

Policy Information

Policy Title	BWA Inclusion Policy
Section	
Policy Number	
Effective Date	1 st August 2024
Review Cycle	Annually
Author 	Sharlene Espada

Implementation and Exemptions

BWA school is required to observe and implement this policy.

Exceptions will only be granted for legal (contravention of local and / or federal legislation), technological, cultural, or physical reasons. Sufficient supporting documentation is required in order to obtain an exemption.

Objective and/or Scope

The objective of this policy is to ensure Bateen World Academy is an inclusive community where the needs of SoD, G&T and EAL are met effectively. This policy covers all aspects of school life and applies to all staff, students, and stakeholders. It outlines our commitment to providing equitable educational opportunities and support for all students, including those with additional learning needs. This policy aligns with the AE Inclusion Policy 2024 and the ADEK Inclusion Policy to provide a detailed framework for inclusive practices within our school.

Policy / Process

1. Mission and Vision

Mission:

To provide high-quality learning opportunities for all students in a safe, creative, and stimulating environment.

Vision:

To foster an all-encompassing practice of inclusivity where students of differing abilities are engaged and connected to the goals of the wider society, emphasizing the development of students who are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

2. Key Principles

- **Early Identification and Support:**
Early and accurate identification of SoD, G&T and EAL through various means and in consultation with relevant personnel.
- **Access to Curriculum:**
Ensure full entitlement and access to high-quality education within a broad, balanced, and differentiated curriculum.
- **Valuing Diversity:**
Create a school environment where all students feel valued and have a positive self-image.
- **Parental and Pupil Involvement:**
Encourage active involvement of parents and pupils in the identification, assessment, and support process.
- **Integrated Education:**
Educate SoD, G&T and EAL alongside their peers wherever possible, with necessary accommodations to meet individual needs.
- **High Expectations:**
Maintain high expectations and stimulate pupil interest and enjoyment in their education.
- **Diverse Teaching Strategies:**
Use a range of teaching strategies to incorporate different learning styles and ensure effective learning.

3. Admissions and Transition Support

3.1 Admission of Students with Additional Learning Needs

In line with the ADEK Inclusion Policy and Federal Law No. (29) of 2006, students with additional learning needs will not be denied admission to Bateen World Academy provided the school has the capacity to meet their needs. The admission process will include:

- Prioritizing attendance of students with additional learning needs and their siblings.
- Requesting original clinical assessment reports from relevant specialists.
- Providing necessary accommodations for admissions assessments.
- Supporting transitions for students with additional learning needs.

3.2 Transition Support

Transitions refer to the movement of students from one year group or environment to another. Key transitions will be supported through:

- Sharing relevant information to prepare appropriate accommodations.
- Providing emotional and social support during transitions.
- Ensuring smooth transitions within the school or from other settings through coordinated efforts between staff and families.

3.3 Inability to Accommodate

In the event that the school is unable to meet the needs of a student, an 'Inability to Accommodate' notification will be submitted to ADEK and the parents within 7 days of the decision. Efforts will be made to explore alternative provisions and support.

3.4 Waiting Lists

For schools without vacancies or at capacity in a particular grade, a waiting list will be maintained, and children will be invited from the list on a first-come, first-served basis. When a place becomes available, the needs of a student with additional learning needs will be evaluated.

4. Standard Inclusive Provision

4.1 Inclusion Staff Requirements

Bateen World Academy will ensure qualified and experienced staff are available to support SoD, G&T and EAL. This includes:

- A Head of Inclusion (HoI) as part of the schools overall leadership team.
- Head of G&T and Head of EAL.
- Inclusion teachers and Classroom assistants based on the needs within the school.
- Individual Assistants (IA) for one-to-one support, where required.

4.2 Professional Development

Professional development will be provided to all staff, focusing on inclusion and special education, ensuring they are equipped to meet the diverse needs of all students.

