



Inclusion Policy

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DATE OF REVIEW				



Inclusion Policy

At RSAD we are committed to meeting the needs of all our pupils, including those who show signs of having special educational needs or learning difficulties. We believe high quality teaching, differentiated for individual students, is the first step to responding to students who have or may have a Special Education Need or Disability (SEND).

All teachers at RSAD are teachers of Inclusion.

1. Policy

This policy describes the way RSAD meets the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional and social development. It also explains the roles and responsibilities of staff in this process.

2. Inclusion at RSAD

At RSAD we are fully committed to promoting inclusion for our students, whatever their age, ability, attitudes, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is of utmost importance. In accordance with the ADEK Inclusion policy this policy 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 as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, and the School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.).

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of our children and to ensure they achieve their full potential. Our children should have the opportunity to join their peers in the curriculum and life of the school. We endeavor to provide the best possible provision to ensure equality of education across all year groups.

At our school we are fully committed to Inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in a mainstream education "is incompatible with the efficient education of other children." (SEN Code of Practice. DFES 2015).

Accommodations and modifications of teaching	Any adjustments to the way in which teaching take solace, including lesson delivery and behaviour management, so that it is suitable for the needs of students with additional needs
Accommodations and modifications of assessment	Any adjustments to the way assessments are conducted to enable access, without compromising the demand of the assessment.
Adaptive Teaching	An approach to supporting the abilities of all students with additional needs by their teachers using a range of teaching strategies, resources and levels of differentiation.
Modified Curriculum	An adapted educational program which supports additional needs through adjustments in content, teaching methods or assessment strategies to ensure these students can engage with and have access to learning whilst pursuing the framework of the schools curriculum.
Alternative Pathway	A customized educational program designed for students with complex needs which goes beyond modifications of

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	the standard curriculum with a focus on life skills, functional academics and personalised learning goals.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within the school setting on a permanent or temporary basis.
Clinical Assessment Report	A report arising from assessment of a student conducted by a clinical psychologist, educational psychologist, speech and language therapist or doctor.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge and skills. Performed on a regular basis either in person training, online or delivered by peer groups and external organisations.
Cycle	A stage of primary or secondary educational process and is classified in Abu Dhabi as the following: Cycle 1, 2, 3
Documented Learning Plan	A plan that outlines any personalised learning targets, modifications to the curriculum, additional support
Equitable Access to Education	Enabling the same access to learning and educational settings for all through the provision of individualized accommodations.
Escape Behaviour	A type of behavior-Escaping from an aversion experience or non preferred activity.
Gifted and Talented	Gifted students show exceptional ability in one or more domains. Talented students are those who can transform their giftedness into performances.
Head of Inclusion	A school senior leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional needs
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn
Inclusion Teacher	A specialist working under the supervision of the Head of Inclusion to teach students with additional learning needs and difficulties
Inclusion Team	Led by the Head of Inclusion, this team comprises SEN Teachers, SEN Assistants, Psychologists, speech therapists and Social workers.
Individual Assistant	Formally known as 'Shadow Teacher'. A parent funded 1:1 specialist who supports the learning, behaviour and social emotional skills of the student.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier.



Personal Emergency Evacuation Plan	A personalized plan, for any students that require it, to support either a short term or long term need, which specifies the types of assistance required to support their safe evacuation and continuous safety.
Pull out intervention	Intervention to address any identified cognitive, behavioral, social or emotional needs delivered by a specialist outside the classroom
Push in intervention	Intervention to address any identified cognitive, behavioral, social or emotional needs delivered by a specialist inside the classroom
Resource Base	A dedicated classroom or set of classrooms within the school that provide tailored ongoing specialized instruction and support to students with additional learning needs.
Specialized Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy)
Tiered model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1) whilst some may require specific intervention (Tier 2) and a few may require a high degree of intervention and personalized learning plan (Tier 3)
Twice Exceptional	Students who are both gifted and talented and have other additional needs
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

3. Laws and Regulations

RSAD provision for students of determination in in line with the following laws and regulations:

- Abu Dhabi Private School Inclusion Policy 2023, ADEK
- Abu Dhabi Education Council (ADEK). Child Protection.
- Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.
- Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education
- Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- 2020 SEND code of practice: 0-25 years (UK)
- Equality Act 2010 (UK)

4. The Role of RSAD Inclusion Department

RSAD will identify and support students' with learning differences. Staff in the Inclusion Department work alongside class teachers and subject specialists to ensure all students have access to first class teaching. Where students continue to make inadequate progress,



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despite high quality teaching, RSAD Inclusion will implement appropriate support, which may include extension/enrichment activities, assessment and additional learning plans. The RSAD Inclusion team will also ensure the Most Able pupils are challenged appropriately to achieve their potential.

