FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Inclusion Policy

Approved By	Board of Trustees
Review Date	December 2026
Next review Date	June 2027

Introduction:

Future Leaders International Private School supports inclusive education principles within its educational system, implementing a curriculum that guarantees the rights of all students. The School promotes equity and inclusion across all areas of the community, in accordance with Federal Law No. (29) of 2006 concerning the Rights of People of Determination and its amendments, and the "School for All: General Rules for the Provision of Special Education Programs and Services" (Ministry of Education, undated).

1. Definitions in the Policy:

1.1 Additional Learning Needs: Individual requirements for additional support, modifications, or accommodations within the School environment, either on a permanent or temporary basis, in response to a specific circumstance. This applies to students of determination, those with special educational needs, and/or those facing additional barriers to learning, access, or interaction within this specific context (e.g., students with dyslexia, hearing or visual impairments, or twice-exceptional and gifted students).

1.2 Gifted and Talented: Gifted students are those who demonstrate exceptional ability in one or more areas, while talented students are those capable of translating their gifts into exceptional performance.

1.3 Twice-Exceptional Students: Gifted and/or talented students who also have Additional Learning Needs.

1.4 Teaching Accommodations and Modifications: Any changes in teaching methods, including lesson delivery and behavior management, to suit the needs of students with Additional Learning Needs.

1.5 Assessment Accommodations and Modifications: Any adjustments made to assessment methods that allow students to participate without altering the evaluation requirements. These modifications should align with the student's needs and any disabilities (e.g., screen reader technologies, time extensions, scribe programs, or font enlargement). External assessment accommodations must comply with the standards of the evaluating bodies/examination boards.

1.6 Adaptive Teaching: An approach to support all students with Additional Learning Needs by using a variety of teaching strategies, resources, and levels of differentiation to meet the diverse needs of all learners in the classroom.

1.7 Annual Review: A meeting involving relevant stakeholders (including external specialists) to discuss the progress of students requiring highly individualized teaching methods and evaluate the effectiveness of their educational programs.

1.8 Assistive Technology: Any device, equipment, software, or system used to enhance, maintain, or improve the functional capabilities of individuals with disabilities (Assistive Technology Industry Association, undated).

1.9 Clinical Evaluation Report: A report assessing a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, physician, or any qualified specialist.

1.10 Continuous Professional Development (CPD): All activities undertaken by staff to regularly improve their knowledge, skills, competencies, and performance. CPD includes in-person and online training (synchronous or asynchronous), coursework, certification programs, peer learning, scientific conferences, research projects, observational visits, and community engagement initiatives. General staff meetings and planning sessions do not qualify as CPD.

1.11 Documented Learning Plan: A plan outlining individual educational goals, curriculum modifications, additional support, or educational tools agreed upon by School staff, parents, and students (where necessary). This includes Documented Learning Plans(DLPs), Individual Support Plans (ISPs), Individual Learning Plans (ILPs), Behavior Support Plans (BSPs), and Advanced Learning Plans (ALPs) to address academic, behavioral, linguistic, or socio-emotional needs.

1.12 Inability to Accommodate: A process in which the School submits a request to ADEK, supported by evidence, stating its inability to accommodate a student's needs. This includes medical/clinical reports, student observations, modified assessments, sensory environment evaluations, and other relevant information. Schools must demonstrate that admitting the student would negatively impact their development, safety, or the well-being of their peers, or place excessive strain on resources beyond what the policy stipulates.

1.13 Inclusive Education: A teaching approach that recognizes and values educational diversity and ensures educational adaptations to enable all students to learn.

1.14 Head of Inclusion: The lead individual responsible for organizing and coordinating educational programs for students with Additional Learning Needs.

1.15 Inclusion Teacher: A specialist working under the direction of the Head of Inclusion to educate students with Additional Learning Needs.

1.16 Inclusion Assistant: A non-teaching staff member supports the education of students with Additional Learning Needs.

The school is committed to providing an Inclusion Assistant for each Tier 3 student from Pre-K to Grade 2 by the next academic year, as per the requirements.

1.17 Inclusion Team: A team led by the Head of Inclusion, comprising inclusion teachers, inclusion assistants, individual assistants, and other staff members supporting inclusive education.

1.18 Individual Assistant: Previously known as a "shadow teacher," this is a School- appointed staff member funded by the parents to provide direct, individualized support for a student's logistical, behavioral, medical, social-emotional, and safety needs. This support is required for at least 50% of the School day.

