



ATHENA EDUCATION
— For Social Grace —



المدرسة الأكاديمية الدولية
INTERNATIONAL ACADEMIC SCHOOL

INCLUSION POLICY

August 2026

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POLICIES, PROCEDURES AND LAWS

Inclusion Policy

At the International Academic School, we are dedicated to cultivating an educational environment that celebrates diversity and inclusivity. Our commitment extends to fostering an atmosphere where students from various backgrounds and abilities engage in learning collaboratively. We wholeheartedly welcome children of all abilities, ensuring that every learner, regardless of their unique challenges, feels embraced and supported.

Vision:

Our vision is to provide a quality education that empowers children to unlock their full potential, fostering an inclusive community where each student thrives.

Mission:

We recognize the individuality of each learner, and, as a result, our mission focuses on addressing the needs of our Special Educational Needs and Disability (SEND) students. We believe in creating an environment that nurtures growth across all facets of a child's development. Moreover, we highly value and encourage parental input, involving them in the decision-making process for their child. We firmly believe that a solid foundation is paramount to future success and endeavor to equip our students with strong basics that will positively influence their future behavior.

Legal Commitment:

In alignment with Dubai's commitment to inclusive education, Federal Law No. 29 of 2006 and 2009, along with Dubai Law #2 (2014), underscores our dedication to ensuring the educational and social inclusion of all students, adults, and families experiencing Special Educational Needs and Disabilities (SEND) [Ref: Dubai Inclusive Education Policy Framework-2017].

Students with Special Educational Needs and Disabilities (SEND):

A student classified with Special Educational Needs and Disabilities is one facing long-term physical, mental, intellectual, or sensory impairment. This impairment, in conjunction with various barriers, may impede the student's full and effective participation in education on an equal basis with their peers of the same age. Identification of students with SEND occurs through two primary procedures:

1. Specialist and/or School Team Assessment:

Through the collaborative efforts of a specialist and/or a knowledgeable school team, students displaying predominant characteristics of a specific impairment, delay, or disorder are identified.

2. Medical Professional Diagnosis:

Students may be formally diagnosed by qualified and licensed medical professionals as having a long-term difficulty, impairment, or disorder.

Ref: *A revised categorization framework for students of determination (2019-20)*

CATEGORIES OF DISABILITY AND BARRIERS TO LEARNING

Our framework for addressing disability and barriers to learning is rooted in the UAE unified categorization of disability, acknowledging the diverse challenges that students may encounter. At the International Academic School, we are committed to understanding and addressing these challenges to provide a supportive and inclusive learning environment for all students.

Common barriers to Learning	Categories of disability (Aligned with the UAE unified categorization of disability)
Cognition and Learning	• Intellectual disability (including intellectual disability-unspecified) • Specific learning disorders • Multiple disabilities • Developmental delay (younger than five years of age)
Communication and Interaction	• Communication disorders • Autism spectrum disorders
Social, Emotional, and mental Health	• Attention Deficit Hyperactivity disorder • Psycho - emotional disorders.

Physical, sensory and medical	• Sensory impairment • Deaf-blind disability • Physical disability • Chronic or acute medical conditions
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Ref: A revised categorization framework for students of determination (2019-20)

NOTE:

It is anticipated that most students facing specific barriers will have their learning needs met within a differentiated classroom environment. Our commitment to differentiation ensures that each student receives the necessary support to thrive academically and socially. We acknowledge the importance of collaboration with parents and strongly recommend seeking additional therapy for students based on the severity level or individual needs.

PURPOSE

Fostering Inclusive Collaboration

Inclusive Education at the International Academic School embodies a collaborative spirit, uniting various stakeholders, including governing bodies, school leaders, dedicated staff, and students. This policy's main objective is to uphold the rights of students with special educational needs and determination within our school community.

Objectives:

1. Safeguarding Rights:

This policy serves as a commitment to safeguard the rights of students with special educational needs and determination. We believe that every student deserves an inclusive and supportive environment that nurtures their individual potential.

2. Integration in Least Restricted Environment:

Our overarching goal is to facilitate the inclusion of students with special educational needs and determination in mainstream classrooms, promoting a least restricted environment. This ensures that each student can actively participate, engage, and learn alongside their peers.

