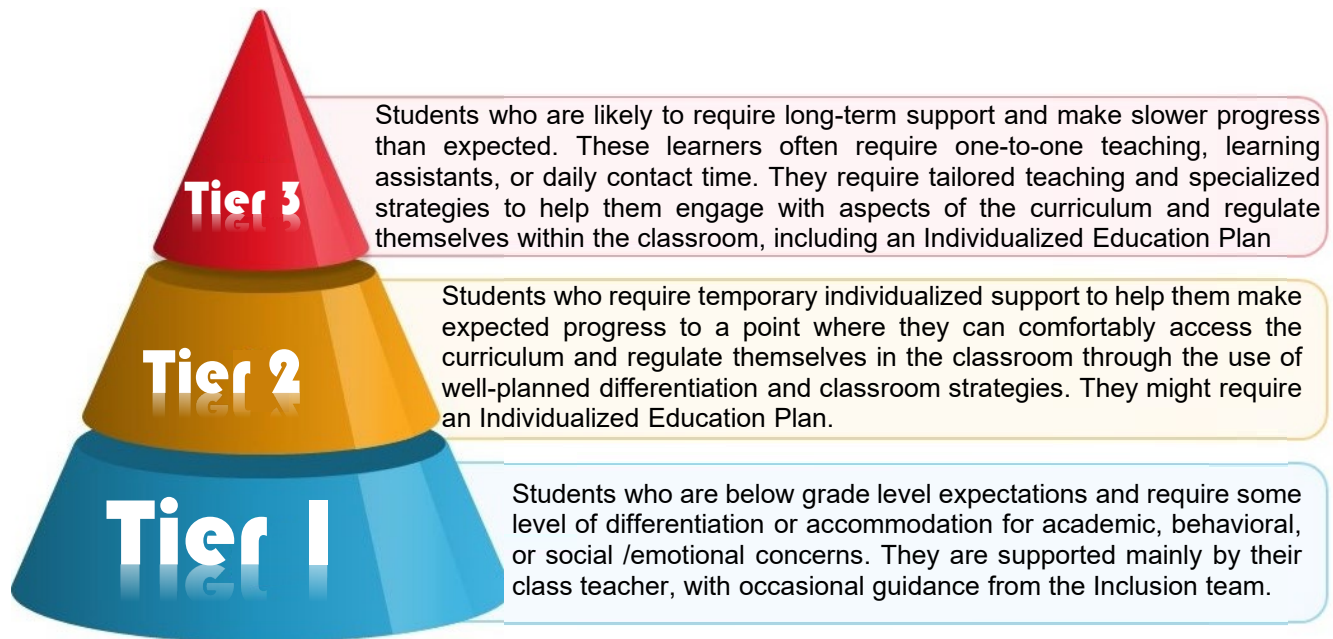| Access Options	May be necessary for a student who:
Laptop with spell check on	• Has impaired spelling, rendering the writing almost incomprehensible. • Produces almost incomprehensible free writing due to grammar and sentence structure
Laptop with spell check off	• Has adequate spelling / grammar. • Has very poor-quality handwriting, to the point of near illegibility. • Has very slow handwriting speed.
Scribe Voice recognition technology (speech to text software)	• Cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed, because of a substantial and long-term impairment.
Reader Computer reader (i.e. text to speech software)	• Demonstrates limitations in their reading comprehension. • Has slow and/or inaccurate reading.
Electronic examination reading pen	• Needs support for reading accuracy as opposed to comprehension. • Does not meet full criteria for a reader. • Prefers to work independently.
25% extra time	• Reads more slowly than their peers. • Needs to re-read passages in order to comprehend them. • Is much slower to produce handwriting than their peers. • Is slow to process information. • Has difficulties retaining information (i.e., due to working memory limitations); • Struggles to complete their work in the same time frame as their peers.
Up to 50% extra time	• Is substantially slower than their peers in the measures listed above.
Oral Language Modifier	• Demonstrates substantially lower ability than their peers in relation to vocabulary, Language Comprehension Reading Comprehension.
transcript for audio / video components	• Struggles to process speech in real time because of auditory or cognitive processing difficulties, and/or an underlying receptive language impairment.
Bilingual Dictionary	• Speaks English as a relatively new language.
Prompter	• Becomes easily distracted. • Finds it difficult to focus. • Becomes fixated on Qs and struggle to move on.
Separate Room	• Becomes emotional and/or distressed during exams. • Is easily distracted by others. • Needs to real aloud to themselves as a comprehension strategy.
Supervised Rest Breaks	• Struggles to focus for extended periods of time. • Requires movement breaks during lessons. • Loses attention easily. • Becomes emotional and/or distressed during exams.