1.19 General Education System: The inclusive learning environment where all students study alongside their peers in a regular classroom setting.

1.20 Modified Curriculum: A curriculum allowing for alternative or multiple ways of engagement in the learning process, achieving competencies alongside traditional instruction. It may be suitable for students with Additional Learning Needs but might not equate to standard curriculum competencies.

1.21 Multilingual Learners: Students learning in a language different from their native language, requiring additional support to overcome language barriers in their education.

1.22 Personalized Emergency Evacuation Plan (PEEP): An individual plan for students requiring short-term or long-term support, outlining the type of assistance needed for a safe evacuation in case of an emergency.

1.23 Pull-Out Intervention: A specialized intervention addressing cognitive, social, or psychological needs provided outside the regular classroom by a specialist.

1.24 Push-In Intervention: A specialized intervention addressing cognitive, social, or psychological needs provided within the regular classroom by a specialist to facilitate inclusive learning.

1.25 Specialized Educational Services: A structured educational process tailored to meet the unique learning needs of students requiring specialized support (a combination of education and therapy) with designated resources.

1.26 Graduated Support Model: A structured approach to meeting students' diverse needs, recognizing that teachers can accommodate most needs (Tier 1: Universal Support), while some students require targeted intervention programs (Tier 2: Targeted Support), and a few need highly individualized support, sometimes with external specialists (Tier 3: Intensive Individualized Support). This model includes frameworks such as Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI).

2. School's Vision of Inclusion:

Future Leaders International Private School is committed to providing an inclusive educational environment that embraces diversity and promotes a culture of respect and appreciation for all students, regardless of their abilities or needs. The School is dedicated to removing barriers to learning and enabling every student to reach their full potential, becoming active members of society, ready for a bright future, and contributing to the building of a peaceful, sustainable community where equal opportunities for academic, personal, and social growth are provided.

3. School's Mission of Inclusion:

Future Leaders International Private School is committed to implementing global best practices in inclusive education and complying with relevant local legislation, including the guidelines set by the Abu Dhabi Department of Education and Knowledge (ADEK). The School provides comprehensive education that meets the needs of all students, including those with additional learning needs and gifted and talented students, through effective collaboration between teachers, administrators, and parents. The School develops and implements flexible and responsive educational programs that ensure academic success, promote student independence, and empower them to advocate for their educational rights. This approach aims to prepare students to achieve their academic and career aspirations and to participate effectively in their communities now and in the future.

4. School's Strategy for Promoting Inclusive Education:

The School's strategy for enhancing inclusive education is based on a set of core principles aimed at creating an inclusive and equitable learning environment for all students. These principles include:

4.1 Creating an Inclusive Learning Environment:

- Removing barriers that hinder learning and active participation for all students.
- Providing supportive facilities and infrastructure, including assistive technology and specialized learning tools.
- Embedding a culture of respect and appreciation for diversity within the School community.

4.2 Individualized and Inclusive Teaching Practices:

- Applying flexible teaching strategies that respond to students' diverse needs.
- Developing and implementing Documented Learning Plans(DLPs) for students with additional learning needs.
- Designing advanced enrichment programs to support gifted and talented students.

4.3 Academic, Social, and Emotional Support:

- Providing tiered levels of support tailored to the varying needs of students.
- Offering academic and psychological counseling services to foster self-confidence and emotional well-being.
- Engaging students in life and social skills development programs to promote independence.

4.4 Partnership with Parents and the Community:

- Involving parents in planning, monitoring, and evaluation processes to ensure comprehensive support.
- Collaborating with local community institutions and specialized centers to provide additional services.
- Organizing awareness and training workshops for parents and teachers on inclusive education practices.

4.5 Continuous Monitoring and Evaluation:

- Regularly assessing the effectiveness of inclusion policies and programs and working to improve them.
- Using diverse assessment tools to measure progress and adapt educational strategies based on the results.
- Preparing periodic reports that document student performance and their achievement of educational goals.

5. School Goals in Promoting Inclusive Education:

5.1 Develop and implement Documented Learning Plans (DLPs).

5.2 Support gifted and talented students by providing opportunities to participate in academic competitions and creative initiatives.

5.3 Comply with ADEK's inclusion policies and regulations while continuously developing educational practices in line with international best standards.