3. Legal Commitment:

Aligned with Article #13 of Federal Law #29 of 2006, the Ministry of Education mandates the complete participation of students with special needs. International Academic School fully

embraces and adopts these regulations, actively integrating students of determination with a diverse range of individual needs into mainstream classrooms.

4. Individualized Support:

Recognizing the unique learning requirements of each student, we provide individualized support within the mainstream classroom setting. Learning Support Teachers and Counselors are available to offer additional assistance tailored to the specific needs of students with additional learning requirements.

Implementation:

1. Mainstream Classroom Inclusion:

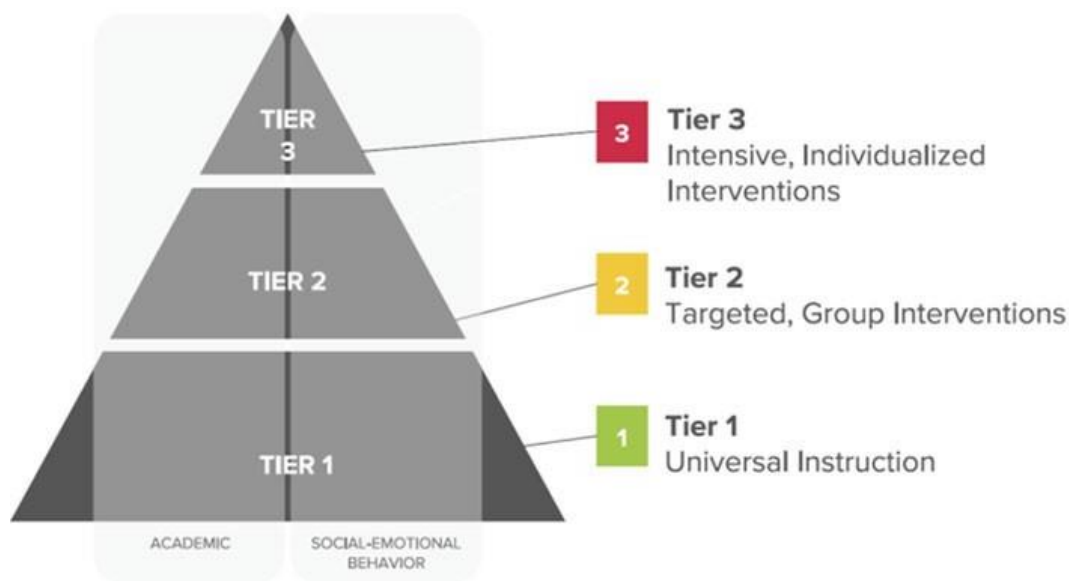
Our commitment to inclusivity extends beyond rhetoric. We have implemented practices to include students of determination in mainstream classrooms, fostering a dynamic learning environment where diversity is celebrated.

2. Sensory Room Support:

To cater to the individual needs of students with additional learning requirements, the school offers support outside the classroom setting. The Sensory room, facilitated by Learning Support Teachers and Counselors, provides a space for personalized assistance and guidance.

Students of Special Educational need and Determination (SEND) -

LEVELS OF CATEGORY



Levels	Description
Level 1- General Service of Support	Students who experience low-level barriers to learning benefit sufficiently from differentiated teaching and general support within the classroom. ➤ Close monitoring be done by the Inclusion Team and teacher's observation and remarks be recorded regarding student's performance ➤ Need based accommodation & modification ➤ No intervention plan/programs ➤ No Provisions
Level 2- Targeted Service of Support	Students who are achieving below age-related expectations within the curriculum, because of identified difficulty, condition, or disorder. ➤ Need based accommodation & modification ➤ Need based Intervention Plans/Programs (IEP/CSP/BMP) ➤ Need based Provisions (Push-in & Pull-out sessions) ➤ Students on it can be with or without Psychological Assessment
Level 3- Individualized Service of Support	Students who experience the most significant barriers to learning. ➤ Differentiation, Modification & Accommodation ➤ Intervention Plans/Programs (IEP/CSP/BMP) ➤ Provisions (Push-in & Pull-out sessions) ➤ Support from a Learning Support Assistant ➤ Students on it can be with or without Psychological Assessment

