



NEW INDIAN MODEL SCHOOL, AL AIN

INCLUSION POLICY

Issue Date: April 15, 2025

This procedure is reviewed annually (or whenever change is mandatory) to ensure compliance with current regulations

	Date	Name and Signature
Last reviewed:	March, 2025	Principal
To be reviewed:	March, 2026	Principal

New Indian Model School is dedicated to the positive growth of its students in all areas of life. We believe in providing the best learning experience for all our students. Our guiding philosophy being "Education that makes a difference", our aim is to provide an all-round program appropriate to the diverse intellectual, social emotional and physical needs of all our students. We recognize that all children are not the same and that some require additional support. Our inclusive mindset ensures that each pupil, regardless of their individual learning profile, has every opportunity to be truly independent and reach their true potential.

This policy is underpinned by the principles of The ADEK Inclusion Policy (2023) which will fully take effect by September 2024; the UAE Federal Law No. 29 of 2006 which outlines the rights of People of Determination who have Special Educational Needs, and ADEK's Private Schools & Inclusion Policy and Guidance Manual as 'The School for All' Policy (2010).

PURPOSE, AIM AND OBJECTIVES:

- Our aim is to raise an Inclusive society with responsible and empathetic individuals and leaders of tomorrow.
- We look forward to providing a nourishing environment which is accommodating to the needs of our individual learners.
- We seek to abide and comply with regulations in line with the National Agenda.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure the identification & screening of all students requiring SEND provision as early as possible on their entry to school.
- To ensure teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that students of determination take part as much as possible in all school activities
- To ensure that parents/guardians of SEND students are kept fully informed of their child's progress and attainment
- To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision

- Provide training for all staff working with SEND to enable them to support the individual needs of SEND students effectively.

ADMISSION:

Admitting Students with Additional Learning Needs:

- No denial of admission to students with additional learning needs if capacity is available in the relevant grade/year.
- Parents provide original clinical assessment reports from specialists.
- Transition support for various student categories.
- Accommodations for assessments without denial of admission.
- Equitable access to the school's environment with the necessary adjustments.
- Clear definition of the school's inability to accommodate.

Inability To Accommodate Notification:

- Submission of notification within seven days if unable to meet the student's needs.
- The school may uphold, or overturn notification based on evidence.
- The school will make reasonable adjustments for all students with additional learning needs.

Referrals To Specialized Provision:

- Mainstream education for most students with additional learning needs.
- The school to contact ADEK before discussing specialized provision with parents.
- Specific conditions for UAE nationals with severe autism for referral consideration.
- Agreement of ADHD, the school and parents required.
- Aligning with the Anti-Bullying Policy and Child Protection Policy, the school affirms ZERO tolerance for the students. The school takes its responsibility to safeguard and promote welfare and prevent all forms of bullying respectively seriously. Although serious, bullying is still a form of misbehavior and is therefore dealt with through the school's behavior and discipline policy.
- In case the student requires intensive therapies such as Occupational Therapy, Speech and Language Therapy and Applied Behavior Analysis which cannot be delivered in the main school parents understanding of criterion concern for referral to ADEK.

INCLUSION STAFF REQUIREMENTS:

Head Of Inclusion:

- The school will appoint at least one head of inclusion, with a maximum of 10% teaching workload.
- Additional coursework for those without specialized qualifications but with 5+ years of inclusion-related leadership experience.

- Non-teacher heads of inclusion with 5+ years of inclusion-related senior leadership experience must complete 60 hours of coursework.

Topics include:

- SEND 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 provisions
- Resource allocation deployment

Inclusion Teacher:

- At least one inclusion teacher per cycle, with a maximum of 10% workload outside teaching students with additional learning needs.
- Teachers without a specialized qualification in special education must complete 40 hours of coursework.

Topics include:

- 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

Individual assistant:

- For students needing personalized non-teaching support, schools may suggest a parent-funded individual assistant.
- Requesting parent engagement: schools the school will provide evidence and justification call mom outlining the need for support for most of the students' school day.
- The individual assistant will operate outside the classroom and can enter only upon teacher request.
- Record keeping the school will maintain records on eSIS and PASS to note the provision of an individual assistant for a specific student.

REFERRAL PROCEDURES:

For students who are already in mainstream education system, Subject teachers have a prime responsibility in identifying a student with a learning difficulty. Teachers are advised to practice all possible strategies before referring a student to the SEN department. However, if there is no

progress, teachers will fill in a referral form and submit it to the respective Head of Section (HoS). HoSs will confirm the situation and forward the referral to the SENCO. Finally, the SEND team will act and begin the required interventions. The protocol of screening will include:

- Collecting and documenting all the recorded/informed concerns
- Take parents' consent to screen the child (if needed)
- Conduct behavioral observation for the child.
- Conduct a 1-1 screening for academic skills.
- Share results with SLT, HoSs, and Social Workers.
- Device a conclusion and meet the parent to discuss outcomes.

