

Inclusion Policy

2025



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Introduction

The Inclusion Policy outlines Horizon Private School - Branch's comprehensive approach to creating an educational environment that accommodates the varied needs of all students. It emphasizes the importance of providing equitable access to educational resources, specialized support, and adaptive teaching methods to ensure that students with additional learning needs are fully included in all aspects of school life.

Vision

The policy aims to create a school community where diversity is not only accepted but celebrated. It aims to cultivate an atmosphere where every student feels valued and supported to achieve their personal and academic potential. The mission is to systematically remove barriers to learning and participation, ensuring that every student, regardless of their abilities or backgrounds, has the opportunity to succeed.

Mission

Our mission is to embrace and celebrate each student's uniqueness, fostering an inclusive educational environment that respects diversity. We aim to remove learning barriers, providing every student with personalized educational pathways that cater to their individual needs and abilities. By promoting an inclusive culture, we are committed to empowering students to succeed, thrive, and become empathetic, responsible members of society.

Targets

- 1. Promote Diversity and Equity:** Ensure all students feel valued and included, regardless of their background or learning needs.
- 2. Enhance Accessibility:** Provide universal access to facilities, resources, and learning materials.
- 3. Tailor Educational Pathways:** Develop personalized learning plans that cater to individual student needs and abilities.





4. Empower Students: Equip students with the skills and confidence to succeed academically and socially.

5. Foster a Supportive Community: Create an environment where students, teachers, and parents collaborate to support inclusive education.

6. Continuous Improvement: Regularly assess and refine policies and practices to better meet the diverse needs of the student population.

Strategies

1. Promote Diversity and Equity: Create initiatives that celebrate cultural, linguistic, and learning diversity within the school community. Implement culturally sensitive education and ensure equitable representation in curriculum materials and school activities.

2. Enhance Accessibility: Conduct accessibility audits to identify and remove physical and digital barriers. Invest in assistive technologies and training for staff to support diverse learners effectively. Ensure that all online learning platforms are accessible to students with various disabilities.

3. Tailor Educational Pathways: Develop Documented Learning Plans (DLPs) for students with additional learning needs. These plans should be flexible, student-centered, and regularly reviewed to adapt to changing needs and goals.

4. Empower Students: Foster a learning environment that encourages self-advocacy and builds self-esteem among students with diverse learning needs. Implement mentoring programs and student leadership opportunities to promote empowerment and engagement.

5. Foster a Supportive Community: Strengthen partnerships with parents, caregivers, and community organizations to support inclusive education. Provide regular communication, workshops, and resources to engage the broader community in understanding and supporting diverse learning needs.

6. Continuous Improvement: Establish a system for ongoing assessment of inclusive practices and policies. Utilize feedback from students, parents, and staff, along with data on student outcomes, to inform improvements and adjustments to ensure the effectiveness of inclusive education strategies.



Purpose

The purpose of the policy is multifaceted: it serves to guide our school in adopting and implementing effective inclusive education practices, ensuring that students with additional learning needs are identified, supported, and monitored throughout their educational journey. It also aims to foster a sense of belonging and community among all students, enhancing their academic achievements and social-emotional development.

Function

The policy functions as a comprehensive framework for action and accountability. It delineates specific roles and responsibilities for the school's leadership, from the Board of Trustees to the Head of Inclusion, ensuring that there is a clear directive for supporting inclusive education. It lays the groundwork for the development of individualized support plans, the allocation of necessary resources, and the establishment of a supportive and adaptive learning environment.

Application

This policy is applicable within the school, guiding the actions and decisions of all stakeholders, including educators, administrative staff, students, and their families. It mandates the adoption of inclusive practices in teaching, learning, and school management, ensuring that inclusion principles are embedded in every facet of the school's operation.

Value

The value of this policy lies in its commitment to promoting an inclusive culture that respects and appreciates the unique contributions of each student. It underscores the school's dedication to equity, recognizing that a truly inclusive environment enriches the educational experience for all students and prepares them to live and work in a diverse world.

Definitions

Accessibility is the design of products, devices, services, or environments for people with disabilities. In education, this means creating physical and curriculum designs that meet the needs of all learners.



Accommodations and Modifications to Teaching Any adaptations to teaching methods, including how lessons are delivered and behavior is managed, to ensure they meet the needs of students with Additional Learning Needs.

Accommodations and Modifications of Assessments Adjustments to assessment methods that support student access without altering the level of challenge. Accommodations and modifications must align with the student's specific needs or disabilities (e.g., screen readers, extra time, use of a scribe, or large print). Any changes to external assessments must comply with the regulations set by the relevant assessment bodies or examination boards.

