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INCLUSION POLICY

Policy Reference: SJS/IP/2025

Approved By: School Leadership Team

Updated Date: 14TH May 2026

Next Review Date: 31st March, 2027

PURPOSE

We at St. Joseph's School is committed to provide an inclusive learning environment that values diversity and promotes equal access to quality education for all students. The school ensures that students of additional learning needs are supported through individualized approaches that enable full participation, achievement, and well-being.

Vision & Mission

Our vision is to foster an inclusive, supportive, and respectful school community where every student feels valued and empowered to achieve their fullest potential. The mission of St. Joseph's School is to implement inclusive practices that remove barriers to learning, promote equity, and uphold every child's right to education.

Policy Aims and Objectives

- To align all inclusion practices with ADEK's guidance and the UAE's national vision.
- To create a culture of acceptance, respect, and understanding for all learners.
- To identify and support Students of Determination at the earliest opportunity.
- To ensure appropriate curriculum modifications and support strategies.
- To engage families as partners in the inclusion process.

I. Admissions

a. 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 not be denied admission if capacity is available in the relevant grade/year and their siblings in the same school.
- Parents has to submit original clinical assessment reports from the specialists.

- Targeted transition support will be provided as students are transferring from alternative education settings as specialized provision etc.

Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process and utilizing such assessments as a means to inform the provision of learning support. These assessments shall not be used to deny the admission to the school. Students with additional learning needs need to be assessed in ways that differ from others students Such as through observation, conversation, shared activities and on more than one occasion to determine provision for the student.

Clear definition of the school's inability to accommodate-The school shall be submitting an inability to accommodate and the parents within 7 days as admission decision being issued.

b. Referrals to Specialized Provision

- The majority of students with additional learning needs will attend mainstream schools along with their peers.
- Alternative placement will be communicated by our school with ADEK in order to determine whether student is eligible for specialized provision.
- Specialized provision will be considered: -
 - (i) If ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
 - (ii) In case student require intensive therapies, which cannot be delivered in main stream school.
 - (iii) The school ensures parents understand the criteria for admission to specialized for admission to specialized provision and consent to the school making a referral to ADEK.

II. Standard Inclusive Provision

a. Ensuring Inclusive Staffing Requirements

School is having Head of Inclusion and Inclusion teachers for different cycles as per ADEK's Inclusion Policy and Eligibility Policy. Individual Assistants provide support to help specific students to develop greater independence.

b. Identification, Referral and Tracking

Students with additional needs are identified promptly including the involvement of parents and their progress and attainment are tracked regularly. Schools may guide parents for assessments but cannot deny support due to lack of diagnosis. Standardized tests (MAP, Asset, and GL Assessments) help track student progress and identify learning needs.

c. Tiered Model of Support

St. Joseph's School applies a tiered model of support to ensure students receive appropriate levels of assistance according to their individual needs, not their diagnosis. The model aligns with ADEK's School Inclusion Policy and outlines three tiers of support.

Tier 1: Universal Support

High-quality teaching and differentiation available to all students within the general education classroom. This includes Universal Design for Learning (UDL) principles, classroom accommodations, and differentiated instruction.

Tier 2: Targeted Support

Additional, small-group interventions for students requiring more focused strategies to access the curriculum. This may include short-term academic or social-emotional support programs. Pullout sessions and Personalized learning plan will be implemented for tier 2.

Tier 3: Individualized Support

Highly individualized interventions or support plans (DLPs/IEPs) designed for students with significant learning needs. Support may involve one-to-one instruction or specialist services. Students may move between tiers depending on progress. Placement is always determined through collaborative discussion with parents, teachers, and the Inclusion Team, ensuring the least restrictive environment possible. Where pull-out sessions or intervention programs are required, students will not be removed from their regular lessons for unrelated content. Intervention programs will be scheduled to minimize disruption to core learning.

c. Universal Design for Learning (UDL) and Adaptive Teaching

The Universal Design for Learning (UDL) framework ensures accessibility for all students by providing multiple means of engagement, representation, and expression. At St. Joseph's School, teachers design lessons that eliminate unnecessary barriers and provide equitable access to learning materials for every student.

Adaptive teaching involves modifying strategies, content, and assessments to meet diverse student needs. Teachers utilize technology and flexible teaching methods to ensure students engage meaningfully with lesson content. This process begins with assessment and includes continuous reflection, adjustment, and adaptation of instruction.

The final phase of adaptation uses student progress data to guide planning and assessment. This creates a dynamic, supportive learning environment that empowers students to take ownership of their learning, explore their interests, and reach their full potential.

d. Adaptations to the curriculum

Adaptive teaching offers a supportive and engaging learning environment that empowers students to take control of their own learning. For a small number of students with ALN needs resource based provision is required other than UDL and adaptive teaching. Exemption from MOE subjects is also permitted as an alternative pathway but later they will not be eligible to obtain Ministry of Education equivalency certificate.

e. Dedicated support spaces for interventions

The school ensures that students with additional learning or sensory needs receive support in a calm, safe and inclusive environment that enhances wellbeing and academic progress.