5. Responsibilities

At RSAD **all** staff have a responsibility to promote Inclusion. This will be achieved by:

- Delivering a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within the whole community, particularly, parents, governors, and outside specialists.
- Partaking in termly progress review meetings to ensure every child is making progress towards their full potential.
- All children have the right to individual help and respect from peers, teachers and other staff.
- All children having access to all aspects of the curriculum appropriate to their level of understanding and stage of development.
- The well-being of all children being fostered, and all children being provided with extra support when experiencing difficulties.

The **Principal** has overall responsibility for Special Educational Needs provision at RSAD and this is delegated to the **Head of Inclusion**.

The **Head of Inclusion** is a **Senior Leader** who is the 'responsible person' who manages the support for children with additional learning needs. The Head of Inclusion works with other members of the senior leadership team at RSAD to meet regularly to discuss the provision for Inclusion at RSAD, ensuring all children are appropriately challenged and or supported.

The Head of Inclusion will conduct termly Pupil Progress meetings with all teachers to discuss the progress of all students.

The Head of Inclusion is responsible for the line management of the Inclusion team comprising;

- School Psychologist
- Speech Therapist
- SEN Teacher/s (4)
- SEN Assistant/s (4)
- 1:1 Individual Assistants (appointed by families)
- Social Worker

6. Admissions

The Head of Inclusion and Inclusion team comprising the School Psychologist and speech therapist will assess incoming students in the admissions process when a potential pupil presents with additional learning needs. The school will liaise with the parents if a new pupil is in receipt of an external agency/school report or assessment which indicates the presence of a special educational need.

7. Identification, Assessment, Monitoring and Review

Admissions Assessment



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Children will be assessed by the school Psychologist, Speech therapist and Head of Inclusion. During this time children will be assessed to ascertain whether they are achieving the standards expected of a child of their age. At this stage, initial concerns are noted and discussed with the SLT.

Teacher referral

Teachers take responsibility for providing high quality inclusive teaching and differentiation in class. If a teacher has a concern about a child, they should follow the student concern referral procedures denoting assess, plan, do and review strategies in class before referring the child to Inclusion. This process includes sharing concerns with the family, gaining insight and more information, applying strategies in class and seeking a peer observation.

Once a Student of concern referral form has been completed (jotform) the Head of Inclusion will observe and identify potential barriers to learning that may require further assessment and intervention.

Assessment tools

The school's systems for regularly observing, assessing and recording the progress of pupils are used to identify children who are potentially not progressing satisfactorily and who may have additional needs. Staff use a range of information and assessment tool to help them monitor and assess which may include:

- Early years goals
- Formative assessment (evidence from teachers)
- Summative assessment (student performance measured against outcomes within school)
- Lucis LASS
- Lucid COPS
- Dyslexia Portfolio
- Dyscalculia Screener
- Psychological tests
- CTOPP
- Expressive and Receptive Language Assessment
- Fine and Gross Motor Assessments

All staff are expected to work closely with parents and encourage them to share relevant information that may affect their child's ability to access the curriculum, and progress with their learning.

8. Categories of Intervention on the Inclusion Register

Level 1- Quality first teaching (ROC on RSAD Inclusion Register)

All pupils benefit from quality first teaching. However, there are some pupils who may require further differentiation within the classroom. These pupils will be monitored within level 1 to assess if the differentiation that is in place is enabling the child to make progress.

These students shall receive the following support;

1x week check in session with appropriate therapist or Inclusion team member

1 off 40 minute therapy session every 2 weeks

3x Speech therapy sessions to assess/refer

Level 2- Targeted Support (Yellow in RSAD Inclusion Register)

Pupils are considered to be within Level 2 if they meet any of the following criteria:

- Unofficially diagnosed but have a 'moderate' need
- Pupils are presenting a learning need that cannot be met in class by differentiation alone;
- Pupils with persistent behavioural difficulties that are impacting on their learning and the learning of others;
- Pupils who have sensory or physical impairments that impact or could potentially impact on their learning

These students are entitled to a Maximum of 1 session per week in the following services;

1x week Psychologist (as needed)



1x week Speech therapist (as needed)

1x In class SEN Support (as needed)

Depending on the level of need, some pupils may require an Additional Learning Need form (ALN) outlining key areas for support and development.