Additional Learning Needs (ALN) are any requirements for support and/or accommodations beyond what is typically provided in a standard classroom setting. This can include students with disabilities, learning difficulties, or giftedness.

Assistive Technology is any item, piece of equipment, software, or product system used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Clinical Assessment Report is a report generated from an assessment of a student, carried out by a clinical psychologist, Educational Psychologist, Speech and Language Therapist, Medical Doctor, or another appropriately qualified professional.

Documented Learning Plans are specialized, written outlines designed to address individual students' educational needs, particularly those with disabilities or unique learning challenges. These plans specify tailored goals, teaching methods, and necessary accommodations developed through collaboration among teachers, parents, and students. They are crucial for ensuring targeted support and tracking academic progress.

Diversity is the presence of differences within a given setting. This can include race, ethnicity, gender, age, religion, and disability, among others.

Equitable Access is ensuring all students have the resources they need to learn, grow, and succeed, regardless of their background, ability, or other differentiating factors.

Pedagogical Strategies are methods and techniques used in teaching. In the context of inclusion, these strategies are adapted to meet the diverse needs of all students in a learning environment.

Inclusion is the practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups.



Tiered Model of Support A framework for addressing diverse student needs, recognizing that most can be supported by the classroom teacher (Tier 1: Universal), some may need targeted interventions (Tier 2: Targeted), and a few may require highly personalized support, potentially involving external specialists (Tier 3: Intensive and Individualized). This includes approaches like the Multi-Tiered System of Supports (MTSS), the Graduated Approach Model, and similar models.

Pull-out Intervention Targeted support provided by a specialist outside the mainstream classroom to address identified cognitive, behavioral, social, or emotional needs.

Push-In Intervention Specialised support within the mainstream classroom to address identified cognitive, behavioral, social, or emotional needs, allowing the student to continue learning alongside their peers.

Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It includes providing multiple means of representation, action and expression, and engagement.

Admissions

Prioritization and Family Unity

The school will actively prioritize admissions for students with additional learning needs, ensuring they can attend the same school as their siblings. This promotes familial support and eases logistical challenges, creating a cohesive support system for the student.

Comprehensive Clinical Assessment

The school will require detailed assessments and medical reports from qualified professionals to understand each student's specific needs. These assessments guide the development of



personalized educational plans, ensuring the right support and accommodations are in place from the start.

Support and Transition

The school will offer targeted support for transitioning students, recognizing the unique challenges faced when starting school, moving from different educational backgrounds, or participating in exchange programs. This includes orientation programs, peer mentoring, and ongoing support mechanisms to ease transitions and promote positive school experiences.

Horizon Private School - Branch commits to supporting the family during the transition to a new educational environment, including making connections with potential new services.

Assessment Accommodations

The school will ensure that all assessments used in the admission process are accessible and accommodating to students with additional needs. These assessments should inform support strategies rather than gatekeep educational opportunities. This approach emphasizes the school's commitment to inclusivity by adapting processes to meet students' needs.

Equitable and Safe Access

The school will use all available information to make necessary adjustments to the school environment, ensuring it is accessible and welcoming for all students. This involves not only physical modifications but also adaptations to teaching practices, curriculum delivery, and extracurricular activities to ensure the full participation of students with additional learning needs.

Inability to Accommodate

The school aims to welcome all students, regardless of their needs, and will make every effort to provide the necessary support within its existing resources. In situations where Horizon Private School - Branch identifies it cannot sufficiently meet the needs of a student with additional learning needs, this determination must be approached with the highest degree of care, open communication, and adherence to protocols, ensuring decisions are in the student's best interest.

If accommodation is deemed unfeasible, Horizon Private School - Branch will formally notify both ADEK and the student's parents or guardians within seven days, including all relevant



documentation and evidence. ADEK will review the notification and may conduct further inquiries before deciding to support or overturn the school's decision.

Notification Process

Thorough Evaluation: Initiating a detailed evaluation involving a team of specialists to explore all accommodation possibilities.

Transparent Communication with Families: Engaging in clear communication with the student's family to explain the internal assessment outcomes and the rationale behind the preliminary decision.

Evidence Collection and Documentation: Systematically documenting evidence, including assessments, records of attempted accommodations, professional consultations, and communications with the student's family.

Evidence Requirements

1. Detailed clinical and psycho-educational assessments of the student's needs.
2. Documentation of all accommodations and/or modifications attempted.
3. Insights from educational, medical, and psychological professionals.
4. Communications with the student's family regarding accommodation efforts.
5. Additional relevant documents or evidence related to the student's needs and the school's capacity to accommodate.