**Students of Special Educational need and Determination (SEND) -
PROVISIONS**

Accommodations	Can help students learn the same material and meet the same expectations as their classmates
	During a science experiment, a student with fine motor difficulties is provided with adapted tools to ensure a hands-on experience, promoting equal participation.
Modifications	Students could be assigned shorter or easier reading assignments. Students who receive modifications are <i>not</i> expected to learn the same material as their classmates.
	For example, for someone that finds math tricky instead of giving them all the problems to solve, the teacher gives them a set of problems that are just right for their skill level. This way, they can learn and make progress at a pace that suits them best.
Pull-Out/ Remedial Sessions	High Level of support provides on one-on-one basis in resource room to bridge the gap
	With parental consent, a student opts for a pull-out session during Art class, receiving targeted one-on-one support in the Sensory Room to address specific learning needs.
In-class support/ Push in sessions	Support is given inside the classroom during core subjects by SEN Educator to make an impact on the learning
	In a geography lesson, a student benefits from push-in support where the SEN Educator collaborates with the teacher, providing real-time assistance, and adapting content to the student's learning style.

Students with Special Educational Needs and Determination (SEND) - INTERVENTION PLANS

At the International Academic School, we are committed to providing comprehensive support for the diverse needs of our students, particularly those with Special Educational Needs and Determination (SEND). Our intervention plans are meticulously designed to ensure individualized care, fostering an inclusive environment that promotes academic, social, and personal development.

Individualized Educational Plan (IEP): Tailoring Success

An Individualized Educational Plan (IEP) is a personalized and skills-based strategy crafted to help students reach specific outcomes or goals that extend beyond their current skill level. Covering academic and developmental areas such as Reading, Basic Math, Spelling, Writing, Social Behavior, and Self-Help Skills, the IEP is a collaborative team effort. Teachers, parents, and specialists work together to create a roadmap for the student's success, ensuring a holistic and supportive educational journey.

Advance Learning Plan (ALP): Nurturing Gifted Talents

An Advance Learning Plan (ALP) is a specialized curriculum and educational pathway designed to support the unique needs of gifted and talented learners. This plan aims to unlock their full academic, personal, and social potential within a conducive learning environment, prioritizing their overall well-being. Just like the IEP, the ALP is a collaborative team effort, involving educators, parents, and specialists to tailor the learning experience for these exceptional students.

Behavior Management Plan (BMP): Shaping Positive Behaviors

A Behavior Management Plan (BMP) is a strategic approach crafted to modify specific undesirable behaviors. By employing a system of reinforcement, students learn the correct set of responses. This plan is a collaborative effort involving teachers, parents, and specialists, working together to create a supportive environment that encourages positive behavior, social growth, and academic success.

Classroom Support Plan (CSP): Targeted Subject-Based Assistance

A Classroom Support Plan (CSP) is a subject-based plan with interventions tailored to support students who may encounter difficulty but are working towards independent classroom engagement. The plan addresses concerns and targets based on monthly goals set by the teacher, approved by the Head of Department (HOD). This collaborative effort ensures that students receive the necessary assistance within the classroom setting, promoting an inclusive learning environment.

Identification and Early Intervention for Student Success

Ensuring a seamless and supportive entry into the early years, our school is dedicated to maintaining consistent and effective identification procedures. We are committed to upholding

high standards of education and aspire to empower every student to achieve their fullest potential. The school employs a multi-faceted approach to identification, integrating various observation methods and assessments to ensure a comprehensive understanding of each student's needs.

IDENTIFICATION

Identification Procedures:

1. Teacher Observation:

In both structured and unstructured environments, teachers keenly observe students, noting behaviors, strengths, and areas requiring attention.

2. SEN Educator and Counselor's Observation:

Special Education Needs (SEN) Educators and Counselors contribute to the identification process through their expertise, providing valuable insights into students' academic, social, and emotional development.

3. Head of Inclusion Observations:

The Head of Inclusion plays a pivotal role in overseeing the identification process, ensuring a coordinated effort to understand and address diverse learning needs.

4. Information from Parents:

Parents are vital partners, sharing valuable information that contributes to a holistic understanding of the student's strengths, challenges, and individual circumstances.

5. School-Based Assessments:

Various assessments conducted within the school environment contribute to a comprehensive overview of students' academic progress and potential areas of concern.

6. Baseline Assessment:

Vaseline assessments establish a starting point, offering a benchmark for tracking a student's growth and development.