4.3 Physical Accessibility

The school will ensure that all buildings and learning spaces are accessible to all students, reflecting a Universal Design for Learning approach. Regular accessibility audits will be conducted to maintain and improve accessibility standards.

5. Inclusive Teaching and Learning Support

5.1 Inclusive Pedagogy

Educators will incorporate inclusive learning pedagogy into their lesson planning, using a tiered model of support to meet the needs of all learners. Documented Learning Plans (DLP), Behavior Intervention Plans (BIP), Advanced Learning Plans (ALP), and WIDA documentation will be developed and reviewed regularly for students requiring additional support. These documents will be stored in the students' records in CPOMS (Child Protection Online Management System).

5.2 Identification and Referral

It is vital that SoD, G&T and EAL are identified early. Identification methods include:

SOD Identification process can include:

- Initial assessments prior to starting school.
- Information from previous schools.
- Discussions with parents and pupils.
- Teacher nominations through assessments and observations.
- Whole school tracking system.
- Diagnostic and play-based assessments.
- Psychological reports and specialist consultations.
- Medical advice.

G&T Identification process can include:

- Results of GL Education standardized tests and CAT4 test.
- Baseline and in-class assessments.

- Teacher recommendations based on professional judgment and evidence.
- Information from previous schools.
- Knowledge of involvement in external agencies (e.g., sports clubs, music groups).
- Review of student's work and observations.
- Discussions with the student and parental input.
- Data tracking and reports.
- Peer nominations

Gifted and talented students can be identified using various indicators, such as exceptional curiosity, quick absorption of information, problem-solving abilities, and creative flair.

EAL Identification process can include:

A multilingual student is identified as an English as an Additional Language (EAL) student when they need support to access year-level content due to their level of English language acquisition.

We employ a multi-faceted approach to identify students who may require EAL support which includes:

- EAL referral form completed by staff members.
- EAL referral from parents.
- WIDA Model assessment results (overall score lower than 4.0 demonstrates a need for EAL support).
- Cognitive Abilities Test (CAT4) results.
- Student interviews to assess language proficiency needs and gather background information.
- School reports.
- STAR reading age test results.
- Read Theory reading comprehension data.
- Lexia literacy data.

5.3 Cause for Concern Process

Students raised as a cause for concern by teachers will follow these steps:

- Inform the Head of Inclusion (HoI) by submitting a Cause for Concern through CPOMS.
- HoI provides recommendations and strategies based on observations, meeting with teachers and parents to monitor the response to intervention.
- Develop an agreed plan for additional support or resources.
- Review and monitor the plan's effectiveness.
- Maintain the student as a Cause for Concern if necessary.

5.4 Documented Learning Plans (DLP)

DLPs will be developed in consultation with teachers, specialists, parents, and students, identifying SMART targets. DLPs will be reviewed termly and updated as needed. Different types of DLPs include:

- **Learning Support (IEP):** For students with a diagnosis or receiving specialist therapy, requiring individual targets.
- **Enrichment (ALP):** For gifted and talented students and students who are twice exceptional requiring individualized targets.

- **Behaviour (BIP):** For students with behavioural difficulties requiring specific targets and interventions.
- **WIDA Can Do Student Portraits (EAL):** Created for every EAL student and shared with the staff to inform specific strategies that support high-quality teaching and learning across the curriculum.

All DLPs, ALPs, BIPs, and WIDA documentation will be stored in CPOMS to ensure that all relevant information is easily accessible for staff and securely managed.

5.5 Tiered Model of Support

A tiered model of support will be used to identify and meet the needs of students:

- **Tier 1:** Universal support provided by teachers.
- **Tier 2:** Targeted support for students not making progress with Tier 1 interventions.
- **Tier 3:** Intensive and individualized support with an Individual Assistant (IA), possibly involving external specialists.

5.6 Exiting EAL Support

A variety of factors are considered when deciding to exit a multilingual student from receiving EAL support, including:

- An overall WIDA score of 4.0 or above.
- Reading and writing levels.
- School reports.
- Mainstream teacher feedback.

