Model Private School, Abu Dhabi

Inclusion Policy

Review Date:	March 2026		
Next Review Date:	March 2027		
Acting Principal	Mr. I J Nasari		
Signature		***Date:***	30-March-2026
MPS Board of Governors	Haji. Meethalakath Mehmood		
Signature		***Date:***	05-April-2026

Introduction

Model Private School (MPS) is dedicated to delivering high-quality education that embraces students of all abilities, backgrounds, and needs. This policy outlines our commitment to inclusion, aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines. We believe in creating a diverse and inclusive learning environment where all students feel valued, supported, and empowered to reach their full potential. Our inclusion policy is based on the UAE Disability Act, Federal Law (29) 2006 and 2009, the Abu Dhabi Strategy for People of Determination, and other relevant guidance and legislation aimed at providing quality inclusive education in the UAE.

1. Aims

Vision

Inspire new generation students with 21st century skills in an inclusive environment.

Mission

Provide inclusive, value-driven education that empowers the new generation to thrive in an ever-evolving world.

Strategy:

Advocate for inclusive education policies that ensure equitable access to resources and support.

- Strengthen collaboration between educators, families, and policymakers.

Targets:

Our goals include enhancing student satisfaction, academic performance, and overall well-being for all students, including those with additional learning needs.

We are committed to continuously enhancing our inclusive practices and support systems to better serve our diverse student population. The aim of the People of Determination (ALN) department is to ensure that all students with special needs have access to specialized education programs and services. A meeting will be convened for this purpose, and a plan will be devised. Depending on the identified area, this plan may lead to DLP (Documented learning plan) or ALP (Advanced Learning Plan).

Through a proactive approach that acknowledges and addresses the diverse needs of each student, our dedicated teams remain steadfast in their commitment to offering personalized support. We prioritize responsive, accepting, and respectful strategies to ensure no student feels excluded. Our overarching objective is to establish an inclusive and nurturing learning environment where every student can actively engage, learn, and flourish.

2. Admissions

As an inclusive school Model Private School admissions process is one that is fair, consistent, and clearly communicated to all stakeholders and prospective students and parents. In MPS, we conduct age-appropriate assessments to get know the child better and ensure they can thrive inside the campus. MPS admit students in to their Kindergarten stage (KG1 or KG2) without requiring the students to sit for any form of tests or interviews.

As part of early identification, there will be some assessments involve observed play and basic screening checklist to better understand the strength and needs of each individual child and to provide appropriate learning support, while older children (Grade 1 and above) undergo formal assessments in Reading, Mathematics, and English to give an indication of their performance level to be able to provide proper learning support.

2.1 Admitting Students with Additional Learning Needs

In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at Model Private School, provided the school has the capacity to admit them in the appropriate grade. Accordingly, Model Private School's admissions processes shall adhere to the following:

1. Prioritizing the enrolment of students with additional learning needs and their siblings within the same school.

2. Requesting original clinical assessment reports from parents, completed by relevant specialists such as therapists, psychologists, or pediatricians.

3. Facilitating a smooth transition process for all students with additional learning needs, offering tailored support for various scenarios including initial enrolment or transitioning from specialized provision, home schooling, or other educational settings.

4. Offering necessary accommodations for students to complete assessments as part of our admissions process, utilizing these assessments to inform the provision of learning support without denying admission solely based on them.

5. Ensuring equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments as needed.

6. Clearly defining the school's limitations in terms of accommodation.

2.2 Inability to Accommodate:

In instances where we determine that we are unable to meet the needs of any students with additional learning needs, we will promptly notify ADEK and the parents within two weeks of the admission decision, under an "inability to accommodate" notification. ADEK reserves the right to assess and evaluate this notification based on evidence from the school and other sources. We are committed to making reasonable adjustments and accommodations to facilitate the admission of all students with additional learning needs to our school.

2. Re-enrollment: In line with the ADEK student administrative affairs policy, schools shall re-enroll all students for the next academic year.

2.4 Referrals to Specialized Provision:

While the majority of students with additional learning needs will integrate into mainstream schools alongside their peers, alternative placement may be considered for students meeting specific eligibility criteria.

1. Should there be an indication that a student may require a more specialized placement, we will engage with ADEK before discussing with parents to assess whether the student meets

eligibility criteria for specialist provision and to determine the most suitable type of placement.