Referrals to Specialized Divisions

When Horizon Private School - Branch identifies a student who may benefit more from a specialized educational setting due to additional learning needs, a structured and collaborative process is initiated to ensure the best possible educational pathway for the student. This process involves coordination with the Abu Dhabi Department of Education and Knowledge (ADEK), careful consideration of the student's specific needs, and open communication with the student's family.

Process for Referral to Specialized Provision

Initial Assessment and Contact with ADEK

1. Horizon Private School - Branch conducts an internal assessment to identify students who may require a specialized educational environment.



2. The school contacts ADEK before engaging with parents to verify if the student meets the eligibility criteria for specialized provision and to explore suitable placement options.

Eligibility for Specialized Provision

1. Special consideration is given to UAE Nationals diagnosed with severe autism, where a specialized provision might be more beneficial.

2. Eligibility for referral to specialized provision, especially for students with severe autism, is contingent upon meeting the following conditions:

- a. **Consensus on Educational Benefit:** There must be mutual agreement among ADEK, Horizon Private School - Branch, and the parents that the student will derive greater benefit from specialized provision compared to a mainstream educational setting.
- b. **Intensive Therapy Needs:** The student's need for intensive therapeutic interventions (e.g, Occupational Therapy, Speech and Language Therapy, Applied Behavior Analysis, etc...) that are beyond the capacity of a mainstream school setting must be clearly established.
- c. **Parental Understanding and Consent:** Horizon Private School - Branch is responsible for ensuring that parents are fully informed about the criteria for admission to specialized provision and that they consent to the referral process to ADEK.

Considerations

Documentation and Evidence: Comprehensive documentation of the student's needs and assessments should be prepared to support the referral. This includes clinical diagnoses, educational assessments, and records of interventions attempted within the mainstream setting.

Collaborative Decision-Making: Engage in a collaborative decision-making process with all stakeholders, including specialists, to ensure that the referral to specialized provision is in the student's best interest.

Support for Families: Provide robust support and guidance for families navigating the transition from mainstream to specialized provision. This includes facilitating visits to potentially specialized settings, connecting families with support networks, and ensuring a smooth transition process.



Standard Inclusive Provision

Inclusion Staff Requirements

The outlined Inclusion Staff Requirements detail a structured approach towards building a robust, inclusive education framework within Horizon Private School - Branch, adhering to ADEK's Staff Eligibility Policy. Here's an expanded interpretation of these requirements:

Head of Inclusion

Role and Workload: The Head of Inclusion plays a pivotal role in leading the school's inclusive education initiatives. He/she is a key member of the school leadership team, dedicating the majority of his/her time to inclusion-related responsibilities with limited teaching commitments.

Qualifications and Training: Candidates for this position, especially those transitioning from non-inclusion-specific roles or lacking formal qualifications in special education, must undergo extensive training. This includes a minimum of 60 hours covering a broad range of topics essential for managing and coordinating inclusive education practices effectively. The training encompasses understanding SEND pedagogies, identifying and overcoming barriers to learning, designing targeted learning interventions, and strategic resource management.

Inclusion Teacher

Appointment and Responsibilities: At least one Inclusion Teacher is required for each educational cycle, focusing on teaching students with additional learning needs. Their workload is structured to ensure a primary focus on inclusion, with minimal outside teaching duties. No more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs

Training Requirements: Inclusion Teachers without a specialized background in special education are required to complete 40 hours of comprehensive training. This training covers critical areas such as SEND pedagogies, barrier identification, support strategies for SEND, effective teaching methodologies, DLP development, and the utilization of data to inform and evaluate interventions.

Inclusion Assistants

Support Roles: Inclusion Assistants are crucial in providing direct support to students with additional learning needs. They may be involved in whole-class settings, offer targeted



assistance through pull-out or push-in support, or provide one-on-one help according to students' DLPs and clinical assessment reports.

Review and Evaluation: Horizon Private School - Branch must regularly review the effectiveness of the support provided by Inclusion Assistants, ensuring it aligns with students' progress and DLP objectives. This annual or more frequent review is vital to adjust strategies for optimal student development.

Individual Assistants

Personalized Support: For students requiring more intensive, individualized assistance beyond academic support, Horizon Private School - Branch can facilitate the provision of a parent-funded Individual Assistant. This role is crucial for personal care and other non-teaching support, ensuring the student's comprehensive needs are met.

Documentation and Justification: Horizon Private School - Branch must provide clear evidence and justification for the need for an Individual Assistant, documenting the extent of support required. This includes maintaining up-to-date records in relevant information systems to track the provision and impact of such assistance.