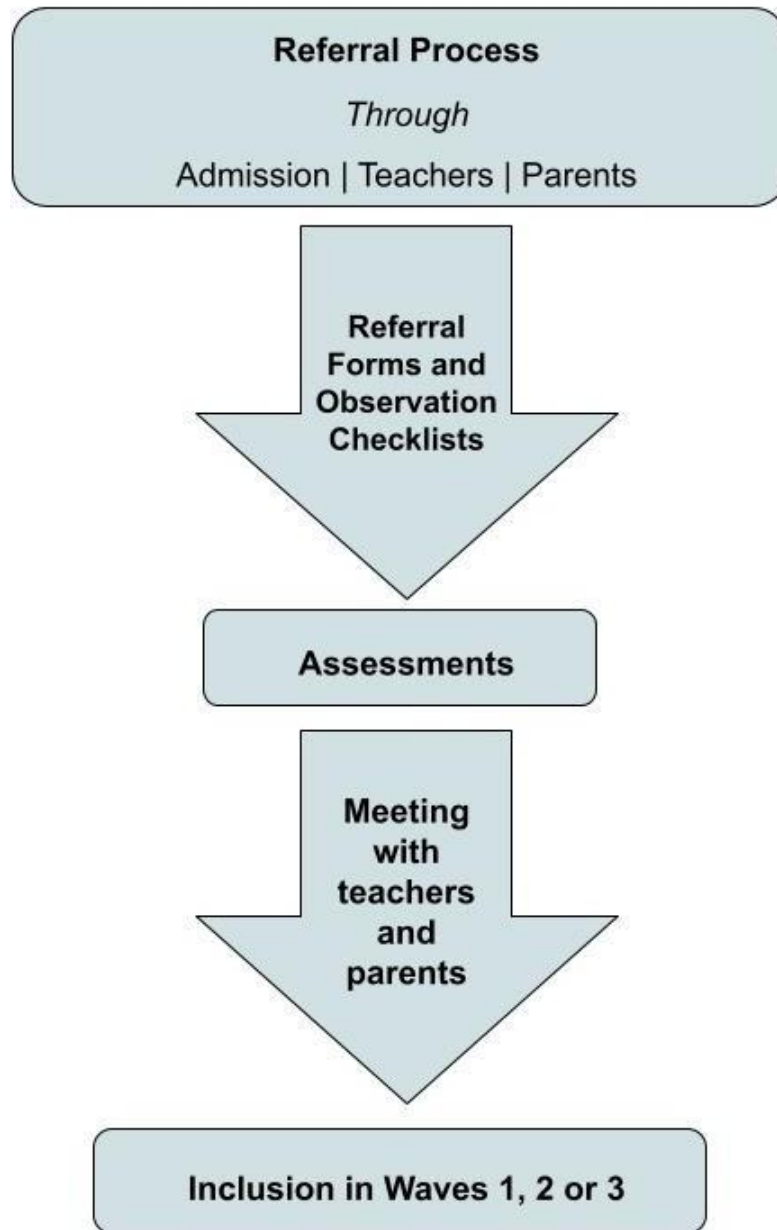
7. Informal Assessment/Checklists:

Informal assessments and checklists further contribute to the identification process, capturing a range of skills and behaviors.

8. Medical and Psycho-Educational Reports:

Reports from medical and psycho-educational assessments provide additional insights into a student's overall well-being and potential support needs.

IDENTIFICATION PROCESS - SEND



Support Services:

Our commitment to early intervention includes the provision of various support services:

1. Whole Class Differentiated Instruction:

Tailored instruction at an appropriate level for the entire class to accommodate diverse learning needs.

2. Small Group Instruction:

Targeted interventions addressing personal and social skills through small group instruction.

3. Individualized Intervention:

Personalized support for students facing significant learning difficulties, whether in speech and language, academics, or behavior.

4. Individualized Document (SMART Goals):

Designing individualized documents with Specific, Measurable, Achievable, and Result-Oriented (SMART) goals within a defined timeframe.

5. Standardized Procedures for Assessments:

Establishing clear and standardized procedures for medical and clinical assessments related to inclusive education for Students of Determination.

