



Inclusion Policy

Purpose

The purpose of the Inclusion Policy at Abu Dhabi International Private School (AIS) is to establish a framework that ensures every student, especially those with additional learning needs, has equitable access to a high-quality education. This policy is designed to affirm AIS's commitment to fostering an inclusive school culture that supports and values diversity. It reflects our dedication to meeting the diverse needs of our student population through adaptive teaching methods, specialized support services, and a universally accessible learning environment.

Our policy aims to provide clear guidance for the identification, referral, and support of students with additional learning needs, ensuring that they are integrated into all aspects of school life. It is our goal to create a nurturing educational experience that not only accommodates the unique requirements of each student but also promotes their personal development and active citizenship. In alignment with the principles outlined by ADEK, this policy supports the realization of our students' fullest potential and prepares them for lifelong learning and leadership for positive change.

AIS's Inclusion Policy is designed to be compliant with all relevant laws, regulations, and guidelines set forth by ADEK, ensuring that we meet and exceed the standards for inclusive education. By providing a comprehensive and adaptive approach to teaching and learning, AIS demonstrates its unwavering commitment to inclusivity and educational excellence.

This policy is a testament to AIS's adherence to ADEK's inclusive education directives, reflecting our school's strategy to embody best practices in providing an equitable, participatory, and respectful learning environment for all students. Our commitment is to ensure that this policy translates into actionable strategies that are regularly reviewed and updated to align with evolving educational needs and standards.



Policy Statements

- *Commitment to Inclusion:* The school must ensure that all students, including those with Additional Learning Needs (ALN), have equal opportunities to achieve their full potential within a supportive and quality educational setting.
- *Identification and Provision for Students with Additional Learning Needs:* The school should implement a comprehensive identification process, including pre-referral and referral systems across all school years, to identify and accommodate students with additional needs. The process should ensure early and accurate identification, enabling the school to provide necessary interventions, adaptations, or accommodations that facilitate the full and effective participation of these students in the educational process.
- *Gifted and Talented Program Provision:* The school must ensure the provision of a gifted and talented program to extend the learning of gifted and talented students beyond the standard curriculum through specialized programs, projects, or activities. These programs, known as Enrichment Educational Plans (EEPs), are designed to identify, support, and enrich gifted and talented learners, providing opportunities for them to develop and showcase their exceptional abilities.
- *Development of Student Supportive Plans:* The school should develop, maintain, and regularly review various supportive plans for students with ALN. These plans include Individualized Educational Plans (IEPs), which outline specific learning goals, accommodations, and modifications tailored to the individual needs, strengths, challenges, and learning styles of each student. Additionally, Behavioral/Therapeutic Plans focus on students requiring additional support in managing behaviors or addressing specific therapeutic needs. Furthermore, Documented Learning Plans (DLPs) serve as a guide for teachers, providing tailored learning objectives and strategies for students with ALN. Regular review and evaluation ensure that these plans remain relevant and effective.
- *Personal Emergency Evacuation Plans (PEEPs):* The school should establish and maintain Personal Emergency Evacuation Plans (PEEPs) for students requiring additional support. These plans ensure the safety and well-being of students during emergency situations, providing necessary guidance and accommodations specific to their needs.
- *Collaboration with Specialists:* The school should reinforce effective collaboration with both in-school and external specialists to deliver a comprehensive and multidisciplinary approach to support. This collaboration aligns with ADEK's



In-School Specialist Services Policy, enabling the school to provide holistic support that addresses the diverse needs of students with ALN.

Procedures for Implementing Inclusion Policy

Following are the steps executed with attention to detail and adherence to the highest standards of inclusive education. The exquisite aspect of these procedures lies in their clarity, adherence to policy, and commitment to every student's success at AIS.