Our Key considerations are:

- **Safety and Accessibility:** Risk assessments are conducted to ensure the space is safe for all students, including those with mobility or sensory needs. Hazards are identified and minimized to prevent physical or emotional harm. School has developed Personal Emergency Evacuation Plans (PEEP) for students needing support. School coordinates with school transportation to make approved adjustments in school bus.
- **Adequate Resources:** Support spaces are equipped with sensory materials, assistive devices,

and technology tailored to students' individual needs.

- **Comfort and Flexibility:** Spaces are adaptable for one-on-one or group sessions. Flexible seating, soft lighting, and sensory-friendly design create a positive and meaningful learning atmosphere.

f. Assessment, Accommodations and Modifications

The school maintains an Assessment Accommodation Policy outlining the process and eligibility for students requiring assessment adjustments. Equal access to academic testing and examinations is ensured for students with additional learning needs. Accommodations enable fair participation in standardized assessments, supporting performance, access to higher education, scholarships, and employment opportunities.

Key Points:

1. **Equitable Access-** The school provides appropriate accommodations to support students in demonstrating their true abilities in all assessments and examinations.
2. **Impact of Accommodations-** Without accommodations, some students may face challenges completing assessments within the allotted time, which could affect academic or employment outcomes.
3. **Promoting Inclusion-** Accommodations uphold fairness and inclusion by recognizing each student's unique needs and ensuring equal opportunities for success.
4. **Alignment with UDL Principles-** The school follows the Universal Design for Learning (UDL) approach to ensure materials and assessments are accessible to all learners.
5. Examples of Assessment Accommodations:
 - Extended Time: Up to 50% more than the standard time for tests or exams.
 - English Learner Support: Use of bilingual dictionaries, translated glossaries, or translated test directions.
 - Small Group Testing: Option to take exams in smaller, quieter settings.
 - Special Test Formats: Braille, large print, or other accessible formats for students with documented needs.
 - Breaks: Scheduled breaks to manage focus, fatigue, or anxiety during tests.

g. Impactful Strength-Based Approaches to Communication

We implement a strength-based approach in all communication and practices when addressing the needs of students with additional learning requirements. Each student is recognized as a unique individual with specific talents, abilities, and challenges.

This approach emphasizes identifying and nurturing students' strengths and capabilities, thereby enhancing their confidence, resilience, and self-awareness. The school discourages the use of deficit-based language that focuses on limitations or weaknesses. Instead positive, strength-based language is consistently promoted among all educational stakeholders, including school leaders, teachers, inclusion assistants, and parents. Strength-based communication fosters meaningful partnerships, promotes student engagement, and supports each learner in realizing their full potential for growth and achievement.

h. Confidentiality and Professional Conduct

The Principal and school staff are not permitted to label or diagnose any student. Diagnosis remains at the discretion of a medical practitioner. If a student is identified as having additional learning needs, the Principal or SENCO will discuss the findings privately with the parents and collaboratively determine appropriate support measures. All information shall be treated as confidential and shared only on a need-to-know basis.

i. Progress Data and Reporting Deadlines

In alignment with the ADEK School Inclusion Policy, St. Joseph's School is committed to monitoring and supporting the academic and social progress of students with additional learning needs. For effective tracking of progress, the school will submit average progress data towards Documented Learning Plan (DLP) targets for Tier 2 and Tier 3 students in alignment with ADEK's ALN module on ESIS

III. Providing support for Parents

We work closely with parents of students with additional learning needs to promote inclusion, understanding, and each child's full potential. Communication will always be open, respectful, and empathetic, recognizing that families may be at different stages of understanding their child's needs. We incorporate parental insight and expectations when developing individualized plans for students with additional learning needs. The school will ensure clear communication, addressing any language barriers. The school will encourage parent support networks and regular opportunities to share experiences.

a. Structured Conversations with Parents

A structured conversation involves parents reviewing progress and setting targets for students with Additional learning needs. The key approach of this approach is active listening, focus on priorities & clarify key issues, planning of not more than five targets and review steps in Documented Learning plan.

b. Support Families in the Home Environment

We actively encourage homeschooling practices that prioritize the individual needs of students, ensuring they receive consistent support both at school and at home offering parents clear, practical strategies and resources to help with learning activities, behavior management and routine building at home such as suggestions on home routines, creating personalized learning packs or recommending targeted educational or learning apps. Provide regular workshops to develop their understanding of their child's additional learning needs and provide space for parents to share experiences and support each other.