Students who no longer receive EAL support will remain on the Inclusion register and be monitored for one academic year.

6. Curriculum and Assessment

6.1 Curriculum

Students will have access to a broad and balanced curriculum, including extracurricular activities, adapted to meet their needs. Curriculum pathways will be aligned with UAE MoE guidelines and parents will be informed of any non-equivalency in modified curricula.

6.2 Assessment Accommodations

Students with additional learning needs will receive appropriate accommodations during assessments to ensure they are not disadvantaged. Access arrangements will follow guidelines from assessment providers and examination boards.

7. Tracking and Reporting

7.1 Progress and Attainment Data

The progress and attainment of SoD, G&T and EAL will be tracked using school-based programs and the Aldar Education Data Collation Spreadsheet. Baseline assessments and standardized tests will be used to monitor progress over time.

7.2 Provision Mapping

Provision maps will document all accommodations, modifications, and interventions provided

for SoD. These maps will be regularly maintained and used to evaluate the impact of provisions.

7.3 Attainment and Progress Reports

Termly and end-of-year reports will personalize and celebrate students' progress from their starting points.

7.4 Impact Portfolio

An annual Impact Portfolio will summarize inclusion infrastructure, provision, and impact, aligned with the Inclusion Policy and ADEK Inspection Framework.

8. Additional Fees

BWA will follow the principle of equitable access to education within the school's fee structure. Additional fees for specialist intervention beyond standard provision will be justified with evidence, itemized, and limited to not exceed 50% of tuition fees.

9. Leadership of Inclusion

All members of the school community are responsible for promoting inclusion. Roles and responsibilities include:

Bateen World Academy Leadership Team and Governors

Support inclusion at all levels, ensure accessibility, lead strategic development, and monitor quality provision.

School Principal

Include inclusive provision in the School Development Plan, appoint a HoI as an SLT member, and ensure sufficient staffing for the inclusion team.

School Head of Inclusion

Coordinate all aspects of educational provision for SoD, G&T and EAL, Collaborate with G&T/EAL Heads to ensure the maintenance of documentation, and engage with parents and specialists.

Responsibilities Head of G&T:

- Maintain a whole school register and monitor progress.
- Generate ALP's for identified students
- Facilitate CPD and provide resources for staff.
- Encourage and support the development of extra-curricular activities.
- Organize relevant events and celebrate achievements.
- Communicate with parents.
- Review the policy and work with subject teachers to update the register.
- Organize subject-specific ECAs.
- Collate curriculum maps illustrating the provision offered.

Responsibilities Head of EAL:

- Collaborate with mainstream teachers to recommend accommodations and modifications in the classroom.
- Communicate students' progress with teachers and parents.
- Provide professional development opportunities for staff.
- Collaborate with teachers and other stakeholders to ensure effective support for EAL students.

- Use WIDA Model to assess multilingual students' English language development.
- Create and update WIDA Can Do Student Portraits for identified EAL students with staff.
- Provide instruction to EAL students to support their English language development.
- Lead parent workshops and information sessions on supporting EAL children, such as coffee mornings to foster dialogue and address questions or concerns.
- Provide resources and guidance for parents to support their child's language development at home.

10. Confidentiality

Confidentiality applies to all information about students and their families. Records will be securely stored and accessed only by authorized personnel. Information will not be released without written parental permission, except for mandated reporting of child abuse and neglect.

11. Classification of Need

Students with Special Educational Needs &/or Disability (SEND) are classified based on the National Unified Classification for Disabilities (2018), including categories such as Autism Spectrum Disorder, Hearing Disability, Visual Disability, and others. The ADEK eSIS categories include similar classifications.

12. Electronic Student Information System (eSIS)

eSIS will be used to maintain accurate records of students, including those with additional learning needs. Parental consent will be sought for uploading information, and records will be updated annually.

13. Monitoring and Evaluation

- The Head of Inclusion will be responsible for implementing and updating the policy at BWA.
- The quality assurance of the policy is mapped out as part of the School's MER (Monitor, Evaluate and Review) cycles in standard 5.