I. Identification and Assessment procedures

1. Identification System:

- A structured process for identifying students with ALN as part of the admission process and ongoing monitoring for students enrolled at AIS.
- The admissions team, in collaboration with the Head of Inclusion, will screen all incoming students. Classroom teachers are responsible for ongoing observation and identification of potential ALN in existing students within the first month of the start of the academic year.
- For new admissions, the identification process begins at the point of entry. For existing students, identification is ongoing, with formal reviews at the end of each academic term.

2. Utilization of Standardized Screening Tools and Clinical Assessment Reports:

- Implement a set of approved, standardized screening tools for initial identification purposes. Require clinical assessment reports for students suspected of having more complex ALN.
- The Head of Inclusion coordinates the screening process and liaises with external specialists for clinical assessments as needed.
- Screening to be completed within the first month of admission or identification of a potential ALN. Clinical assessments to be requested immediately following screening results that indicate a need, with assessments completed within 60 days of referral.



3. Qualified Professional Assessments:

- Ensure that all assessments, both initial screenings and detailed clinical evaluations, are conducted by professionals qualified in the relevant areas of special education, psychology, or healthcare.
- The Head of Inclusion is responsible for verifying the qualifications of the professionals conducting the assessments and for coordinating the assessment process.
- Ongoing as needed, with immediate action taken upon identification of a student potentially requiring assessment.

4. Communication of Assessment Results:

- Develop a standardized procedure for communicating the results of assessments to parents/guardians and relevant staff members. This should include a clear explanation of the findings, the implications for the student's learning, and the proposed next steps.
- The Head of Inclusion, in collaboration with the student's teachers and the assessing professionals, is responsible for communicating assessment results.
- Within two weeks of receiving assessment results, a meeting with parents/guardians and relevant staff members will be arranged to discuss the findings and next steps.

5. Documentation and Review:

- All identification and assessment processes and results are to be documented in a secure and confidential manner. The process for reviewing and updating a student's ALN status is established.
- The Head of Inclusion ensures that all documentation is appropriately filed and accessible to authorized personnel only. They also oversee the review process.
- Documentation is to be updated immediately following any assessments or meetings. Reviews of a student's ALN status are conducted at least annually, or more frequently if significant changes occur.



II. Development and Review of the Students support Plans (SSP)

1. Formulation of SSPs:

- Create a SSP for each identified student with ALN, which includes specific learning objectives, support strategies, required accommodations, and any necessary interventions.
- The Head of Inclusion or/and the student case manager leads the SSP formulation process, working closely with the student's teachers and support staff.
- The SSP to be developed and finalized within one month of the student's ALN identification.

2. Involvement of a Multidisciplinary Team:

- Assemble a multidisciplinary team for each SSP development, ensuring that all relevant perspectives are included. This team may include, but is not limited to, the student's main teacher(s), a special education specialist, a school psychologist, the parents/guardians, and, importantly, the student themselves where appropriate.
- The Head of Inclusion is responsible for assembling the multidisciplinary team and facilitating the meetings.
- Initial team meeting to occur within two weeks of ALN identification, with follow-up meetings as needed to complete the support plan within the specified one-month period.

3. Regular Reviews of the Students Support Plans:

- Establish a schedule for regular Student Support Team meetings reviews to assess the student's progress, the effectiveness of the support strategies, and to make adjustments as needed. These reviews should consider the latest assessments, teacher observations, and input from the student and their family.
- The Head of Inclusion coordinates the review process, involving the multidisciplinary team and ensuring that all members provide input for the review.
- Student Support Plans are to be reviewed three times a year, typically at the end of each term. Additional reviews can be scheduled if there are significant changes in the student's needs, achievements, or circumstances.



4. Documentation and Communication:

- Document all aspects of the Student Support Plans development and review process, including meeting notes, decisions made, and any changes to the plan. Communicate the outcomes of the Student Support Plan development and review meetings to all relevant stakeholders, ensuring transparency and shared understanding of the student's learning pathway.
- The Head of Inclusion ensures comprehensive documentation and effective communication with all stakeholders, including school staff, parents/guardians, and the student as appropriate.
- Documentation is to be updated immediately following any development or review meeting. Summaries of these meetings and any changes to the SSP are communicated to stakeholders within one week of each meeting.