6. National Identity in Inclusion Policy:

Future Leaders International Private School is keen to instill the UAE national identity as an integral part of its inclusion policy, ensuring that all students, including those with additional learning needs, feel a strong sense of belonging and pride in their national culture. The School provides an inclusive educational environment that promotes values of tolerance, respect, and positive citizenship by integrating elements of national identity into curricular and extracurricular activities, teaching methods, and assessment approaches, tailored to the abilities and needs of all students. The School is also committed to recognizing the cultural diversity within the country while maintaining the core Emirati identity of each student, enabling them to be active and contributing members of their community in line with the UAE's vision for a tolerant and opportunity- rich society.

7. Admission of Students with Additional Educational Needs at the School 7-1. Admission and Registration Procedures:

Future Leaders International Private School School is committed to providing equitable and inclusive educational opportunities for all students, including those with additional educational needs, in alignment with the inclusive education principles approved by the Department of Education and Knowledge (ADEK).

The admission of these students reflects the School's philosophy of promoting diversity, equality, and equal opportunities for all learners.

7-1-1. The School welcomes all students with additional educational needs without discrimination and commits to reviewing each case individually to ensure the best educational and psychological outcomes for the student.

7-1-2. The School applies clear referral and assessment procedures to accurately identify students' needs prior to admission, in collaboration with the Inclusion Team, parents, and relevant specialists.

7-1-3. Admission decisions are made based on the School's available human and material resources to ensure the provision of appropriate support.

7-1-4. All admission processes are documented in official records, including evaluation reports and correspondence with parents.

7-1-5. Families are provided with a clear report outlining the level of support the School can offer and any special arrangements required to ensure the student's success in the classroom environment.

7-2. Policy on Additional Fees and Financial Transparency for Support Services: In alignment with the principles of fairness and transparency in providing educational support services for students with additional educational needs, the School commits to the following:

7-2-1. No additional fees shall be charged to parents for educational or support services provided to students with additional educational needs, as long as these services fall within the framework of inclusive education implemented in the School.

7-2-2. All core inclusion services are included within the approved School tuition fees, such as School-based assessments, development of Individual Education Plans (DLPs), in-class support, and ongoing progress monitoring.

7-2-3. If additional specialized services beyond the School's basic support framework are required (such as individual therapy sessions—speech, occupational, psychological, or advanced assessments), parents must be formally informed in writing of the service details, costs, and approved provider. These services are optional and not a prerequisite for continued student enrollment.

7-2-4. All financial records and support-related documentation for students with additional educational needs are maintained in the School's official records and made available to ADEK upon request to ensure transparency and accountability.

7-2-5. The School is fully committed to not rejecting or excluding any student based on their additional educational needs or for financial reasons related to support services.

7-3. Transparent and Fair Admission Process for Students with Additional Educational Needs:

To ensure full compliance with ADEK guidelines, Future Leaders International Private School implements a clear and transparent admission process for students with additional educational needs and their families, which includes:

7-3-1. *Transparency and Equal Opportunities:* Applications from students with additional educational needs are treated according to the same admission criteria and procedures applied to all students, without discrimination or exception.

7-3-2. *Disclosure and Accurate Information:* The School provides clear written information to parents about the admission procedures, available inclusive services, and the levels of support that can be provided.

7-3-3. *Partnership with Parents:* Parents are actively involved throughout all stages of the admission process—from the initial application to final registration—through interviews and discussions aimed at identifying the student's needs and ensuring alignment between these needs and the School's available support.

7-3-4. *Pre-Admission Assessment:* Students applying for admission undergo an initial assessment by the Inclusion Team to determine the type and level of support required.

This assessment is not used as a basis for rejection but to plan appropriate support programs in advance.

7-3-5. *Documentation and Record-Keeping:* All stages of the admission process are documented in the student's file, including correspondence with the family, results of initial assessments, and any decisions or adjustments related to support services.

7-3-6. *Notification of Decisions:* Parents are officially notified of the admission or non-admission decision with clear justification. When applicable, suitable alternatives are suggested in coordination with ADEK.

7-4. Assessment during Admission and Registration for Students with Additional Educational Needs:

7-4-1. Students with additional educational needs are treated equally with all other students regarding the assessment process during admission and registration at Future Leaders International Private School.

7-4-2. For students from PreKG to Grade 7, an interview is conducted by the Head of Inclusion, and a developmental assessment form suitable for the age group is applied (Group 1: ages 4–5, Group 2: ages 6–8, Group 3: ages 9–12), to evaluate developmental domains including motor, language, social, emotional, and cognitive aspects.

7-4-3. For students from Grades 8–12, the developmental assessment form for Group 4 (ages 13–17) is applied to assess the same developmental areas.