Physical Accessibility

The comprehensive guidelines for General Accessibility, Accessibility of Learning Spaces, and Specialist Support Spaces aim to foster an inclusive educational environment that meets the diverse needs of all students, particularly those with additional learning needs. Here's an expanded interpretation of these guidelines:

General Accessibility

Universal Design and Equitable Access: Horizon Private School - Branch ensures that all physical spaces, including parking, pathways, buildings, and playgrounds, are universally accessible. This encompasses ramps at all entries, handrails and tactile indicators on stairs, and signage with symbols and high contrast for visibility.

Emergency Preparedness and Support: Incorporate flashing lights with evacuation alarms for the hearing impaired, ensure ground floor accessibility, provide accessible bathrooms, and equip swimming pools with hoists or lifts. Moreover, evacuation chairs should be available, with staff trained in their operation and specific staff assigned to assist those needing help during



emergencies. Personal Emergency Evacuation Plans (PEEPs) should be tailored for individuals requiring extra support, ensuring all safety measures are well communicated and practiced.

Transportation and Risk Management: Work with transportation providers to accommodate students with additional learning needs on school buses. Develop and implement a risk assessment and mitigation plan alongside a school accessibility plan to address and improve accessibility deficits systematically.

Accessibility of Learning Spaces

Classroom Adaptations: Guarantee that classrooms are accessible to all students, offering adapted seating and a variety of resources to cater to different needs. Ensure that specialized teaching spaces like laboratories and sports facilities are accessible and equipped with adapted resources. Classroom environments should be optimized for acoustics and lighting to support students with sensory impairments.

Universal Design for Learning (UDL): Implement UDL principles in classrooms, providing multiple means of engagement, representation, and expression to support diverse learning preferences and needs. This approach should extend to teaching methodologies, ensuring accommodations and modifications are made to enable access to the curriculum and school facilities for all students.

Specialist Support Spaces

Dedicated Intervention Spaces: Allocate specific areas within the school for specialist learning support and interventions, ensuring these spaces are designed with sensory needs in mind, such as appropriate acoustics, lighting, and decor.

Resource Equipped Spaces: Equip specialist support spaces with both digital and non-digital teaching and learning resources to support the development of digital literacy skills and deliver effective interventions. These resources should align with the strategies outlined in students' Documented Learning Plans (DLPs).

Additional Fees

The guidelines for Additional Fees related to students with additional learning needs at Horizon Private School - Branch emphasize ensuring equitable access to education while acknowledging the potential need for specialist interventions beyond the standard inclusive provision.



Principle of Inclusion and Equitable Access

Foundational Principle

Additional fees: Horizon Private School - Branch is committed to the principle of inclusion, recognizing that equitable access to education is a fundamental right for all students. The school endeavors to meet the diverse needs of students within its existing fee structure, ensuring that financial considerations do not hinder a student's right to education.

Additional Fees Are Necessary

Justification of Additional Provision

1. In cases where a student's exceptional needs require specialist interventions, as detailed in their Clinical Assessment Report, the school may need to request additional fees.
2. Horizon Private School - Branch will provide clear, evidence-based justification for these additional provisions, explaining why they extend beyond the school's standard inclusive offerings.

Transparency and Itemization of Charges

1. The school will itemize any additional charges and update the student's records on the eSIS database accordingly. Parents will receive detailed financial statements each term, breaking down how the additional funds are allocated and used to support their child's education.

Limitation on Additional Charges

1. Additional charges to parents for specialist services will be capped at 50% of the tuition fee to ensure affordability. An optional administration charge for in-school specialists is further capped at 10% of the cost.

Termly Review of Charges

1. Horizon Private School - Branch will conduct a termly review of all additional charges. This review process will assess the impact and continued need for specialist services, ensuring that charges remain justified and necessary for the student's educational progress.



Implementation and Communication

Engagement with Parents

The school will engage in open and transparent communication with parents regarding the need for and use of additional fees. This includes providing comprehensive justifications, itemized breakdowns of costs, and regular updates on the effectiveness of the interventions funded by these fees.

Collaboration with ADEK

In situations requiring charges above the standard cap, Horizon Private School - Branch will collaborate closely with ADEK to ensure compliance with policies and to secure necessary approvals, maintaining a commitment to transparency and accountability.

Roles & Responsibilities

Board of Trustees

Strategic Direction: The Board will integrate a strong commitment to inclusive education within the school's strategic direction, emphasizing the importance of access and equality.

Oversight and Nomination: A specific board member will be nominated to oversee inclusive provision, ensuring accountability and focus on inclusion at the governance level.