5. Adjustment and Adaptation:

- Based on the reviews, make necessary adjustments to the Student Support Plan to better align with the student's evolving needs. This may include changes to support strategies, learning objectives, and accommodations.
- The multidisciplinary team, led by the Head of Inclusion, is responsible for deciding on and implementing any adjustments to the SSP.
- Adjustments are to be made as soon as possible following the review meeting where the changes were agreed upon, with immediate implementation into the student's learning plan.

III. Adaptive Teaching and Curriculum Modification

1. Teacher Training in Adaptive Teaching Strategies and UDL:

- Implement a comprehensive training program for all teaching staff on adaptive teaching strategies and the principles of Universal Design for Learning (UDL), focusing on practical application within the classroom.
- The Professional Development Coordinator, in collaboration with the Head of Inclusion, is responsible for designing and overseeing the implementation of this training program.



- Initial training sessions to be completed within the first semester of the academic year, with refresher courses and advanced sessions offered annually.

2. Modification of Curriculum Content and Delivery Methods:

- Review and adjust the curriculum to ensure it is accessible and engaging for all students, incorporating a variety of teaching methods, materials, and assessments to cater to diverse learning needs and styles.
- Subject leaders and the Head of Inclusion will jointly oversee the process of curriculum modification, ensuring that changes adhere to ADEK standards and UDL principles.
- Curriculum reviews and modifications to be conducted during the summer break, with updates implemented at the start of each academic year. Ongoing adjustments to be made as needed throughout the year.

3. Ongoing Professional Development for Teaching Staff:

- Establish a continuous professional development (CPD) program that includes workshops, seminars, and peer-sharing sessions focused on inclusivity, differentiation, and effective strategies for supporting students with ALN.
- The Professional Development Coordinator, in partnership with the Head of Inclusion, will curate and schedule the CPD activities, ensuring they meet the current needs of the teaching staff and reflect the latest educational research and best practices.
- CPD activities to be offered throughout the academic year, with at least one major inclusivity-focused event each term.

4. Monitoring and Evaluation of Teaching Practices:

- Regularly observe classroom teaching practices to evaluate the implementation of adaptive teaching strategies and curriculum modifications, providing feedback and additional support to teachers as needed.



- The Head of Inclusion, in collaboration with department heads and the Professional Development Coordinator, will conduct classroom observations and follow-up discussions with teachers.
- Classroom observations to be conducted twice per term for each teacher, with feedback sessions scheduled within two weeks of observation.

5. Resource Allocation for Adaptive Teaching:

- Allocate necessary resources, including technology, teaching aids, and specialized materials, to support adaptive teaching practices and curriculum modifications.
- The Head of Inclusion, with input from teaching staff and subject leaders, identifies resource needs and liaises with the school administration for procurement.
- Requests for resources to be submitted and reviewed on a termly basis, with urgent requests addressed as they arise.

6. Stakeholder Engagement and Feedback:

- Engage with students, parents/guardians, and other stakeholders to gather feedback on the effectiveness of the adaptive teaching strategies and curriculum modifications in meeting diverse learning needs.
- The Head of Inclusion coordinates stakeholder engagement activities, including surveys, focus groups, and parent-teacher meetings.
- Feedback to be collected at the end of each term, with results reviewed and action plans developed before the start of the next term.

IV. Adaptive Teaching and Curriculum Modification:

The objective of this process is to align AIS's educational practices with ADEK's inclusion policy by embedding adaptive teaching strategies and the Universal Design for Learning (UDL) framework into our curriculum, thereby ensuring that all students' diverse learning needs are met effectively.