7-4-4. All students from Grade 1 to Grade 12 undertake placement tests in Arabic, English, and Mathematics to determine their academic levels and plan appropriate support. These tests are conducted by the school's admission committee.

7-4-5. The School provides any required accommodations during assessments (e.g., extra

time, assistive tools). Assessment results are used solely to identify appropriate educational support after registration and may not be used as grounds for rejection, in accordance with ADEK's "Student Administrative Affairs in Schools" policy.

7-5. Procedure for the inability to provide support (non- admission): If the School is unable to meet a student's educational needs or provide the required level of support, the following procedures are applied in alignment with ADEK's Inclusion Policy:

7-5-1. A formal meeting is held with the parent and the Inclusion Team to discuss the educational or technical reasons that prevent the School from meeting the identified needs.

7-5-2. The decision is documented in an official record, clearly stating the educational reasons andensuring it is not based on any form of discrimination.

7-5-3. Suitable alternatives are provided, or the family is referred to appropriate institutions Schools capable of offering the necessary support.

7-5-4. Transparency and confidentiality are maintained throughout all stages of communication with parents regarding the decision.

7-5-5. The decision is reviewed internally by the School Administration and the Head of Inclusion before final approval to ensure fairness and compliance with ADEK's Inclusion Policy.

8. Re-enrollment of Students with Additional Learning Needs at the School: Future Leaders International Private School is committed to re-enrolling all students for the next academic year, as per ADEK's "Student Administrative Affairs in Schools" policy. If a parent wishes to retain their child in the same grade/year, they must obtain ADEK's approval. The School must submit a request for retention, along with the student's medical report and documented learning plan.

9. Referral of Students with Additional Learning Needs to Specialized/Alternative Programs:

9.1 When Future Leaders International Private School determines that a student with Additional Learning Needs requires more specialized care, the School will contact ADEK before engaging with parents to determine if the student qualifies for specialized education and to identify the most suitable placement, if available.

9.2 If a UAE national student is clinically diagnosed with severe autism, and this is the only identified need, the School may recommend specialized education only if all the following conditions are met:

- **(a)** ADEK, the School, and the parent agree that the student would benefit more from specialized education than from the general education setting.

- **(b)** The student requires intensive therapy (e.g., occupational therapy, speech and language therapy, applied behavior analysis) or other services that are difficult to provide within the general education system.
- **(c)** The School ensures that the parent understands the criteria for specialized education and consents to the referral to ADEK.

10. Advancement of Students with Additional Learning Needs to High School:

10.1 When a student with Additional Learning Needs transitions to High School, the School conducts an interview with the parent and requires them to sign a placement condition form.

11. Supporting Inclusive Teaching and Learning in the School:

11-1. Identification, Referral, and Monitoring System:

Future Leaders International Private School is committed to developing a robust system for identifying, referring, and monitoring students that ensures:

11-1-1. Clarifying how teachers and staff can report any academic, social, psychological, behavioral, or developmental concerns about students through tools such as the case study form, Individualized Education Plan (DLP), observation cards, and monthly student performance evaluation forms.

11-1-2. Identifying student needs through assessments overseen by the Head of Inclusion and taking appropriate actions to enhance learning abilities, as well as determining which students require additional assessments.

11-1-3. Developing documented learning plans that plan, monitor, and evaluate learning and teaching programs tailored to each student. The School utilizes information from internal and external assessments and ensures it is shared with staff to identify students needing psychological, social, or behavioral support or where there are potential risks.

11-1-4. Ongoing communication with parents regarding their child's Additional Learning Needs and providing them with guidance on how to support learning at home.

11-1-5. Recording details of students with Additional Learning Needs in the Student Information System (eSIS), in line with ADEK's requirements.

11-1-6. Parental consent is not required for student assessment or for entering data into the ALN system.

11-2. Monitoring Progress of Students with Additional Learning Needs:

11-2-1. Using the tiered support model to indicate the level of support students with Additional Learning Needs receive.

11-2-2. Developing a documented learning plan for all students receiving Tier 2 or 3 support.

11-2-3. Ensuring progress data for students with Additional Learning Needs and others receiving support is reviewed each term, and parents are informed. The documented learning plan must be reviewed three times per year, and progress toward goals must be tracked at least biweekly.

11-2-4. Conducting an annual review (at minimum) for students receiving Tier 2 or 3 support, including any student with a learning support assistant or individual aide, to ensure the educational program remains suitable and beneficial long-term.