Categories of disability and barriers to learning

The list below covers the types and categories of students' special needs that the school will make provision for in accordance with the UAE unified categorization of disabilities.

Barriers	Categories of Disability	Subcategories / Severeness	
Cognition and Learning	1. Intellectual disability (intellectual - Unspecified)	• Mild (attainment 2-3 years below curriculum) • Moderate (attainment 3-5 years below curriculum) • Severe (very small incremental steps over time)	
	2. Specific learning disorders	• Dyslexia: difficulty with phonological awareness, decoding (reading), processing speed, spelling, auditory short-term memory and/or language skills. • Dysgraphia: difficulty that affects written expression. It can appear as difficulties with handwriting and trouble putting thoughts on paper. • Dyspraxia: motor planning difficulty which makes it hard to plan and coordinate physical movement. Can be referred as delayed gross/fine motor skills. Not related to musculature. • Dyscalculia: difficulty understanding simple number concepts and have problems learning number facts and procedures.	
	3. Multiple disabilities	• A student who experiences a number of severe barriers to learning, such as a sensory disability and a physical disability. This combination of challenges will vary but will always have a very significant impact upon their personal and educational functioning. They make tiny steps of progress.	
	4. Developmental delay (younger than five years of age)		
Communication and Interaction	5. Communication disorders	• Expressive Language • Global Language Delay • Speech Sounds Disorder	• Receptive Language • Speech Fluency Disorder • Social Communication Disorder
	6. Autism spectrum disorders	• Autism Spectrum Disorder level 1 (mild), level 2 (moderate), and level 3 (severe)	
Social, emotional and mental health	7. Attention Deficit Hyperactivity Disorder (ADHD)	• ADHD – Inattentive • ADHD – Combined	• ADHD – Hyperactive
	8. Psycho – emotional disorder	• Depression • Bipolar Disorder • Post-traumatic stress disorder	• Oppositional Defiance Disorder • Obsessive Compulsive Disorder
Physical, sensory and medical	9. Sensory impairment	• Visual Impairment	• Hearing Impairment
	10. Deaf-blind disability		
	11. Physical disability	• Muscular dystrophy • Cerebral Palsy	• Spina Bifida
	12. Chronic or acute medical conditions		

Tiers of Intervention:

Once a learner is identified with a learning need, they are assigned one of the MMSS layer, which indicates the level of required specialized provision:

Tier 3 — Students who are likely to require long-term support and make slower progress than expected. These learners often require one-to-one teaching, learning assistants, or daily contact time. They require tailored teaching and specialized strategies to help them engage with aspects of the curriculum and regulate themselves within the classroom, including an Individualized Education Plan

Tier 2 — Students who require temporary individualized support to help them make expected progress to a point where they can comfortably access the curriculum and regulate themselves in the classroom through the use of well-planned differentiation and classroom strategies. They might require an Individualized Education Plan.

Tier 1 — Students who are below grade level expectations and require some level of differentiation or accommodation for academic, behavioral, or social /emotional concerns. They are supported mainly by their class teacher, with occasional guidance from the Inclusion team.