1. Training in Adaptive Teaching Strategies and UDL:

- Develop a structured training program for all educators on adaptive teaching strategies and the UDL framework, emphasizing the creation of inclusive classrooms that cater to the diverse learning needs and styles of all students, as per ADEK's guidelines on inclusive education.
- The Professional Development Coordinator and the Head of Inclusion, with support from ADEK-approved external consultants, will oversee the development and delivery of this training.
- Initial intensive training to be conducted before the start of the academic year, with ongoing workshops and seminars scheduled quarterly to reinforce and expand on the initial training.

2. Curriculum Content and Delivery Method Modifications:

- Conduct a comprehensive review of the current curriculum and teaching methods to identify areas for modification, ensuring all content is accessible and engaging for students with diverse learning needs. This includes integrating technology and multimedia resources to support various learning preferences, aligning with ADEK's recommendations for curriculum inclusivity.
- Subject leaders, under the supervision of the Head of Inclusion, will collaborate with the entire teaching staff to modify and adapt curriculum content and delivery methods. They will also ensure that these modifications comply with ADEK's curriculum standards for inclusive education.
- Review and modification of curriculum content to be completed during the summer break. Implementation of modified curriculum and continuous monitoring and adjusting throughout the academic year.

3. Ongoing Professional Development on Inclusivity and Differentiation:

- Establish a continuous professional development (CPD) program that focuses on inclusivity, differentiation, and the practical application of UDL principles in teaching. The program will include training sessions, peer observations, and sharing of best practices, all aimed at enhancing teachers' ability to meet the learning needs of all students, as advocated by ADEK.



- The Head of Inclusion, in collaboration with the Professional Development Coordinator, will curate the CPD program's content, ensuring it aligns with ADEK's standards for inclusive education.
- CPD activities to be conducted throughout the academic year, with at least one session dedicated to inclusivity and differentiation held monthly.

V. Ensuring Compliance with ADEK Inclusion Policy

The objectives are to continuously affirm and elevate AIS's commitment to inclusive education by aligning all school activities, strategies, and educational practices with the standards set forth in ADEK's inclusion policy.

1. Regular Review of Inclusion Practices:

- Establish a structured review process for evaluating the effectiveness of AIS's inclusion practices, including teaching strategies, curriculum adjustments, and professional development activities.
- The Inclusion Committee, led by the Head of Inclusion and comprising members from various departments (teaching staff, administration, and support services), will conduct these evaluations.
- Reviews to be conducted at the end of each academic term, with a comprehensive annual review to synthesize findings and set objectives for the following year.

2. Systematic Collection and Analysis of Feedback:

- Implement a multi-channel feedback system to gather insights from students, parents, and teachers about the inclusivity and effectiveness of the educational environment and practices at AIS.
- The Head of Inclusion, in collaboration with the school's Quality Assurance team, will manage the feedback collection process, ensuring anonymity and confidentiality to encourage honest and constructive feedback.
- Continuous collection of feedback throughout the academic year, with scheduled analysis at the midpoint and end of each term.



3. Documentation and Evidence Maintenance:

- Maintain detailed records of all inclusion-related activities, including but not limited to, adaptive teaching training sessions, curriculum modification initiatives, and CPD activities. This documentation will serve as evidence of AIS's adherence to ADEK's inclusion policy standards.
- The Quality Assurance team, under the oversight of the Head of Inclusion, will be tasked with the systematic documentation and secure storage of all relevant records and materials.
- Ongoing, with updates to documentation made in real-time as activities occur and reviews conducted at the end of each term to ensure completeness and accuracy.

4. Action Plan Development Based on Feedback and Reviews:

- Develop and implement action plans to address areas of improvement identified through reviews and feedback analysis, ensuring continuous advancement towards full compliance with ADEK's inclusion policy.
- The Inclusion Committee, utilizing insights from the feedback and review processes, will draft action plans that are then approved and overseen by the school's senior leadership.
- Action plans to be developed within one month following the review sessions, with implementation timelines varying based on the scope of the improvements required.