To Receive the SEND Support:

The parents must produce an authentic external diagnostic / medical report, stating the child's condition and needs. The parents must provide details of any medication and its effects, if any. The child must take an internal educational diagnostic to let the SEND department assess his educational needs to design his IEP. If/when needed the parents will provide the shadow teacher for the child to accompany him/her in school after approval from Principal.

SUPPORT PROVIDED BY SEND DEPARTMENT:

Any student enrolled in SEND department receives:

- An Individualized Educational Plan (IEP)
- Individualized Behavior Plan
- Modified Term Plan
- Pull out sessions in group or one to one setup for English, Mathematics and Arabic
- Modified booklet/worksheet and study portions
- Modified exams: Post lesson Assessment, skill assessment, mid-terms and End of Term Exams
- Support and consideration in all school activities.
- Exams are conducted for all students to optimize the support.
- Support through all subjects as per student's need.
- The school also allows the use of Assistive tools for SEND students to learn and participate better.
- The SEND departments work to enhance social and communication skills.
- The SEND department will also provide behavior Interventions and Sensory integration where necessary.

PHYSICAL ACCESSIBILITY

General Accessibility

- The school has ensured universal design in school buildings and learning spaces.
- It has made parking, parkways, buildings, and playgrounds accessible to everyone.

Building Entry:

- There is a provision ramp at every point adhering to wheelchair accessibility standards.
- The stairs have handrails, contrast color bands and tactile indicators.

Signage And Alarms:

- The school uses symbols with textual signage for better visibility.
- There are evacuation alarms that include flashing lights for those with hearing impairments.

Ground Floor Access:

- The school has ensured ground floor accessibility for all students.

Bathrooms:

- The school has accessible bathrooms with sanitary provisions.

Emergency Procedures:

- Evacuation chairs are available for safe exit during emergencies.
- The school has trained staff in chair operation, designated members assisted during emergencies.

Individual Plans:

- The school has developed personal emergency evacuation plans (PEEP) for students and staff needing support.
- The school coordinates with transportation providers for accessible school buses.

Risk Management:

- The school conducts risk assessments for identified accessibility deficient areas.
- The school has developed a school accessibility plan based on risk assessment with clear timelines.

Exceptions And Renovations:

- The school's renovation or expansion complies with general accessibility requirements.

Accessibility of Learning Spaces:

Classroom Accessibility:

- The school has ensured all classrooms are accessible, with adapted seating options.
- It has provided varied resources for choice and ease of use.

Timetabled Classes:

- The school ensures physical accessibility for all students in timetabled classes.

Specialized Spaces:

- The school has made specialized spaces (labs, sports facilities) accessible with adapted resources.

Acoustics And Lighting:

- The school evaluates classroom acoustics and lighting for students with sensory impairments.

Universal Design for Learning (UDL):

- The school implements UDL in classrooms for diverse learning styles.
- It accommodates and modifies teaching for fair access.

Specialist Support Spaces

Intervention Spaces:

- The school has ensured dedicated spaces for specialist interventions with sensory considerations.
- Equip spaces with technology mirroring other classrooms.

Non-Digital Resources:

- The school has provided non-digital resources for interventions as part of the IEP.

Inclusive teaching and learning support:

Identification And Tracking System:

- The school has developed a system for identifying and tracking academic, social, and emotional needs using standardized baseline assessments and informal assessment.
- The school involves students, parents, and staff in the process.
- The school establishes continuous communication with parents in their native language.

Progress Tracking:

- The school uses a tiered model of support for additional learning needs.
- The school develops and reviews IEPs track progress regularly.
- The school conducts annual reviews for students with dedicated support.
- Inclusive Teaching Approaches:
- The school ensures incorporating inclusive teaching strategies into lesson planning.
- Develops personalized content for additional learning needs.
- Provide professional development on inclusive education.

Curriculum:

- The school ensures access to a broad and balanced curriculum for all students.

Assessment Accommodations:

- The school shall evaluate needs for assessment accommodation.
- The school has developed a policy for accommodation in line with external requirements.

Private Schools Teaching Moe Curriculum:

- Adhere to Minister Resolution Number 647 of 2020 on Inclusive Education Policy.
- Additional Fees:
- The additional fields policy for NIMS Alain emphasizes equitable access to education for all students with additional learning needs.
- If a student requires specialist intervention beyond standard inclusive provision, school is requesting for the additional fees for an individual assistant.
- School justifies the requirements, itemized charges, and updates records accordingly.
- Additional charges do not exceed 50% of tuition fees.
- The school is working towards in school specialists should and shall adhere that the fees do not surpass 10% of cost. Regular reviews of charges will be adhered to access the impact.
- In case of any additional costs, the school shall seek approval from ADEK.