Budget Allocation: The Board is responsible for allocating sufficient financial resources for specialist staffing and resources necessary for supporting inclusive education.

Infrastructure Adjustments: Commit to making necessary adjustments to the school's infrastructure to enhance accessibility for students with additional learning needs, addressing both physical disability and sensory impairments.

The Principal

Inclusion in Leadership Meetings: Inclusion will be a standing agenda item in meetings, reflecting its priority in school leadership discussions.

School Development Plan: Develop and regularly review the school's inclusive provision within the School Development Plan, setting measurable targets to evaluate and enhance inclusivity.



Senior Leadership Oversight: Assign a senior leadership team member direct oversight of inclusive provision, ensuring high-level management and coordination.

Appointments: Appoint qualified individuals to key positions such as Head of Inclusion, coordinators for multilingual learners, and coordinators for gifted/talented learners, aligning with ADEK's Staff Eligibility Policy.

Staff Development: Guarantee access to continuous professional development (CPD) opportunities focused on adaptive teaching and safeguarding, tailored to the needs of students with additional learning needs.

Risk Assessment Procedures: Implement risk assessments to identify and mitigate any hazards particularly affecting those with specific needs.

Data Submission and Incident Management: Ensure compliance with ADEK's data submission requirements and manage incidents of maltreatment effectively.

Emergency Evacuation System: Oversee the development and implementation of an emergency evacuation system for all individuals, particularly focusing on people of determination.

The Head of Inclusion

Coordination and Collaboration: Oversee the educational, behavioral, social, and emotional support for students with additional learning needs, working closely with teachers and specialists.

Progress Tracking and Documentation: Maintain comprehensive documentation and tracking of students' progress, including the secure storage and dissemination of sensitive information.

PEEP Development: Collaborate with the Health and Safety Officer to develop Personal Emergency Evacuation Plans for each student, ensuring readiness for emergency situations.

School Accessibility Evaluation: Together with the school's Health and Safety Officer, evaluate and improve the school's accessibility, ensuring inclusive emergency evacuation procedures.

Parental Engagement: Regularly meet with parents to discuss their child's provision and support available at home.



Intervention Coordination: Ensure that all interventions, whether push-in or pull-out, are effectively coordinated and evaluated for their impact on student attainment and progress.

Inclusion Team

Collaborative Support: Work closely with classroom teachers, parents, and external specialists to provide targeted support to students with additional learning needs. This includes adapting instructional strategies and materials to meet diverse learning styles and needs.

Implementation of DLPs: Actively participate in the development, implementation, and review of Documented Learning Plans for students, ensuring that the plans are personalized and effective in addressing individual learning goals.

Professional Development: Engage in ongoing professional development to stay updated on best practices in inclusive education, adaptive teaching strategies, and the use of assistive technology to support learning.

Monitoring and Evaluation: Monitor the progress of students with additional learning needs, using data to inform and adjust instructional strategies and interventions. This includes providing regular feedback to teachers, parents, and the Head of Inclusion.

Emergency Preparedness: Participate in training and preparation for emergency evacuation procedures, ensuring that all students, especially those with additional learning needs, can safely exit the building during an emergency.

Resource Coordination: Coordinate with the Head of Inclusion to ensure that the necessary resources, including technology, materials, and specialist support, are available and effectively used to support inclusive education.

Teachers

Inclusive Classroom Practices: Implement inclusive teaching strategies to accommodate the diverse needs of all students, ensuring that lessons are accessible and engaging. This includes differentiating instruction and providing various means of representation, action, expression, and engagement.

Identification and Referral: Be vigilant in identifying students who may have additional learning needs and participate in the referral process to ensure they receive appropriate support.



Collaboration with Inclusion Team: Work closely with the Inclusion Team to implement strategies and interventions outlined in students' Documented Learning Plans. This collaboration extends to adapting classroom practices and materials to support individual learning needs.

Parental Communication: Maintain open and effective communication with parents or guardians of students with additional learning needs, providing updates on progress and strategies for support at home.

Professional Development: Participate in professional development opportunities related to inclusive education, adaptive teaching, and safeguarding to enhance their capacity to support all students.

Safety and Well-being: Ensure the safety and well-being of all students, with particular attention to the needs of students with additional learning needs. This includes contributing to a positive, inclusive classroom environment that fosters respect, empathy, and understanding among students.

Assessment and Feedback: Adapt assessments to meet the diverse needs of students and provide constructive feedback that supports growth and learning. This includes making necessary accommodations/modifications to ensure assessments are fair and reflective of each student's abilities.