Tiers	Levels of Provision
Tier 1: Quality First Teaching	High-quality inclusive teaching should be designed to move all learners from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs, the best solution is to adjust the planning to cater for them. Effective teaching anticipates the needs of learners based on good use of transition data and ongoing assessment data then using this to differentiate for the needs in the class. Students and teaching staff must know what the next steps for learners should be and support them to get there. The outcome of Tier 1 Quality First Teaching is for learners to be on track to meet or exceed age related expectations at the end of the year or key stage.
Tier 2: Quality First Teaching plus additional, time-limited, tailored intervention support programs	Tier 2 provision is designed to increase rates of progress and secure learning for groups of learners that put them back on course to meet or exceed age related expectations. This usually takes the form of a tight, structured program of small-group support that has an evidence base of impact on progress. In class support will be provided from the Inclusion team to ensure that no learner is left behind and that all learning styles and needs are catered for within a lesson. Necessary additional reading, writing and numeracy intervention groups may be formed to allow learners additional time and support in developing the necessary skills to continue to achieve and meet their needs. These students may receive support outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work.
Tier 3: Quality First Teaching plus increasingly Individualized programs, based on evidence of what works	Expectations are to accelerate and maximize progress and to minimize performance gaps. This may involve support from a member of the inclusion team, trained teaching assistant/ learning support assistant or external agency deliver one-to-one or/and small groups to support learners towards the achievement of very specific SMART targets within an IEP and/or BSP document The outcome of Tier 3 intervention is for learners to be on track to meet or exceed Individual targets relevant to their age and stage of development by the end of the year or key stage. Tier 3 support for students takes the form of both pull-out groups and push-in support. Accommodation and Modifications are provided. A very small percentage of students with IEP are provided alternate curriculum and alternate assessment depending on their needs.

Tracking the progress of ALN Students in YPS:

1. The attainment and progress of ALN students are tracked and monitored using the internally developed Learning Ladders which is a system that provides progressions steps through the different subject areas against the curriculum standard of the target year group of the inclusion students.

2. Student' attainment and progress are also tracked alongside their peers with formatives and summative assessments throughout the year. Students are set specific class and curriculum orientated targets by the classroom teacher which are shared with learners in class, and parents during PTM. Targets are based on assessment attainment, as well as learning ladder progressions steps to ensure progress throughout subject areas. These are reviewed and renewed termly.

3. The IEP is monitored and measured monthly on an IEP tracker by the classroom teachers following the attainment levels as laid out in Against the IEP.

Measurable Goal(s)										
Monthly Objectives	1									
	2									
	3									
	4									
	5									
	6									
	7									
Evaluation		Choose an item.		Choose an item.		Choose an item.			Choose an item	

Progress of Goal										
Color Code	**Objective**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**Mar.**	**Apr.**	**May**	**June**
Not achieved	1									
	2									
In progress	3									
	4									
Partially Achieved	5									
	6									
Achieved	7									
	8									

An IEP meeting is held at the start of each term and includes all parties working with the learner, (parent, teachers, inclusion specialists). Once finalized, in the meeting, a copy of the IEP is shared with all relevant parties and parents are encouraged to share it with any external specialists working with the learner. All parties are asked to sign the IEP to show their agreement and co-operation. The IEP targets are shared with the learners in a learner friendly way. And during this time, learners are also asked to sign the document. This process guarantees that all parties are aware of the progress tracking methodology used.

Monitoring & Evaluation

Tool/Process	Frequency	Responsible
Strategic Progress Review	Termly	Principal & SLT
Inclusion Audit	Bi-Annually	Head of Inclusion
IEP Tracker Review	Monthly	Inclusion Teachers
Parent Satisfaction Survey	Annually	Social Worker
Staff CPD Logs	Ongoing	HR & SLT

Behavior Intervention

Behavior Support Plan (BSP) is provided by the social worker for those with challenging behavior. In the middle and senior school a Behavior Contract is worked along with the student. The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are recorded to help plan the BSP.

1. Antecedent (A) – What Happens Before the Behavior?

2. Behavior (B) – The Observable Action

3. Consequence (C) – What Happens After the Behavior?

This ABC plan help teachers identify triggers and adjust the environment (e.g., giving a student advance notice before transitions), modify responses to behaviors to encourage positive outcomes, and develop strategies for promoting desirable behavior (e.g., rewarding effort in reading aloud).

Certificates of Grade Completion

Upon completion of a grade level, students with special needs will be given a certificate of completion which also indicates s/he has received special education services. The certificate provided to the student will indicate the category of disability and assistive technology needed. The grades that a student with special needs earns in coursework will be based on the level of instruction indicated in the IEP.

Providing the above-mentioned conditions in the certificate is to assist the student who may be required to provide this information to other institutions inside the UAE, or abroad in order to continue to receive special education supportive services, and to ensure his /her right of access as stated in article 12 of the Federal Law No. 29/2006.