2. In cases where a UAE National receives a diagnosis of severe autism from a clinical assessment, and this is their primary need, consideration for specialized provision may only occur if all three of the following conditions are met:

a. Consensus among ADEK, the school, and parents that the student would benefit more from specialized provision than a mainstream school.

b. The student necessitates intensive therapy such as occupational therapy, speech and language therapy, and Applied Behaviour Analysis, which cannot be adequately provided in a mainstream school.

c. The school ensures parents are informed about the admission criteria for specialized provision and consent to the school initiating a referral to ADEK.

Student Learning Path:

The student learning path begins with a welcoming interaction from the admission team and teachers who conduct an initial interview with the student. If the teacher and school psychologist have any concerns, they document their observations and refer them to the Head of Inclusion. Then Inclusion team schedules an interview with the student. After the interview with the Inclusion team, a meeting is held with the parents to discuss the school's concerns, ask questions related to the student's life skills, and share the school's worries. The next steps are outlined, which could involve obtaining an external report, enrolling the student with an undertaking letter for a one-month observation period to confirm the concerns, or contact ADEK if the school is unable to meet the student's needs. Upon receiving the external report and the school's assessment, the Head of Inclusion communicates with the parents to explain what the student needs and how the inclusion and support process will work. Subsequently, the Inclusion team prepares the student's plan to be ready upon their admission to the school.

- School may seek the provision of parent-funded individual assistant where a student with additional learning need requires additional individualized assistance for personal care and other non-teaching related support which is not part of the school’s standard inclusive provision.

3. Standard Inclusive Provision

3.1 Staffing Arrangements:

The school ensures that the Head of Inclusion and Inclusion Staff meet ADEK requirements and qualifications, empowering them to oversee the effective support of students with additional learning needs. This includes a Head of Inclusion who will sit as a member of the senior team, Inclusion teachers (1 per cycle), Inclusion Assistants, Individual Assistants, Gifted and Talented coordinators, and a Multilingual learner Specialist. Additionally, a member of the board will oversee inclusive provision.

3.2 Physical Accessibility

General Accessibility:

MPS will ensure school buildings and learning spaces reflect a universal design approach and provide equitable access to education for all students, this means the school is fully accessible school for all.

Personal Emergency Evacuation Plan

An individualized evacuation plan will be designed for students with disabilities or impairments that could hinder their ability to evacuate swiftly and safely when a fire alarm activates. Each plan will be tailored to the student's specific needs. For instance, students who have an individual assistant will receive immediate support, with additional assistance from teachers or support staff if an evacuation chair is required. For students without an assigned assistant, a nearby staff member will be designated to approach the student, remain with them, and respond to emergencies proactively.

A list of students with this type of disability will be maintained and updated regularly.

Learning Space Accessibility

MPS is dedicated to providing equitable education and fostering inclusive learning experiences for all students. We ensure that every learner receives the necessary support based on their individual needs.

The school offers the following:

- **Classroom Accessibility:** All learning spaces are designed to accommodate students, with desks and chairs tailored for those requiring adapted seating.

- **Diverse Learning Tools:** A range of classroom supplies including writing instruments and scissors is available in various sizes to enhance usability and comfort.
- **Physical Access to Classes:** Scheduled lessons are arranged to be as inclusive as possible for students with additional learning requirements.
- **Specialized Learning Environments:** Science labs, sports areas are structured to support students of all abilities, featuring adaptive resources for those with physical disabilities or sensory challenges.
- **Universal Learning Approach:** The curriculum embraces Universal Design for Learning (UDL), presenting information through multiple formats, allowing flexible expression of knowledge, and facilitating engagement in varied ways.
- **Tailored Educational Support:** Necessary accommodations and instructional adjustments are implemented to ensure fair access to both academic content and school facilities.

Specialist Support Spaces

MPS provide specialist pull-out and push in intervention for any student with additional learning needs as per the ADEK.

In-School Specialist Services Policy.

These provisions will include:

● Accommodations to allow specialist learning support and pull-out interventions for any student with additional learning needs.

● Provide a specialist support space with resources

● Provide a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

Identification and Provision for Students with ALNs

MPS implements a comprehensive identification process to recognize students who may benefit from additional support which will ensure that they employ identification, referral, and tracking systems which includes:

1. **Teacher observations and assessments:**

How teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioural, or developmental needs.

2. **Collaboration with parents/guardians:**

The input of the student (as appropriate), parents, and staff members.

3. **Standardized testing and Consultations with external specialists (e.g., psychologists, educational therapists):**

The identification of the student's needs (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifying any student who would benefit from a further assessment of needs. The development of a DLP that plans, monitors, assesses, and evaluates personalized teaching and learning programs for the student. MPS shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioural support or where risks are apparent.

Ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.

The recorded details of students with additional learning needs on eSIS, as required by ADEK.