5. Reporting and Communication:

- Regularly communicate the findings from the review processes, feedback analysis, and the status of action plans to all stakeholders, including staff, parents, and the ADEK when required.
- The Head of Inclusion, with support from the school's Communications Officer, will ensure that updates are clear, comprehensive, and accessible to all parts of the school community.
- Summary reports to be communicated at the end of each academic term, with interim updates provided as significant actions are implemented.



VI. Ensuring Accessibility

The objective is to guarantee that AIS's physical and digital environments are fully accessible to all students, staff, and visitors, including those with physical disabilities and sensory impairments, adhering to ADEK's inclusion policy and Universal Design principles.

1. Annual Accessibility Audit:

- Perform a thorough audit of both the physical premises and digital platforms of AIS to identify any potential barriers to accessibility.
- The Facilities Manager, in collaboration with the IT Department and the Head of Inclusion, will oversee the audit. External experts in accessibility may also be consulted to ensure a comprehensive evaluation.
- The audit is to be conducted at the end of each academic year, with a report prepared summarizing findings and recommendations for improvements.

2. Infrastructure Modifications Based on Universal Design:

- Based on the audit's findings, prioritize and execute modifications to the school's infrastructure and digital resources to enhance accessibility. This may include, but is not limited to, installing ramps, adjusting classroom layouts, updating websites, and purchasing adaptive technology.
- The Facilities Manager, IT Department, and Head of Inclusion will develop an action plan for necessary modifications, subject to approval by the school's administration for budget and implementation.
- Action plans to be developed within one month following the audit, with implementation timelines varying based on the scope of modifications required. All urgent changes to be completed before the start of the next academic year.

3. Personal Emergency Evacuation Plans (PEEPs):

- Create individualized PEEPs for students, staff, and visitors who require additional support during emergencies. Plans should include details on evacuation routes, safe spaces, and any specific assistance or equipment needed.



- The Health and Safety Officer, in coordination with the Head of Inclusion, will be responsible for developing, reviewing, and updating PEEPs. Input from affected individuals and their families, as well as recommendations from healthcare professionals, will be integrated into each plan.
- Initial PEEPs to be developed within one month of identification of need or admission for new students. Reviews and drills to be conducted at least once per term, with updates made as needed.

4. Training and Drills:

- Conduct training for all staff on the principles of Universal Design, the specifics of PEEPs, and the use of any new or adapted facilities or technologies introduced to enhance accessibility. Regular emergency evacuation drills that accommodate the needs of all individuals will also be held.
- The Health and Safety Officer, with support from the Head of Inclusion and external specialists, will organize training sessions and coordinate drills.
- Training sessions to be held at the start of each academic year and within one month of any significant accessibility updates. Drills to be conducted each term.

5. Monitoring and Feedback:

- Establish mechanisms for ongoing monitoring of accessibility features and for collecting feedback from users on their effectiveness and any areas for improvement.
- The Head of Inclusion, in collaboration with the Facilities Manager and IT Department, will oversee this process, ensuring that feedback is collected, analyzed, and acted upon.
- Continuous, with formal reviews of feedback conducted alongside the annual accessibility audit.

VII. Tiered Model of Support

The objectives are to operationalize a structured, efficient, and responsive Tiered Model of Support at AIS that aligns with ADEK's inclusion policy, ensuring that all students,



especially those with ALN, receive the appropriate level of educational interventions and support.

1. Application of the Tiered Model of Support:

- Structure the Tiered Model of Support into three distinct levels:
- Tier 1 (Universal): Implement inclusive practices and general interventions accessible to all students within the classroom environment.
- Tier 2 (Targeted): Provide additional support and targeted interventions for students identified with specific learning needs that can be addressed in small groups or through short-term interventions.
- Tier 3 (Intensive): Offer intensive, individualized support and interventions for students with significant or complex ALN, often requiring specialized expertise.
- The Head of Inclusion coordinates the overall implementation, with classroom teachers handling Tier 1 interventions, specialized staff overseeing Tier 2, and external specialists being involved in Tier 3 when necessary.
- Continuous throughout the academic year, with students moving fluidly between tiers as their needs evolve.