Graduating from the Inclusion Department:

A learner must meet the following criteria to be considered as no longer requiring additional support provision:

- Must have been categorised as Tier 1 provision for the duration of a full term to ensure proper monitoring of progress and self-regulation within the classroom.
- Must demonstrate their ability to regulate themselves within a classroom setting to a point in which regular classroom management strategies are effective.
- Does not require 1-to-1 class support, or intervention sessions from a learning support assistant.

At this point they might be moved to the watchlist for a time for continuous monitoring to prevent regression.

Record Keeping Principles:

Teachers are encouraged to document strategies that help students overcome learning challenges. These records support teachers and the Inclusion Department in making reasonable adjustments to improve student progress. **Records should include:**

- Monitored academic progress and achievements.
- Differentiation strategies and instructional modifications used.
- Intervention plans and individualized support details.
- Behavioral and social development observations.
- Communication logs with parents and support staff.
- Assistive tools or accommodations used.
- Evaluation of strategies for future adjustments.

Confidentiality and Information Sharing Protocols:

Inclusion team maintains complete confidentiality of all the ALN students information as per the code of ethics. Confidentiality is maintained unless disclosure is necessary for:

- Student Safety & Well-being
- If a student is at risk of harm, neglect, or serious emotional distress
- If sharing information is essential to provide educational accommodations or interventions

- If required by ADEK, child protection authorities, or other governing bodies
- When involving external therapists, special educators, or medical professionals for student support.

Principles of Sharing Information:

- Minimal disclosure – Only essential details are shared on a need-to-know basis
- Parental involvement – Parents are informed and consulted when appropriate, except in cases where disclosure may pose a risk to the student.
- Student consent – Where possible, older students are involved in discussions regarding their learning needs and support plans.
- Professional discretion – The Inclusion Team ensures sensitive handling of information while balancing privacy with effective support strategies

The Inclusion Department remains committed to protecting student privacy, while ensuring that necessary interventions and accommodations are in place to support their learning and well-being

Roles and Responsibilities:

The Role of the Inclusion Governor on behalf of the board of trustees:

The Inclusion Governor supports and challenges the school, to ensure that no student is treated less favorably, denied opportunity, or left behind, because they have additional needs. He helps to ensure that the school is compliant with legal responsibilities. He asks the Inclusion HoD to report on the steps being taken to ensure compliance and ensure that inclusion remains high on the school's Priorities.

The governor for inclusive education should be committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realizing a vision of inclusion

in practice.

This will include supporting the governing board to:

- Set strategic direction through a clearly stated inclusive vision and Ethos
- Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- Support the improvement planning through recruitment, budget approval etc
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

The Role of the School Principal:

School principal plays a uniquely powerful role in enabling learners, staff and parents to think and act in a more inclusive manner. Consequently, it is important that he develops a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across the school. The principal, in partnership with the inclusion team will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the school community
- Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement.
- Develop and implement a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Provide an annual programme of continued professional development for all staff at all levels across the school
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

The Role of the Head of Inclusion:

He is the leader of provision for ALN students. He will hold deep knowledge about barriers to learning experienced by learners, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every learner is empowered to succeed.

Particularly important aspects of the role are:

- Introducing, developing and implementing systems and procedures, in an ongoing cycle of action and reflection;
- Strategically overseeing quality of provision and inclusion for all cohorts
- Promoting an inclusive culture and climate through whole-school initiatives
- Developing and modifying the curriculum to meet the needs of all students;
- Conducting parent and teacher training sessions
- Maintaining a strong capacity for improvement through rigorous self-evaluation and action planning
- Contributing to student-specific provisions (e.g., case management, IAP reviews, admissions, assessments).
- Working alongside teachers to observe, assess and identify special educational needs
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote students' learning, development and wellbeing
- Promoting high expectations of students' learning and achievement
- Facilitating collaborative meetings to promote the development of individual education plans
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

The Role of the Inclusion Teachers:

The role of inclusion teachers is to work as part of a team to ensure that the needs of all student are identified and addressed including the social and emotional aspects of learning. Their role include:

- Maintaining and updating the ALN Register in conjunction with the head of inclusion.
- Assessing referred students in line with the Referral Process
- Giving advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and be supported at home.
- Work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual students.
- Planing, delivering and overseeing tier 2/3 intervention and monitor progress of the students receiving intervention.
- Working closely with, and support LSAs attached to students in their group to ensure that the identified students are making progress.
- Ensuring that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the inclusion department.
- Ensuring that all IEPs are reviewed at least termly, in conjunction with the student, parent, class teacher and any associated professionals.
- Working professionally with other members of the inclusion department to ensure the effective co-ordination of provision delivered by external agencies.
- Be involved in collaborative planning to identify the most appropriate teaching strategies; intervention approaches; learning activities; assessment methods; and learning outcomes.
- providing models of expected practice within the context of the classroom.
- Provide regular opportunities for co-teaching to stabilize a shared experience of best practices.
- Gradually release his responsibility as the confidence of the classroom teacher grows and enhanced practices become embedded. A planned follow up with a teacher may be agreed to review the retention of new practices.

The Role of the Learning Support Assistants:

The effective Learning Support Assistant (LSA) has an important impact on the development of inclusive classrooms for ALN students. LSAs should be enabled to work in collaboration with classroom teachers so that ALN students are successfully included in the classroom environment alongside their peers. This includes involving the LSA in

assessment processes, record keeping, lesson-planning, and resource development. The classroom teacher is responsible, and ultimately accountable for, the impact and outcomes of the learners' educational program. The role of the LSAs is to support this process by aiding the classroom teacher in the development of a stimulating and productive learning environment.

The specific responsibilities will differ according to the individual context of each LSA, but will include:

- Providing individual support to a specific learner
- Promoting access to targeted support outside of the classroom
- Working on differentiated activities with groups of learners
- Liaising with the leader of provision for learners of determination
- Developing social/emotional skills
- Working with teachers to monitor the progress of learners
- Supporting intervention or therapy sessions.

The development of independence in all aspects of school life is a key part of the role, and includes allowing a learner to make mistakes and to look for their own ways to solve problems. Consequently, key indicators of learning support success include the extent to which learners become more independent in their learning, are more able to regulate their emotions and behaviour, or are more tolerant and resilient in the face of challenge. Effective learning support will enable learners of determination to become confident learners who are increasingly able to contribute to the school and wider community.

The Role of the Classroom Teachers:

Classroom teachers are responsible for the learning, progress, and outcomes of all the learners in their classroom. They may be the first to raise a concern about potential learning difficulties within their learners. It's important that teachers continuously develop their confidence, willingness, knowledge and skills to provide learning opportunities to their learners of determination on an equal basis to others. The classroom teachers' roles includes working with a collaborative team including parents, inclusion teachers, learning support assistants (LSAs), and specialists. They need to be open to continuous self-development to enhance their inclusive teaching competencies.

Their main roles include:

- Assessing, evaluating, and reporting on learners' progress
- Providing a safe, welcoming, and motivating environment for learning
- Working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximize the achievements
- Taking part in the development of the IEP and its progress review
- Implementing goals set in the IEP
- Managing information about learners and communicating this information to parents and other relevant personnel
- Supervising and coordinating work with the LSAs
- Promoting learner interactions with their peers

The Role of the Parents:

The role of the parent on an inclusion student includes, but not limited to, the following crucial areas:

- Admission and acceptance of the ALN student by the school.
- To help create positive relationships between the school and the student' guardian based on mutual trust and effective communication.
- Parents must attend get-togethers as related to the education of their children along with stating

the purpose of such meetings.

- To participate and volunteer in learners' or school's activities for the sake of their children.
- Where possible to develop strong relationships with the parents through parents' councils, support groups, and open days.
- Accept and support the IEP developed for their kids.
- The parents are required to attend meetings or assessments related to the education of their children with the need to focus on their involvement in the decision-making process.
- Effective communication and correspondence with school administration with respect to their child and accept their role in the implementation of educational plans.
- Not to hide any information relating to the student (such as those related to health or psychology)
- Meeting deadlines as specified with regard to registration, evaluation and attending meetings.
- Full briefing on the academic capacity of the learner and not setting expectations which are not commensurate with their abilities.