Identification Process



Documented learning Plan (DLP)

DLP is a written document developed for students who qualify for special education services. They are designed to meet a student's unique educational and/or behavioural needs and ensure they receive the appropriate support and amenities to succeed in the academic environment. The DLP is a legally binding document that outlines a student's current levels of academic performance, behaviour, specific learning goals, and the services, accommodations, and modifications they will receive.

A DLP is developed through a cooperative effort involving parents, teachers, the Head of Inclusion, and other professionals working with the student. It undergoes regular reviews and updates to ensure it aligns with the student's progress and evolving needs. The primary objective of a DLP is to establish a structured and personalized educational plan that supports the student's individual requirements and helps them accomplish their learning goals.

The plan is based on the educational needs, school assessments, and external medical reports. It consists of the following components:

Student Information:

This section provides basic details about the student, such as their name, grade level, and any relevant background information or diagnoses.

Present level: This section describes the student's current academic performance, including strengths, areas of concern, and specific learning goals that need to be addressed.

Intervention Goals: The DLP identifies specific goals that the student will work towards during the intervention period. These goals should be clear, measurable, and achievable within a given timeframe.

Intervention Strategies: This section outlines the specific strategies and interventions that will be used to support the student's learning. It may include instructional approaches, accommodations, modifications, or specialized interventions tailored to the student's needs.

Progress Monitoring: The DLP establishes a plan for monitoring the student's progress toward their goals. It includes specific assessment measures or progress monitoring tools that will be used, as well as a timeline for data collection and review.

Support Team: The DLP identifies the individuals involved in supporting the student's intervention plan. This may include teachers, special education professionals, counsellors, administrators, parents/guardians, and any other relevant stakeholders.

Review and Evaluation: The DLP outlines the timeline for reviewing and evaluating the effectiveness of the intervention plan. It specifies when progress will be reviewed, adjustments will be made if necessary, and when the plan will be formally evaluated.

Individual Learning Plan (ILP)

Individual Learning Plan (ILP) is a personalized plan developed for students who need additional support and intervention to decide later if the student has a special learning issue, second language problem, or other. The ILP outlines the goals, strategies, and resources that will be used to help the student make progress in their learning.

Eligibility

- Slow learners
- Lack of prior appropriate instruction in reading (phonemic awareness, phonics, fluency, vocabulary development, reading comprehension strategies)
- Lack of oral and written expression with limited English proficiency (EAL learners)
- Lack of prior appropriate instruction in Maths and Number skills

Individual Education Plan/Individual Support Plan (IEP/ISP)

IEP is a written statement for a child with a diagnosed disability, the team specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs**.**

Eligibility

Students who are eligible for IEPs must be diagnosed with one or more of the following disabilities:

01. Autism
02. Complex sensory disability
03. Auditory impaired and deafness
04. Visually impaired and blindness
05. Intellectual disability (Low IQ, mental retardation etc.)
06. Physical disability (Cerebral Palsy etc.)
07. Multiple disabilities (Down Syndrome, Williams Syndrome, Silver-Russell Syndrome, etc.)
08. Speech and language disorders
09. Traumatic brain injury

10. Behavioural and personality disorders
11. Specific learning disabilities (dyslexia, dyscalculia etc.)
12. Health disabilities (diabetes, heart issues etc.)
13. Attention Deficit Hyperactivity Disorders (ADHD/ADD)

The Behavioural Support Plan (BSP)

BSP a type of DLP - clarifies what behaviours are being targeted for change and how change will be handled. This plan is to be created once a
series of interventions and strategies have been tried and have been unsuccessful.

Eligibility

- Students whose behaviour in class affects their learning process and that of their peers
- Students with disabilities
- Students involved in bullying
- Aggressiveness in the classroom and outside
- Students not complying with school and class rules

Advanced Learning Plan (ALP)

The purpose of the plan is to identify and support Gifted and Talented students. They will have an Advanced Learning Plan (ALP) created for them by their school teachers, G&T coordinator, ALN team, and administration where appropriate. A gifted child is a child who has the ability to perform in any domain of human ability and achieve results, at a level that is usually expected from students some years older or at a level above the expected grade level.

Eligibility

The process involves evaluating a child's raw intellectual ability, comparing the child's performance on a Cognitive Abilities Test (CAT 4) and to the performance of other children of the same age and gender, on the same tasks. A performance that is notably above average indicates exceptional cognitive abilities.

Referral

- The ALN team, teachers, special education teachers, coordinators, and school administration establish uniform procedures for screening, referring, identifying and serving students from grade 1 who are Gifted and Talented in general intellectual or specific academic aptitude.
- These screening processes are to be conducted annually.