Progress Tracking:

To ensure effective and timely tracking of students' progress, an intervention plan is collaboratively developed involving the Inclusion Department, class teacher, subject teachers, Learning Support Assistants (LSA), and parents. Progress discussions occur at Parent–Teacher meetings or as requested, facilitating ongoing communication and collaboration.

Review and Future Actions:

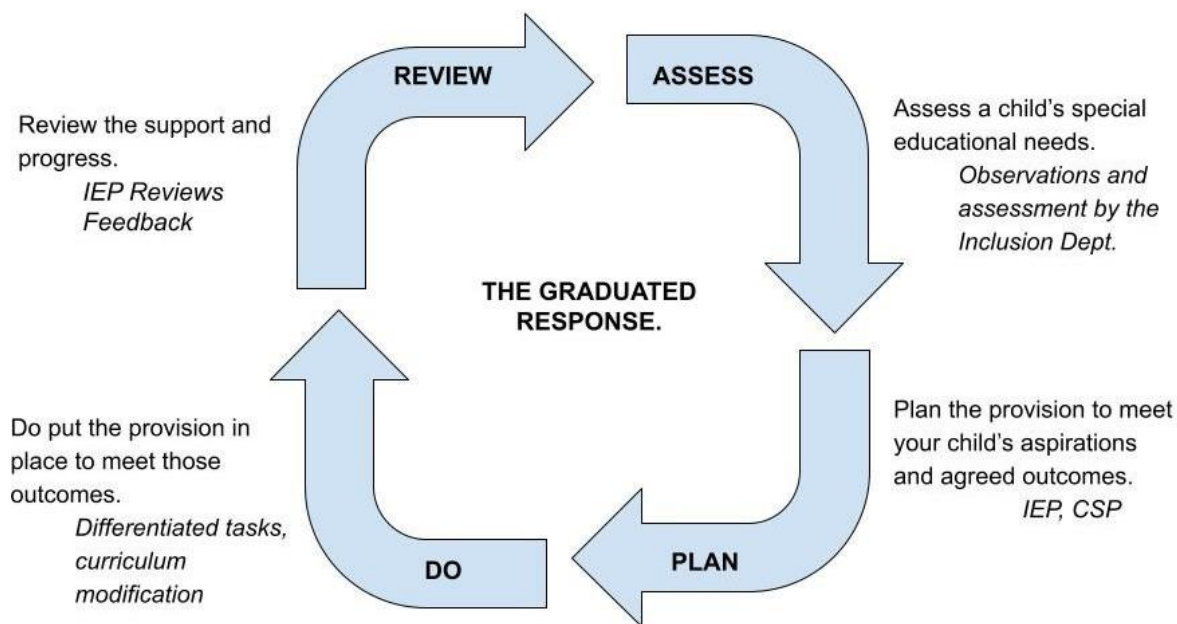
At the time of review, decisions are made collaboratively regarding future actions to meet the child's needs. Options include:

Reducing Help: Gradually transitioning the student to become an independent learner.

Continuing Support: Maintaining the current level of assistance with new targets set.

Increasing Intervention: Elevating the level of intervention if progress has been limited.

The Graduated Response:



Crucial Role of Parents:

Recognizing the crucial role of parents in a student's development, their involvement and insights are highly valued. Collaboration with parents is integral to the success of our intervention plans, ensuring a unified effort to support each student on their unique educational journey.

ROLES AND RESPONSIBILITIES

Fostering Collaborative Learning for Students of Special educational needs and Determination

Classroom Teachers:

Nurturing Daily Connections

Classroom teachers play a pivotal role in maintaining strong connections with students of determination and their parents. Their responsibilities include:

1. Daily Contact:

Ensuring daily and direct contact with students of determination and their parents to uphold the essential link between School-Home Provision and the student's typical learning experiences at school.

2. Learning Task Alignment:

Connecting learning tasks to the assessed starting points, attainment levels, strengths, and challenges of each student, ensuring a tailored and meaningful learning experience.

3. Common Learning Themes:

Aligning common learning themes and topics with the student's School-Home Provision, fostering opportunities for collaborative work and interaction alongside their peers.

4. Social Connections:

Actively maintaining social connections between students of determination and their peers, creating an inclusive and supportive classroom environment.