2. Effective Resource Allocation:

- Assess and allocate resources, including staffing, materials, and funding, to ensure that each tier of support is adequately supported. Utilize evidence-based interventions and monitor their effectiveness through regular data collection and analysis.
- The Head of Inclusion, in collaboration with the school's finance department and external funding bodies (if applicable), manages resource allocation. The effectiveness of interventions is monitored by a designated team of educators and specialists.
- Resource allocation to be reviewed and adjusted at the beginning of each academic term and as needed throughout the year based on the effectiveness and changing needs assessments.

3. Engagement of Specialists for Tier 3 Support:

- Identify students requiring Tier 3 support and facilitate access to specialized services, which may include but are not limited to, speech and language therapy,



occupational therapy, psychological services, and one-on-one academic support. Coordinate these services with external agencies in compliance with ADEK guidelines.

- The Head of Inclusion, supported by the school's SENCO (Special Educational Needs Coordinator) and external agency liaisons, is responsible for identifying students who require Tier 3 support, coordinating services, and ensuring seamless integration of external support into the students' educational plans.
- Ongoing, with immediate action upon identification of a need for Tier 3 support. Coordination with external agencies to be initiated within two weeks of identification, and services to commence as soon as possible based on availability.

4. Monitoring, Review, and Reporting:

- Establish a robust monitoring and review process for the Tiered Model of Support, ensuring that progress is tracked, interventions are adjusted based on effectiveness, and compliance with ADEK guidelines is maintained.
- The Head of Inclusion, together with a review team comprising classroom teachers, specialized staff, and external specialists, will oversee the monitoring, review, and reporting processes.
- Monitoring is ongoing, with formal reviews of student progress and intervention effectiveness conducted at the end of each term. Annual reporting to ADEK and other stakeholders as required.

VIII. Professional Collaboration and Multidisciplinary Approach

The objective is to establish a culture of collaboration and a multidisciplinary approach at AIS, ensuring that the educational and support needs of students with ALN are met comprehensively and cohesively, in accordance with ADEK's inclusion policy.

1. Fostering Collaborative Practices:

- Create formal and informal channels for ongoing communication and collaboration among teachers, Inclusion Assistants, external specialists, and the broader school community. This includes shared planning sessions, co-teaching opportunities, and professional learning communities.



- The Head of Inclusion is tasked with cultivating a collaborative culture, supported by school leadership. Department heads and team leaders facilitate subject-specific collaboration.
- Continuous throughout the academic year, with specific collaborative planning sessions scheduled at the beginning of each term and monthly thereafter.

2. Coordinating Multidisciplinary Meetings:

- Schedule regular multidisciplinary meetings involving educators, Inclusion Assistants, external specialists (e.g., therapists, psychologists), and family members when appropriate. These meetings focus on reviewing student progress, sharing professional insights, and strategizing to meet individual student needs effectively.
- The Head of Inclusion, along with the SENCO, coordinates these meetings, ensuring relevant stakeholders are involved and prepared to contribute.
- Meetings to be held at least once per term for each student with ALN, or more frequently as determined by their DLPs.

3. Integrating Interventions into the Mainstream Curriculum:

- Develop guidelines to ensure that all interventions, including pull-out and push-in supports, are designed and implemented in a way that integrates seamlessly with the mainstream curriculum. This ensures that students with ALN remain connected to their peers and the broader learning objectives of their grade level.
- Subject teachers, supported by the Head of Inclusion and SENCO, are responsible for integrating interventions. Inclusion Assistants and external specialists provide input to ensure interventions are effective and aligned with curriculum goals.
- Integration strategies to be developed and reviewed as part of the DLP process, with adjustments made at least every term or as student needs evolve.

4. Professional Development on Collaborative and Multidisciplinary Practices:

- Offer professional development sessions focused on effective collaborative and multidisciplinary practices, highlighting the importance of teamwork in supporting students with ALN. Training should also cover the effective integration of specialized interventions within the mainstream curriculum.



