



ST. JOSEPH'S SCHOOL - ABU DHABI

INCLUSION POLICY

(Aligned with ADEK Inclusion Policy)

INTRODUCTION

Inclusion policy supports inclusive education as a fundamental right for all students including students with additional learning needs. We at St. Joseph's School promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community.

Objectives

Our school's vision, mission, strategy and target is to promote inclusive education for all students.

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- Specify admissions requirements for students with additional learning needs.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in schools.

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.
- Prioritizing the students with additional learning needs 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, homeschooling 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.
- Making reasonable adjustments for students to ensure equitable and safe access to the learning and physical environment of the school.
- 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. Schools shall make reasonable adjustments and accommodations to enable

admission for all students with additional learning needs to the school.

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 provision and consent to the school making a referral to ADEK.

II. Standard Inclusive Provision

II.1. Inclusion staff requirements

1. Head of Inclusion- St. Joseph's School has a head of inclusion with a maximum of 10% workload.
2. Inclusion teacher- St. Joseph's School will appoint one inclusion teacher per cycle with a maximum of 10% workload.
3. Inclusion assistants- The School shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Task include: -
 - (i) Whole-class support where there are higher numbers of students with additional learning needs.
 - (ii) Targeted pull-out and push-in support to small groups to attain progress towards Individual Education plan (IEP) targets.
 - (iii) Dedicated 1:1 support to a particular student to attain progress towards Individual Education plan (IEP) targets.
4. Individual assistant
 - For students who needs individualized assistance for personal care, nonteaching related support including academic support SJS may suggest parent funded individual assistant.
 - The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.
 - SJS is keeping record in ESIS and PASS system for the provision of an Individual Assistant for a particular student.

II.2. Physical Accessibility

1. General accessibility

- The school shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students.
- Parking spaces, pathways, buildings, and playgrounds are accessible to all students.

- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- School has ensured ground floor accessibility to all students.
- Accessible bathrooms are equipped with appropriate sanitary provisions. for people with a physical disability as per the applicable codes.
- Evacuation chairs are available to ensure safe exit from buildings.
- School has staff trained for evacuation chair operations and designated members should assist during emergencies.
- School has developed Personal Emergency Evacuation Plans (PEEP) for students and staff needing support.
- School has to coordinate with school transportation to make approved adjustments in school bus.
- The school conducts risk assessments for identified accessibility deficient areas.
- The school has developed school accessibility plan based on risk assessment with clear timelines.
- The school's renovation or expansion complies with general accessibility requirements.

2. Accessibility of Learning Spaces

- The school has ensured all classrooms are accessible with adapted seating options and variety of classroom resources offer choices and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- The school has specialized teaching spaces such as (labs, sports) accessible with adapted resources.
- The school evaluates classroom acoustics and lighting for students with sensory impairments.
- The school implements UDL in classroom for implementing multiple learning approach.
- The teaching and learning environment incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

3. Specialist Support Spaces

- The school has dedicated spaces-Inclusion room for students with additional learning needs for pull out interventions.
- The school has ensured dedicated space for specialist intervention with sensory considerations.
- Equip specialist support spaces that has technological and digital resources to support the development of digital numeracy skills.

- The school has provided non-digital and learning resources for intervention as a part of IEP.

II.3. Inclusive Teaching and Learning Support

- The teachers, parents can raise concern for student's academic, social, emotional, physical, behavioral, or developmental needs.
 - A baseline assessment, informal assessments, cat4 test inputs and examination marks can be considered to meet additional learning needs for students.
 - The head of inclusion can recommend for external assessment if the student requires additional learning support.
 - The School uses tiered model approach for students with additional learning needs. The Personalized learning plan (PLP) will be provided for school support plan (Tier 2) and Individual Education Plan (IEP) (Tier 3) for students completed external assessments with challenges.
 - The IEP will be developed and will be recorded in ESIS.
 - The school will develop and review IEP for two terms and tracking of progress will be recorded twice a year.
 - The parents shall be communicated irrespective of their native language about how support shall be provided in home setting also.
 - Regular communication and monitoring of IEP targets for student with dedicated individual assistant.
- 1. Inclusive Teaching & Learning Approaches:** The school shall ensure their teaching and learning approaches reflect the following elements:
- Incorporate inclusive teaching strategies into lesson planning.
 - Personalize the teaching content for students with additional learning needs according to IEP targets.
 - Provide professional development on inclusive education.
- 2. Curriculum**
- The school ensures broad and balanced curriculum.
 - Ensuring that ESIS is updated to indicate when the student is following a modified curriculum.
- 3. Assessments**
- Ensure all accommodations and modifications reflect the student's in the classroom.
 - Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).

III. Additional fees

- The additional fees policy for SJS emphasizes equitable access to education for all students with additional learning needs.
- If a student requires special intervention beyond standard inclusive

provision, the school can request for the additional fees for an individual assistant.

- Additional charges will not exceed 50 % of the tuition fee.
- The school is working towards in-school specialists and shall follow that the fees does not exceed 10% of the cost.
- Schools shall provide termly financial statements to parents itemizing the allocation of additional funds charged.

Leadership

Leadership Roles and Responsibilities: The school's Inclusion Policy shall describe the roles and responsibilities of the school leadership, with the following as a minimum:

1. The Board of Trustees

- a. The school strategic direction incorporating a commitment to inclusive education.
- b. One board member to oversee inclusive provision.
- c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- d. Ensure adjustments and accommodations to the school environment/infrastructure, to improve access for students with additional learning needs with physical disability and sensory impairment.

2. The Principal

- a. Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- b. Develop and review their inclusive provision as part of their School Development Plan including measurable targets for evaluation and improvement.
- c. Assign a member of the senior leadership team to directly to oversee inclusive provision.
- d. Appoint a Head of Inclusion who meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs.
- e. Appoint a member of staff to be responsible for the coordination and provision of multilingual learners.
- f. Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- g. Ensure all staff have access to CPD program related to adaptive teaching and are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK Child Protection Policy.
- h. Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- i. Ensure data on the identification of students with additional learning needs is submitted to ADEK as required.
- j. Record and resolve all maltreatments especially bullying and discrimination against students with additional learning needs.
- k. Establish a system for the emergency evacuation of all people of determination

ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.

l. Undertake overall responsibility for the safe evacuation of all people of determination during emergencies.

3. The Head of Inclusion

- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK Records Policy.
- d. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations.
- f. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- g. Ensure all data requirements and ESIS information on students with additional learning needs are reviewed and updated.
- h. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- i. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Ensure all specialist push-in and pullout interventions are coordinated and evaluated for positive impact on attainment.
- k. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.

Compliance

Effective from October 3, 2023, school will achieve full compliance with this policy by September 1, 2025.

Prestina Rocha
Principal
St. Joseph's School



Date: 31 March 2024

Next review Date: 30 March 2025