14. Conclusion

Bateen World Academy is dedicated to fostering an inclusive environment where all students can thrive. This policy provides the framework to ensure that our school community respects, values, and supports the diverse needs of all students, enabling them to achieve their full potential. The incorporation of EAL and G&T policies ensures that multilingual learners and gifted and talented students receive the necessary support to succeed academically and personally, aligning with our commitment to inclusivity and diversity.

References

- 1. External Guidance**
ADEK 2025-6 Inclusion policy
- 2. Internal Guidance**
Aldar Education Inclusion Policy 2024

Definitions / Responsibility

1. **Definitions**
2. **Students of Determination (SoD)** Students of Determination (SoD), previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as “any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student’s access to learning and educational performance” (ADEK, 2013).
3. **Gifted and Talented (G&T)** Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance.
4. **Gifted:** Students who have the ability to academically excel in one or more subjects within the school curriculum other than Art and Design, Music, and PE, generally the top 5% of the school’s intake and have 2 standardized scores of 127 or above..
5. **More Able:** Students who perform consistently at the top of their year group in an academic subject, generally the top 10% in a particular subject area.
6. **Talented:** Students who excel in practical areas such as Art and Design, Music, Leadership, Sports, or Performing Arts like Dance or Drama, usually the top 2% of the year group.
7. **EAL:** English as an additional language, The term “EAL” is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. Such learners are defined as those who have been ‘exposed to a language at home that is known or believed to be other than English’.
8. **WIDA:** (World-class Instructional Design and Assessment) An organization which provides English language proficiency assessments and standards.
9. **Dual or Multiple Exceptionality (DME)** The term DME describes educationally vulnerable pupils who belong to both the SEND and G&T groups, with the features of SEND dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.
10. **Assistive Technology** Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.
11. **Disability** Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.
12. **Provision Map** All accommodations, modifications and/or interventions are recorded on a school Provision Map managed by the School Head of Inclusion, which details start and end date, the nature and frequency, who delivers the provision, start and end levels and the students allocated.
13. **Push in intervention** – an intervention to identify any cognitive, behavioural, social or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student’s peer group.
14. **Pull out intervention** – an intervention to identify any cognitive, behavioural, social or emotional need delivered by a specialist outside the student’s classroom.
15. **Tiered model of support** an approach to meeting the needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal support),

whilst some may require specific intervention (Tier 2: Targeted), and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and individualized).

16. **Accommodations and modifications of teaching** any adjustments to the way teaching is delivered so that it is suitable to meet the needs of different learners.
17. **Accommodations and modifications of assessments** any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. All accommodations and modifications must be in line with the guidelines of assessment providers and/or examination boards.
18. **Adaptive teaching is** an approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources and levels of differentiation to meet the needs of all learners in the class.
19. **Annual review** an annual review meeting includes a range of stakeholders, including external therapists who provide services, that meet to discuss progress and provision for any students who require a highly personalized approach to learning.
20. **Clinical assessment report** - a report arising from an assessment of a student conducted by an educational psychologist.
21. **Modified curriculum** enables alternative or multiple routes for engaging in learning, including means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional needs but may not be equivalent to the qualifications obtained through the regular curriculum.
22. **Multi-lingual learners'** learners who are acquiring the language of instruction and required additional support to address any language barrier to access and attainment.
23. **Personal Emergency Evacuation Plan (PEEP)** is a plan, for any students who require it, to support a short- or long-term need, which specifies the type of assistance required to support their safe evacuation and continuous safety from the point of raising an alarm to exiting the school building.

Responsibilities:

School Principal	Implementation & Review
School Head of Inclusion	Implementation & Review
School Staff	Implementation

Policy History

1. **Adopted – 1st August 2024**
2. **SLT Ratified – 1st August 2024**
3. **Revised – Date Revised**
4. **Updated – Date Updated**