● ALN team, teachers, and coordinators, review data and scores to determine whether students are eligible for ALPs.

● The G&T Coordinator will record at least three measures from the following categories:

a. Assessment of appropriate student products, performance, or portfolio

b. Record of observation of in-class behaviour

c. Appropriate rating scales, checklists, or questionnaires

d. Individual interviews

e. Individually administered or group-administered aptitude or achievement tests

f. Record of previous accomplishments (such as awards, honours, grades, etc.)

g. Additional valid and reliable measures or procedures

Transition Planning:

Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:

a). Students starting school for the first time or coming from alternative early education settings.

b). Students transferring from specialized provision, home schooling, or any other type of educational provision.

- As students approach graduation, MPS will facilitate a smooth transition to higher education by:
    - Assisting with the application process, including identifying programs with appropriate support structures.
    - Connecting students with relevant disability services departments at their chosen universities.

Advocating for students' needs with higher education institutions.

Curriculum

MPS shall provide students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

a. Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.

b. Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.

Any type of special education programs and related services specified in the DLP may be provided to students who qualify for services to meet their educational needs. In addition, in order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environment may be necessary and should be specified in the plans.

Accommodations

MPS shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, the school shall:

a. Evaluate the needs of all students with additional learning needs

b. Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.

c. Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

Examination accommodation

ALN are being accommodated during examinations to achieve high and to maintain their self-esteem. The school takes the following measures to serve the best interest of the ALN:

- Separate sitting
- Readout questions / Interpreter
- Differentiated question paper
- Enlarged font question paper
- Time relaxation
- A Scribe

4. Additional Fees

- The school prioritizes transparency in explaining any supplementary charges beyond the standard provision.
- School may request additional fees where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable).

5. Roles and Responsibilities of Stakeholders

The role specifications for the Board of Trustees, Principal, and Head of Inclusion prioritize their collective responsibility in overseeing, continually enhancing, and implementing inclusive practices within the school. This collaborative effort aims to cultivate an environment that not only supports but also nurtures the development and success of every student.

Stakeholder	Role and Responsibility
Director	- Ensures the implementation of inclusive practices at all levels - Provides leadership and resources to support the school's mission
Principal	- Supports and monitors the implementation of inclusive practices - Collaborates with the Head of Inclusion to foster a supportive environment for all students
Head of Inclusion Inclusion	-Leads the development and implementation of inclusive education strategies - Coordinates with staff to ensure the needs of special needs students are met - Provides training and support for teachers and assistants
VP/Head of the Section	Supervises the implementation of inclusion practices in the department - Supports teachers in developing comprehensive lesson plans - Monitors student progress and adjusts strategies as needed
Classroom Teacher	Implements inclusive teaching strategies in the classroom - Differentiates instruction to meet diverse student needs - Collaborates with the Special Education Teacher and Inclusion Assistant for support
Psychologist/Counsellor	-Responsible for identifying the students with additional learning needs and providing emotional and behavioural support, psychoeducation to parents and staff.
Inclusion Teacher	Provides specialized instruction and support for students with special needs

	- Develops Documented learning Plans (DLPs) - Works closely with teachers to ensure inclusive practices are followed.
Inclusion Assistant	Assists in the implementation of inclusive practices in the classroom - Supports students with special needs during lessons - Works under the guidance of the Special Education Teacher and Classroom Teacher
Individual Assistant	Provides one-on-one support for ALNs - Ensures students have access to necessary resources and accommodations - Collaborates with teachers and the Head of Inclusion to support student success

Communication

- MPS is committed to transparent communication regarding inclusion. This policy will be readily available to all stakeholders on the school website in both English and student handbook.
- Parents/guardians will be kept informed about their child's progress and support needs.
- Regular meetings and workshops will be offered to educate the school community about inclusion practices.

Contact Information

For any questions regarding this policy or to discuss support for a student with ALNs, please contact:

- **Inclusion Department: +971 2 5527200 (Extn. 27 & 45)**
- **sen@themodel.ae**

We are committed to building a strong foundation for all students at Model Private School. By valuing inclusion, we can create a learning environment where every student thrives. Inclusive practices are ingrained in our daily operations, reflecting our unwavering commitment to creating an environment where every individual is supported and valued.

6. **Review**

This policy will be reviewed and updated periodically to reflect best practices and ensure its alignment with ADEK guidelines. The Board, Principal, Leadership Team, and all staff employed Model Private Schools Abu Dhabi are subject to this policy.