Head of Inclusion:*Ensuring Quality and Support*

The Head of Inclusion plays a crucial role in overseeing the quality and impact of School-Home Provision for students of determination. Their responsibilities include:

1. Guidance for Teachers:

Guiding teachers in designing, adjusting, and delivering home-based learning experiences tailored to the unique needs of students of determination.

2. Support for Parents:

Providing necessary advice and support to parents, empowering them for success in their role as key contributors to School-Home Provision.

3. Supervision of Learning Support Assistants:

Supervising and offering guidance to learning support assistants, coordinating efforts to enhance the student's learning experience.

4. Alignment with IEP:

Adjusting the targets and strategies outlined in Individual Education Plans (IEP) to align with the

new learning context, ensuring continued progress.

5. Progress Review:

Regularly reviewing the student's progress in achieving goals outlined in their IEP, fostering a continuous improvement approach.

6. Collaboration with Specialists:

Liaising with specialists such as speech and language therapists or ABA practitioners to enhance and enrich the learning programs for students of determination.

Parents:

Vital Partners in Development

Parents and family members, possessing unique insights into their children, are crucial contributors to School-Home Provision. Their responsibilities include requiring direct and dedicated support from the school team to effectively contribute to the development and delivery of School-Home Provision.

Learning Support Assistant:

Facilitating Support

Learning support assistants play a key role in facilitating School-Home Provision for students of determination. Their responsibilities include:

1. Daily Schedule Implementation:

Facilitating the student's daily learning activities schedule, ensuring a consistent and supportive learning routine.

2. Resource Access:

Enabling access to resources, information, or support for parents, and submitting evidence of progress and achievements.

3. Feedback Provision:

Providing constructive feedback to the teacher and/or the Head of Inclusion, contributing valuable insights to refine and enhance the learning experience.

EVALUATION

Monitoring and Evaluating the Effectiveness of the Inclusion Policy

Monitoring Success:

Evidence of Effectiveness

The effectiveness of our Inclusion Policy is systematically monitored through various means, ensuring continuous improvement in learning and behavior for Students of Special Educational Needs and Determination (SEND). Evidence of effectiveness is demonstrated through:

1. Daily Observations:

Ongoing observations by teachers and the Inclusion Department in the daily classroom setting provide real-time insights into the learning progress and behavior of SOD.

2. Collaborative Planning:

Differentiated planning, collaboratively developed by all teachers in consultation with Learning Support Assistants (LSA) and the Inclusion Department, ensures tailored provisions to support SOD in the classroom.

3. Work Records and Evidence:

Detailed records and tangible evidence of a child's work showcase tangible progress toward curriculum objectives, providing a clear picture of their academic development.

4. IEP/ALP/CSP Reviews:

Regular reviews of Individualized Education Plans (IEP), Advance Learning Plans (ALP), and Classroom Support Plans (CSP) yield evidence of progress towards set targets, guiding ongoing adjustments and improvements.

5. Behavioral Progress Records:

Records and evidence meticulously document a child's progress in improving behavior, reflecting the success of interventions and strategies implemented.

6. Student Discussions:

Engaging in discussions at an appropriate level with the child about their progress ensures their active involvement and awareness of their learning journey.

7. Parental Engagement:

Meaningful discussions with parents about the child's progress foster a collaborative and supportive partnership between home and school.

8. External Agency Collaboration:

Collaborative discussions with outside agencies provide additional perspectives and insights, enriching the overall understanding of the child's progress.

Evaluating Success:

Meeting the Needs of Every SEND Student

The success of our Inclusion Policy is evaluated based on the fulfillment of key principles

and practices, including:

1. Early Identification:

Establishing robust systems to identify Students of Determination as early as possible, enabling timely intervention and support.

2. Best Practices in Teaching and Assessment:

Implementing and promoting good practices in planning, teaching, and assessing Students of Determination to ensure an inclusive and effective learning environment.

3. Regular Progress Reviews:

Regularly reviewing a child's progress against set targets, fostering a dynamic approach to adapt strategies based on evolving needs.

4. Additional Intervention:

Providing additional intervention promptly if progress is not deemed adequate, ensuring swift and effective support.

5. Positive Parental Partnership:

Cultivating a positive and effective partnership with parents, recognizing their essential role in the success of the child's educational journey.