- The Professional Development Coordinator, in collaboration with the Head of Inclusion, organizes these sessions, sourcing expertise from within and outside the school.
- Professional development sessions to be held at the start of the academic year and after each term, ensuring ongoing skill enhancement and knowledge sharing.

5. Documentation and Sharing of Best Practices:

- Maintain detailed records of collaborative and multidisciplinary efforts, including meeting minutes, intervention plans, and outcomes. Develop a repository of best practices for accessibility by the school community.
- The Head of Inclusion, with assistance from the SENCO and administrative staff, oversees the documentation process and the curation of the best practices repository.
- Continuous documentation, with best practices reviewed and updated annually.

6. Assessment Accommodations:

- Determine appropriate accommodations and modifications for assessments in consultation with the Head of Inclusion, teachers, and external specialists.
- Ensure that all accommodations reflect the student's normal way of working and that permissions for any adjustments are documented and adhered to.
- Develop an Assessment Accommodations Policy, detailing the process for applying accommodations and modifications in line with ADEK requirements.

IX. Assessment Accommodations

The objective is to establish a comprehensive framework for assessment accommodations at AIS, ensuring that all students, particularly those with ALN, receive the necessary adjustments to accurately reflect their abilities in line with ADEK's inclusion policy.

1. Determining Appropriate Accommodations and Modifications:

- Formulate a structured process for identifying and approving assessment accommodations and modifications. This involves evaluating the student's needs, current classroom accommodations, and how these can be best applied to assessments.



- The Head of Inclusion, in consultation with classroom teachers, special education specialists, and, where necessary, external specialists, will determine the most appropriate accommodations for each student with ALN.
- Review and determination of accommodations to occur at the beginning of the academic year and reviewed each term, or as significant changes in the student's needs are identified.

2. Documentation and Permission for Adjustments:

- Keep detailed records of all approved assessment accommodations and modifications for each student with ALN. Ensure that permissions for these adjustments are obtained from relevant authorities (e.g., examination boards) and are documented.
- The SENCO, under the guidance of the Head of Inclusion, is responsible for maintaining up-to-date records and securing necessary permissions.
- Ongoing, with immediate action following the determination of accommodations. Permissions to be sought as required by external assessment schedules.

3. Development of an Assessment Accommodations Policy:

- Draft a comprehensive Assessment Accommodations Policy that outlines the process for applying, reviewing, and implementing accommodations and modifications. The policy should align with ADEK guidelines and reflect best practices in equitable assessment strategies.
- The Head of Inclusion, with input from teaching staff, special education specialists, and the school's legal advisor, will develop the policy, ensuring it meets ADEK requirements and the school's commitment to inclusion.
- Draft to be completed and reviewed by the school's leadership team within the first semester, with implementation starting in the second semester. Annual reviews to ensure the policy remains relevant and effective.

4. Training and Awareness for Staff:

- Conduct training sessions for all educational staff on the Assessment Accommodations Policy, focusing on the importance of maintaining the integrity of assessments while ensuring fairness for all students.



- The Professional Development Coordinator, in collaboration with the Head of Inclusion, will organize and deliver these training sessions.
- Timeline: Training to be conducted following the approval of the Assessment Accommodations Policy, with refresher sessions offered annually or as significant updates to the policy are made.

5. Monitoring and Evaluation:

- Establish mechanisms for monitoring the effectiveness of the assessment accommodations and for evaluating their impact on student performance. This includes soliciting feedback from students, parents, and teachers.
- The Head of Inclusion, supported by a designated review committee, will oversee the monitoring and evaluation processes, ensuring adjustments are made based on feedback and performance data.
- Continuous monitoring with formal evaluations conducted at the end of each academic year, coinciding with the review of the Assessment Accommodations Policy.

References:

1. Abu Dhabi Education Council (ADEC). Child Protection.
2. Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.
3. Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.
4. Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education
5. Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).