For pupils receiving individual or small group intervention (booster sessions) progress will be tracked and recorded by the person delivering the intervention.

Level 3- Intensive & Individual Support (registered with a diagnosis in ESIS, Red on RSAD Inclusion register)

Pupils are considered to be within Level 3 if they meet any of the following criteria:

- Pupils require additional one to one support to meet their learning needs (Learning support Assistant);
- Pupils require one to one individualized intervention to enable them to make progress on specific targeted skills;
- Pupils who require a modified curriculum;
- Pupils who are unofficially diagnosed but have a profound 'need'
- Pupils who receive specialist external services such as Speech Therapy and Occupational Therapy, Psychologist and Psychiatrist support;
- Pupils who have a formal assessment of a Special Educational Need or Disability
- Pupils with a Physical Disability (Head of Inclusion is responsible for their evacuation PEEP Plan)

All children in Level 3 are placed on the Inclusion register and have a Designated Learning Plan (DLP) in place. The writing and review of the DLP for pupils is the responsibility of the class teacher and will be coordinated with the Head of Inclusion (HOI) to ensure communication with any external professionals to determine effective targets for each IEP cycle.

NB: Not all pupils receiving support from our in-house Therapists will be on the Level 3 register. This will be assessed on a case by case basis.

Tracking Progress

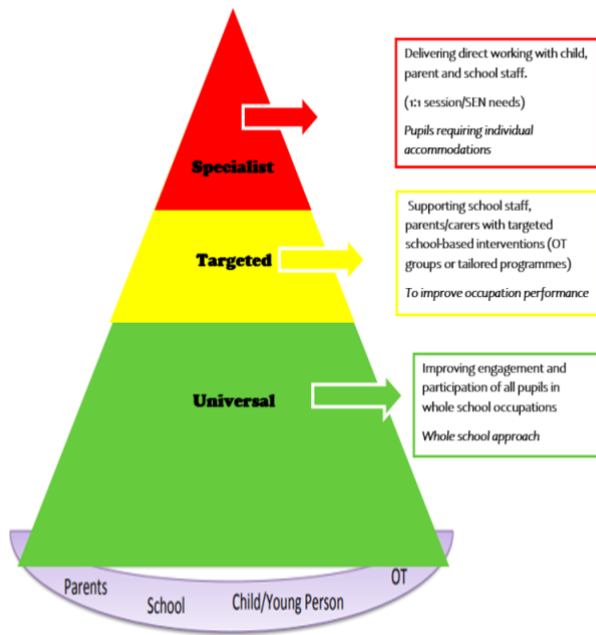
1. Term 1 progress Data: By start of December
2. Term 2 progress Data: By End of March
3. Term 3 progress Data: By end of June

9. Inclusion Register and Record Keeping

The Inclusion register is maintained by the Head of Inclusion (HOI) and continually updated throughout the year. The current register will be shared with staff and on the shared school drive. Pupils may be added to the register when they are identified with needs and meet the level of criteria listed above. Pupils may be removed from the register if they leave the school. Or following successful interventions if they no longer meet the level criteria listed above.

Each pupil who is identified as SEND within the school has a confidential file maintained by the HOI. This file can include the following;

- Referral form
- Assessment documentation
- Evidence of learning
- Educational Psychologist and agency reports
- IEP
- Parent meeting minutes
- Progress reports
- Intervention evidence (work samples)
- Any other relevant information



10. Provision

The Inclusion Department works with the whole school to promote Inclusion for all children. It provides a range of services including the following:

- Advice and support to all staff on identification of children's additional needs and strategies for supporting those needs;
- Writing, and support in writing ALN and DLP's
- Monitoring the effectiveness of ALN and DLP's in meeting pupils needs
- Updating and dissemination of student reports and information pertaining to their learning needs
- Coordination and monitoring of small group and individual targeted support
- Advice and support to parents
- Support assessing students at admissions
- Identifying More Able and Talented students
- Provision of social and emotional support groups
- Provision of specialist services (occupational therapy, speech therapy)
- Liaise with external agencies and services (additional cost to parents)
- CPD for staff to help them identify and meet the needs of students
- Develop and maintain Evacuation procedures in partnership with Health & Safety team
- Provide PEEP plans for those who have a physical disability
- Develop and maintain Risk Assessment documents for Students of Determination

11. Universal Design for Learning and Adaptive Teaching

Ensuring that all students have access to resources to accommodate their needs and abilities. We aim to ensure that all students are supported in overcoming hurdles in the learning process. We do this through the use of differentiated materials, access to alternative methods of engagement, representation, and expression

12. Adaptive Teaching

Modifications will be made where necessary to instructional strategies, content and materials to ensure that all students are accessing the curriculum and are able to reach their full potential.

13. Adapting the Curriculum and Assessment Accommodations and Modifications



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Where possible the Russian Curriculum will be adapted within its framework to accommodate students with learning difficulties. We may offer additional support staff or an alternative research based approach to student work and modified assessments in terms of the quantity of questions in relation to grade boundary.

Further modifications to assessment will be made in accordance with Russian regulations and statutory requirements for individual identification of needs. See appendix (.....)*Russian regulations for Special Educations.

An example of modifications without the requirement from the Russian State are;

Extended time: Allowing students additional time to complete the assessment

English/Russian Learner support: Allowing students to who English is a second language or Russian as a second language to use technological translation

Small group testing: Allowing students of determination to take tests in a smaller comfort group under supervision

Breaks: Allowing students of determination to take a short break in between 2 hour or longer tests papers.

14. Dedicated Support Spaces for Interventions

RSAD provides dedicated, safe and well resourced spaces for interventions.

15. Accessibility & Evacuation

In some circumstances SEN Students require a Risk Assessment for their needs and special support during activities, events and in cases of evacuation of the building. Risk Assessments are available for Wave 3-Diagnosed students.

In addition to this RISK Assessments are prepared for school events and students or staff who have a short term impairment or illness that requires specialized support such as an evacuation plan.

RSAD has a separate Policy on Health & Safety, Fire and evacuation. PEEP plans are in place for those who require it under the guidance of the Health and Safety team and school Safeguarding Team.

RSAD has a dedicated Security team comprising both Male and Female security staff who are diligently trained in their role plus additionally trained in Safeguarding and Child Protection.

16. More Able, Gifted and Talented

The school recognises the diverse learning needs of its students and this includes those who are deemed as high achievers, gifted and talented. Reference should be made to the schools Gifted and Talented policy for identification and provision.

Students are considered More able if they are working 1 full grade level above the average grade in their class. Students who are working 2 grades above their age expected range are considered gifted.

We aim to provide enrichment and extension to our students, with opportunities in Sport, Art and Music as well as Academic conferences and competition.

17. Additional fees

It is authorised by ADEK for RSAD to charge additional fees for services beyond the means of the Inclusion Department. These fees can cover adaptive programming, additional support. Specialised resources or supplementing the inclusion department with additional and specialized services.

These fees will only be discussed in exceptional circumstances where absolutely necessary to meet the needs of the student.

18. Providing support to families

Collaboration between school and family is essential in supporting the needs of the student. RSAD Inclusion team will support parents at all points in their journey to support their child's needs. Staff will adopt a sensitive and inclusive approach.



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We aim to develop a working relationship with parents which lays a positive foundation for supportive educational enrichment for their child.

Parental expectations will be taken into consideration alongside a child's developmental academic and emotional wellbeing when planning targets and interventions.

Inclusion staff in RSAD will endeavour to support families not only in school but also at home with recommendations on strategies such as behaviour management, bedtime routines, parenting skills, learning activities, routine building and connecting with external sources of support.

School reports are not always appropriate for Students of Determination. We will ensure that reports appropriately reflect their child's individual progress whether academic or based on the student ALN/DLP.

19. Working with outside agencies

Where necessary and appropriate, the school will seek from and work closely with outside agencies such as occupational therapists and multi-disciplinary psychologists at clinics and centers.

Where a student continues to make less than expected progress, despite evidence-based support and intervention that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, this will be handled by the parents.