6. Multidisciplinary Approach:

Encouraging a multidisciplinary approach whenever possible, involving various specialists to holistically address the diverse needs of Students of Determination.

Note: This policy undergoes periodic reviews by the Senior Management Team, with the next scheduled review in 2024-2025, to ensure its continued effectiveness and alignment with evolving best practices.

GIFTED & TALENTED POLICY

Our Mission:

In pursuit of a truly inclusive educational environment, our mission at Athena Inclusion is to cultivate quality learning experiences for all students within a sustainable, healthy, and safe educational setting.

Defining Gifted & Talented:

At Athena Inclusion, we characterize gifted and talented students as individuals who exhibit advanced abilities significantly beyond their peers or possess the potential to develop such exceptional capabilities.

Able Learners:

Able learners are students who showcase exceptional abilities in one or more subjects

within the school curriculum, excluding Art, Music, and PE. They demonstrate a capacity for, or already display, high levels of performance in academic areas. This category also encompasses students who exhibit exemplary leadership qualities or serve as role models, displaying outstanding leadership and social skills.

Gifted Students:

Gifted students are those who possess an innate ability, presenting a natural and exceptional aptitude or competence for outstanding performance. These students showcase an inherent capacity for exceptional achievement in various academic domains.

Talented Students:

Talented students are individuals who show elevated achievement levels in one or more practical subjects, including art, music, sports, or performing arts. Their exceptional skills and accomplishments in these areas set them apart, reflecting a high degree of competence.

This Gifted & Talented Policy at Athena Inclusion is designed to identify, nurture, and support the unique abilities and potential of these exceptional learners, ensuring a learning environment that fosters their continued growth and success.

The MoE (2015-2016) align definitions with international best practice:

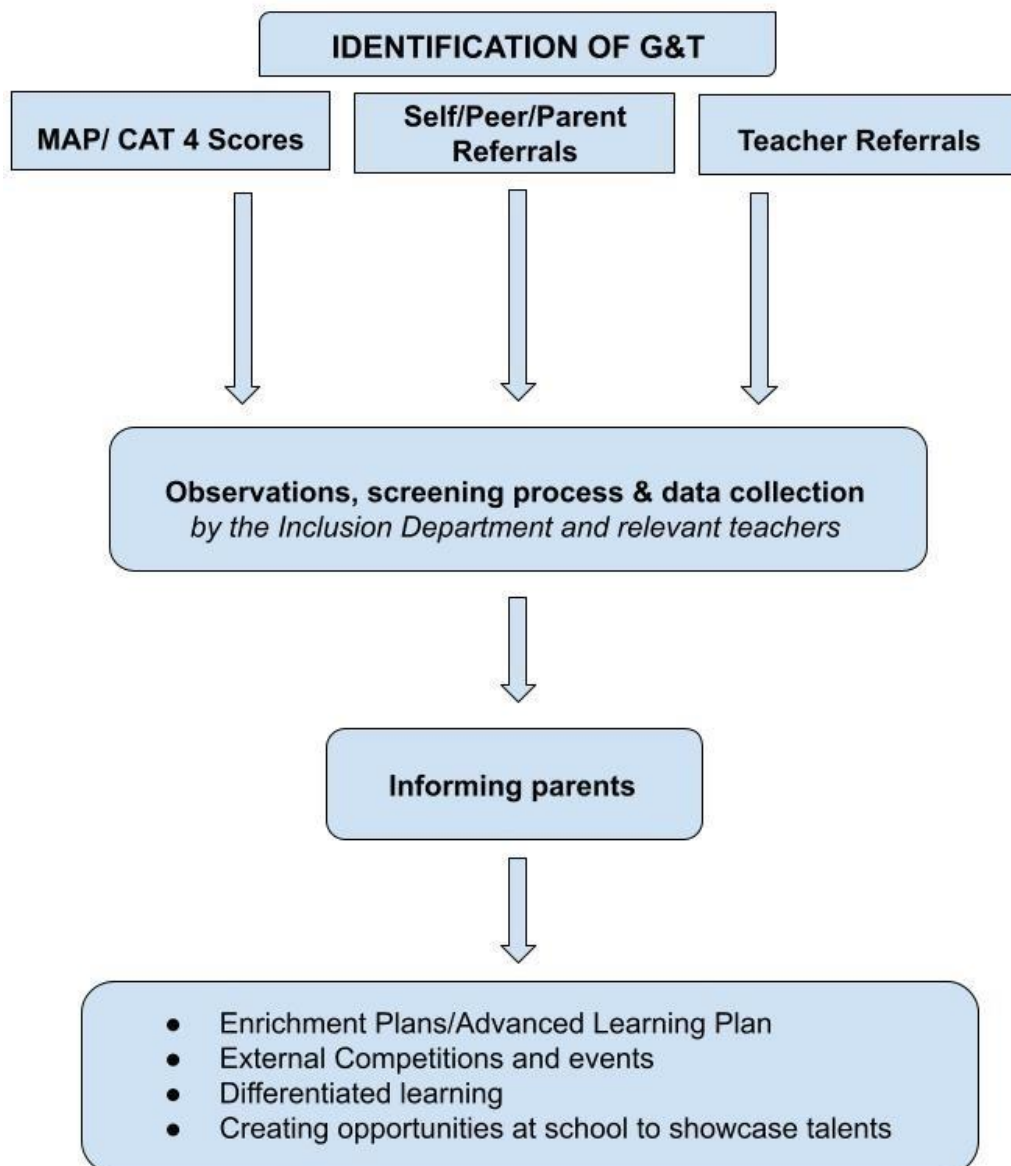
- The term **giftedness** refers to ‘a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domains of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.
- The term **talented** refers to ‘a student who has been able to transform their ‘giftedness *into exceptional performance.*’ Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