PROFESSIONAL DEVELOPMENT

Head of Inclusion:
As per ADEK Staff Eligibility Policy, Heads of Inclusion are required to demonstrate completion (within one year of their appointment) of 60 hours of coursework through local and/or international training providers covering topics related (but not limited) to:
- SEND (Special Educational Needs and Disabilities) pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Learning interventions and evaluation of effectiveness
- Target-setting for learning and developing IEPs
- Coordinating inclusive provision
- Resource allocation and deployment

Inclusion Teachers:
Inclusion Teachers require the completion (within one year of their appointment) of 40 hours of coursework through local and/or international training providers covering topics related (but not limited) to:
- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

Classroom Teachers and TAs:
- Whole school CPDs will be conducted at the beginning of every term to impart knowledge on different categories of ALN that the teachers can expect in class and the inclusion policy giving details on the intervention process & strategies.
- All teaching staff will attend regular coplanning meetings with the inclusion department to review the IEPs and to share information on the progress of students.
- Transition meetings are held during the beginning of academic year to handover student files and information is shared to help prepare the new teacher to welcome the student.

Parents' Workshops:
YPS organizes regular workshops for parent enrichment in various topics ranging from "Early signs of Learning Disabilities, "ADHD Awareness", and more.

Additional Fees:

As YPS follows an inclusion vision and mission, additional small group or one-to-one lessons will not be subjected to extra frees, however if a learner needs a Learning Support Assistant (LSA), parents will be expected to pay the monthly salary of the LSA, either through own personal arrangement, or arrangements using the school as a third-party mediator. Salaries for LSAs typically range from 2500AED to 3500AED and is subject to the parent's budget and the LSA's preference and needs.

Where any additional funding might be required in exceptional cases, additional charges will not exceed 50% of the tuition fee. If the fee exceeds 50% and parents disagree with the charges, Adek will be consulted.

List of Forms and Plans Used in YPS:

1. Form A – Referral Form

   https://forms.gle/eB4V9h4jz2tfJmxK7

2. Form B – Teacher PD Needs Survey

   https://forms.gle/a1Ka4UEWU96ozF7h7

3. Form Bi – Teacher PD Evidence

   https://drive.google.com/drive/folders/1LUXF6R1mpiJsK4lUdPOpNXni32nCRPsi?usp=sharing

4. Form C – Home Questionnaire

   https://forms.gle/onqznDfu6ddsH4HA6

5. Form D – Parent Consent Form

   https://drive.google.com/drive/folders/12XsvgquZbOhpByRZm9sbB_Gmjh71z8SE?usp=sharing

6. Form E – Parent Meeting

   https://drive.google.com/drive/folders/1T9ska77IOl03lkQ0DHVTyIsPDpfKhw7l?usp=sharing

7. Form F – Staff Meeting

   https://drive.google.com/drive/folders/1SJZgqqM8qZOLzIQG2MPNG7aktbsEpj4Q?usp=sharing

13. Lesson Plan record for Individual Intervention

    https://drive.google.com/drive/folders/1g4uy-HOtXudgaJpelUe67qWBix-RW1Sx?usp=sharing

14. Students Diagnostic Tests

    https://drive.google.com/drive/folders/1JXxaYrhi1UUy9zYb-NffOtSsUWxjNWH4?usp=sharing

15. Individualized Educational Plan (IEP)

    https://drive.google.com/drive/folders/11NXkPV2es-ILVUlCnUigBZh1vY6OIKGv?usp=sharing

16. Individual Learning Plans (ILP)

    https://drive.google.com/drive/folders/1HkDHmRVjvitoIyJX2v-xGQgZdBtfX7_Y?usp=sharing

17. Behavior Support Plans (BSP)

    https://drive.google.com/drive/folders/1-aUju55-5yC9FAJUy8B1GBbb4yqZl-Yd?usp=sharing

18. Advanced Learning Plans (ALP)

    https://drive.google.com/drive/folders/1BYNgkW02qJwVHeMh8Rq-bmTK2-N2N1Y-?usp=sharing

19. Personal Emergency Evacuation Plans (PEEP)

    https://drive.google.com/drive/folders/1sOAXECJFhov4cFBbgwa1mSKUnpmem5T-?usp=sharing

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    https://uaelegislation.gov.ae/en/legislations/1172/download

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    https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

11. UN Convention on the Rights of Persons with Disabilities and Optional Protocol. Last accessed on 25/3/2025
    https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

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    https://u.ae/-/media/About-UAE/Strategies/National-Policy-to-Empower-People-of-Determination.pdf

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