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

School Leaders (Principals and Vice Principals)

- Promote an inclusive school culture that values diversity and equity.
- Ensure the development and implementation of the school's inclusive education policy.
- Allocate necessary resources (human, material, technological) to support students of determination.
- Oversee professional development programs for inclusive practices.
- Monitor and evaluate the effectiveness of inclusion strategies.
- Ensure compliance with ADEK and MoE regulations on inclusive education.

School Head of Inclusion

The school head of Inclusion has responsibilities for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision of children with SEND
- Managing the Learning team and support staff
- Planning and coordination away from the classroom
- Maintaining appropriate records
- Teaching children with SEND
- Observing children in class without a teaching commitment
- Monitoring and supporting the successful implementation of CPDs.
- Monitoring and tracking children's progression.
- Contributing to the professional development of all staff
- Ordering and management of the specified agreed resources for SEN provision
- Liaising with parents and caregivers
- Liaising with outside agencies: educational psychologists, speech and language therapists, occupational therapists and child and adolescent mental health professionals etc.
- Liaising with potential next providers of education to ensure a smooth transition.

- Ensuring that the school keeps the records of all children with SEND up to date.

SEN Coordinator

- Identify students of determination and coordinate assessments.
- Develop, implement, and review Individual Education Plans (IEPs).
- Liaise with teachers, parents, therapists, and external agencies.
- Provide support and training to staff on differentiated instruction and inclusive strategies.
- Monitor the academic and social progress of students of determination.
- Maintain confidential and accurate records of students' learning and development.

Teachers (General and Specialist Teachers)

- Implement inclusive teaching strategies and differentiated instruction in the classroom.
- Participate in the development and review of IEPs.
- Collaborate with the Inclusion Team to support individual student needs.
- Foster a supportive and respectful learning environment.
- Track and report on students' progress and adapt instruction accordingly.
- Participate in professional development related to inclusion and special needs education.

Learning Support Assistants (LSAs) / Teaching Assistants

- Support the learning, behavior, and social integration of students of determination.
- Implement strategies and interventions as outlined in IEPs under the guidance of teachers.
- Assist in creating inclusive classroom materials and modifications.
- Provide one-on-one or small group support as needed.
- Communicate observations and feedback to the Inclusion Team.

Parents and Guardians

- Actively participate in the planning and review of their child's IEP.
- Collaborate with school staff to support their child's development at home.
- Attend school meetings, workshops, and conferences related to inclusion.
- Share relevant medical, psychological, or educational assessments with the school.
- Advocate for their child's rights and well-being within the school community.

Students (Peers and Students of Determination)

- Students of determination: Participate in the learning process and communicate needs where possible.
- Peers: Foster a culture of acceptance, respect, and support among classmates.
- All students: Contribute to a safe and inclusive school environment.

School Counselors / Psychologists

- Support the social, emotional, and psychological well-being of all students.
- Participate in identification, intervention, and referral processes.
- Provide counseling services for students of determination as needed.
- Collaborate with families and external professionals.

NIMS Group of Schools Executive Management Team

- Support inclusion, equity, and opportunity at all levels.
- Ensure school facilities are accessible and accommodate the needs of POD.

NIMS Group of Schools' Heads of Inclusion

- Lead strategic development of Inclusion within NIMS Group of School.
- Coordinate team of School Heads of Inclusion and Counsellors.
- Conduct placement observations and make recommendations on provision needs.
- Provide support to families.
- Consult regarding matters pertaining to Inclusion.
- Monitor and maintain quality provision for students with SEND.
- Develop and maintain links with the community that promote access to services.
- Ensure an appropriate CPD is provided for staff.
- Manage the ADEK approval process and provision of data for Inclusion

Form Teacher/ Class Teacher/ Subject Teacher

- Familiarize themselves with Student's records and information regarding their special educational needs.
- Support individual students in reaching their IEP targets.
- Be alert to the possible need for monitoring Students who are causing concern.
- Consult with and keep the SENCO informed of any changes.
- Implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher.
- Assess to plan and devise specific strategies for managing Students with SEND
- Follow advice and support from SEND department to ensure that all students with a variety of needs and barriers to learning within school are always included.

External Specialists (Therapists, Educational Psychologists, etc.)

- Provide specialized support and assessments as required.
- Work collaboratively with the school's Inclusion Team and teachers.
- Offer recommendations for teaching and learning strategies.
- Support implementation of therapy programs within the school setting.

ADEK (Abu Dhabi Department of Education and Knowledge)

- Provide regulatory guidelines, frameworks, and training for inclusive education.
- Monitor and inspect schools for compliance with inclusion standards.
- Support schools in the development of inclusive environments through resources and guidance.
- Advocate for rights and inclusion of students of determination across Abu Dhabi

POLICY REVIEW

This policy will be reviewed annually or sooner if deemed necessary. Once the policy is reviewed it will be updated in the “NIMS Staff Policies” Teams area and for parents updated on the Parent Portal.

INCLUSION POLICY IS INFORMED BY:

- ADEK People of Determination Directory (ADEK 2016).
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).