IDENTIFICATION

Identification should center on assessing ability rather than relying solely on achievement metrics. It's essential to recognize that some children may under-achieve due to diverse factors such as peer pressure, behavioral challenges, special educational needs, or a reluctance to engage in learning. To address this, all staff members should remain attuned to these nuances and actively seek out "hidden talents" that may not be immediately evident. Utilizing a combination of qualitative and quantitative information provides a more holistic approach to identification, allowing for a comprehensive understanding of each child's unique abilities and potential.

An able, gifted, and talented student should be identified using a variety of methods, including elements of the following:

- Teacher nomination Assessment results Peer nomination
- Parental nomination Self-nomination
- CAT 4 scores Stanine 8-9
- MAP scores percentile 95 & above
- External attainment scores results stanine 8-9
- Identification by a previous teacher, previous school, external agency, or organization



Able, gifted, and talented pupils can manifest in various ways:

1. Good all-rounders
2. High achievers in one area
3. High ability but with low motivation
4. Good verbal ability but low writing skills
5. Very able but with a short attention span
6. Very able but with poor social skills
7. Very able but with a learning difficulty or disability that masks their skills
8. Expressing behavioral difficulties

PROVISION

At IAS we aim to ensure that daily teaching meets the needs of gifted & talented students through three approaches accelerated, enrichment and extension.

Accelerated consists of enabling pupils to access work typically for older pupils. This can occur through moving pupils up a year or through simply giving them work which would usually be given to older pupils. At Athena we focus on enrichment and extension as the two main strategies for meeting the needs of able, gifted, and talented pupils.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Classroom Provision

- All teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- There is access to higher level tests for assessment
- Pupils are encouraged to be independent
- Pupils can work with like-minded peers

School Based Provision

- Athena Master Student program – extended skills development
- AGT – Athena’s Got Talent
- School based clubs – some by invitation only
- Enrichment opportunities – Entry to competitions/challenges
- League competitions
- Specialist teaching
- Intervention groups
- School Council
- Wide range of extracurricular activities and clubs
- Recognition and celebration of achievements in external activities e.g., football, netball,
- Gymnastics, swimming, diving, cricket, martial arts
- Performing arts and music

MAINTAINING RECORDS

The Inclusion Register:

Within the Inclusion Department, a meticulously maintained tiered list encompasses students identified for their gifts and talents, learning needs, as well as Emirati students. This registry is crafted with the utmost sensitivity and discretion, reflecting our commitment to cultivating effective relationships with both students and their families. The purpose is twofold: to ensure a supportive environment for students with diverse needs and to maximize the impact of our tailored support initiatives. Our dedication to maintaining accurate and comprehensive records is not only a commitment but a cornerstone of our inclusive educational ethos, ensuring every student receives the personalized attention necessary for their holistic development.