IV. Additional Fees

The school is committed to the principle of inclusion, ensuring that equitable access to education is a right for all students, including those with additional learning needs. The school strives to meet the needs of all students within the existing fee structure. However, in cases where a student's exceptional needs require specialist intervention and support beyond the school's standard inclusive provision, additional fees may be requested, as stipulated in the student's Clinical Assessment Report.

The guidelines for additional fees are as follows:

- a. The school will provide clear justification, supported by evidence, for any additional fees required for specialist services or resources that extend beyond the standard inclusive provision. This ensures transparency and demonstrates the necessity of these services to support the student's specific needs.
- b. All additional individually chargeable fees will be itemized, and these details will be updated on the eSIS database to ensure accurate record-keeping. The school will provide financial statements to parents on a

termly basis, itemizing the allocation of additional funds charged, so parents are fully informed about the costs and their intended use.

c. The school limits additional charges to parents so that they do not exceed 50% of the tuition fee. Review the fees every term and check if the extra support is still needed.

V. Leadership

Leadership Roles and Responsibilities:

1. The Governing Board-The Governing Board shall:-

- a. Set the strategic direction for the school incorporating a commitment to inclusive education.
- b. Assign one member to oversee inclusion.
- c. Ensure enough budget for special staff and resources.
- d. Make sure the school building is accessible for students with physical or sensory needs

2. The Principal- The principal will:-

- a. Making inclusive provision a standing agenda item in senior leadership and Board of Trustees meetings, reinforcing its importance within the school's strategic priorities.
- b. Developing, implementing, and regularly reviewing the school's inclusive provision within the School Development Plan, setting measurable targets to improve accessibility and provision for students with additional learning needs.
- c. Designating a senior leadership team member to have direct oversight of the school's inclusive education practices and provision.
- d. Appointing a qualified Head of Inclusion who meets ADEK's requirements and oversees all aspects of education for students with additional learning needs.
- e. Appointing a separate staff member to coordinate and provide support for multilingual learners.
- f. Appointing a staff member responsible for the coordination and provision for gifted and talented learners, working collaboratively with middle leaders to ensure tailored support for these students.
- g. Ensuring that all staff have access to a comprehensive Continuing Professional Development (CPD) program focused on adaptive teaching and inclusive practices. This includes training on student protection, safeguarding, and recognizing concerns specific to students with additional learning needs.
- h. Establishing a risk assessment procedure to identify and mitigate hazards that may pose heightened risks to students with communication, mobility, sensory, and behavioral needs.

- i. Submitting data on the identification of students with additional learning needs to ADEK as requested, maintaining transparency and compliance with regulatory standards.
- j. Recording and addressing all incidents of maltreatment, including bullying and discrimination, against students with additional learning needs, ensuring a safe and respectful environment for all.
- k. Developing and implementing a comprehensive emergency evacuation plan for individuals with additional learning needs, ensuring that all key personnel are aware of their roles and that relevant training is provided.
- l. Taking overall responsibility for the safe evacuation of all individuals with additional learning needs during emergency situations, ensuring that procedures are effectively followed.

3. Head of Inclusion

The Head of Inclusion is responsible for the coordination and implementation of all inclusive education practices within the school. The Key responsibilities include:

- a. Coordinating all aspects of educational, behavioral, social, and emotional support for students with additional learning needs, in collaboration with other teachers and relevant professionals.
- b. Working closely with teachers to address the specific teaching and learning needs of students with additional learning needs, tracking their progress and attainment in relation to curriculum expectations.
- c. Ensuring secure storage, evaluation, and appropriate dissemination of all documentation related to students with additional learning needs, in compliance with the ADEK Records policy.
- d. Maintaining and regularly updating the school-based register of students with additional learning needs, including their (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- e. Developing PEEPs for each student, in coordination with the Health and Safety Officer, to ensure readiness for emergency evacuations. PEEPs are reviewed on a termly basis or whenever there are changes in the needs of the student or the school environment.
- f. Collaborating with the Health and Safety Officer to evaluate and enhance the school's accessibility, ensuring that emergency evacuation procedures are in place and accessible to all students.
- g. Regularly reviewing and updating eSIS and other data systems with information on students with additional learning needs, ensuring accuracy and compliance with ADEK requirements.
- h. Participating in quality assurance reviews of teaching and learning to evaluate inclusive practices and ensure the effective provision for students with additional learning needs.
- i. Meeting with parents throughout the year to discuss the provision and support available for students with additional learning needs, and to provide guidance on how parents can support learning in the home environment.
- j. Coordinating and evaluating specialist push-in and pull-out interventions to ensure positive impact on students' academic attainment and well-being.

Collaborating with in-school specialists to facilitate the delivery of necessary services, such as Speech and Language Therapy and Occupational Therapy, in accordance with the ADEK In-School Specialist Services Policy

Approved by:

Prestina Rocha
Principal