11-2-5. Ensuring subject teachers monitor the progress and engagement of students with Additional Learning Needs in their subjects to align with the learning outcomes in the DLP.

11-2-6. Customizing achievement and progress reports for students with Additional Learning Needs when needed, based on their DLP to fairly reflect their progress from their individual starting points.

11-3. Inclusive Teaching and Learning Approaches:

Future Leaders International Private School ensures the following elements are reflected in its teaching and learning practices:

11-3-1. Integrating inclusive teaching strategies during lesson planning to support students with Additional Learning Needs as part of adaptive teaching practices.

11-3-2. Customizing content for students with additional needs and ensuring alignment with the tiered support model and the goals of the DLP.

11-3-3. Providing professional development and awareness sessions on inclusive teaching strategies (including adaptive teaching strategies to meet DLP goals) to staff, led by the Head of Inclusion and specialists.

11-3-4. Ensuring the Head of Inclusion allocates support team members according to the specific needs of students with Additional Learning Needs.

11-3-5. Providing guidance on professional development for inclusion assistants or individual aides who seek it.

11-3-6. Adopting a tiered support model responsive to interventions to ensure progress for all students with Additional Learning Needs.

11-3-7. Ensuring the Head of Inclusion coordinates specialized inclusion intervention programs from external agencies (e.g., speech-language therapists, occupational

therapists, psychologists, counselors) and logs them in the Student Specialized Services System, in line with ADEK's therapeutic support policy in Schools.

11-3-8. Supporting students with educational needs in using assistive technology, when necessary, to improve access to learning. The School may apply for financial support from ADEK if assistive technology is needed.

11-3-9. Ensuring teachers explore all adaptive teaching strategies and seek guidance before referring a student to the Head of Inclusion.

11-3-10. Ensuring parents are informed early of any observations regarding their child's progress or engagement with lessons to support early intervention.

11-4. Modified Curriculum for Students with Additional Learning Needs:

If students require a curriculum adapted to their abilities, the School is committed to providing a systematically modified curriculum to enable access to learning and academic progress. A modified curriculum involves:

- **Content:** Reducing or simplifying information.
- **Learning Objectives:** Setting alternative or lower-level goals.
- **Assessment Methods:** Using alternatives like projects or practical evaluations instead of written exams.
- **Teaching Methods:** Employing visual, hands-on, or individualized strategies.
- **Activities:** Adjusting class and extracurricular activities to suit physical, cognitive, or behavioral needs.

Distinctions:

- **Accommodation:** Support without changing the learning goals (e.g., extended time).
- **Modification:** Changes to goals or content level, referred to as a "modified curriculum."

This curriculum is applied:

- When severe learning challenges prevent following the general curriculum, even with accommodations.
- With prior agreement from the parent, documented in the DLP.

The School ensures:

11-4-1. All students with Additional Learning Needs access a broad and balanced curriculum, including extracurricular activities, modified as needed. **11-4-2.** If any modified curriculum does not meet equivalency requirements, parents are informed and must sign an acknowledgment.

11-4-3. Updating student information in eSIS to reflect modified curriculum status.

11-5. Assessment Accommodations:
Future Leaders International Private School ensures that students with Additional Learning Needs are not disadvantaged in any form of assessment by:
11-5-1. Reflecting the student's typical classroom functioning in any accommodations or modifications.

11-5-2. Obtaining the necessary permissions and adhering to policies required by external test providers or examination boards (where applicable).

11-5-3. Developing an assessment accommodation policy that outlines procedures and authority to implement modifications, aligning with requirements from external assessment providers where needed.

12. Inclusion of Gifted and Talented Students in the School's Mainstream Education:

The School emphasizes the importance of differentiated learning experiences for gifted and talented students, while integrating them into the standard curriculum. Core features of gifted education include individualized instruction, flexible skill-based grouping, complex problem-solving challenges, future skills focus, and inquiry-based research projects tailored to each student's level. The program is enhanced with additional enrichment activities and opportunities.
The School's definition of gifted and talented students aligns with the UAE Ministry of Education:
A gifted or talented student is one with exceptional abilities or high potential in one or more areas of intelligence, creativity, academic achievement, or special talents such as public speaking, poetry, art, crafts, sports, drama, or leadership. These students often perform at a level that necessitates specialized educational arrangements and additional support from special education teachers.

13- Roles and Responsibilities of Stakeholders in Inclusive Education within the School:
Future Leaders International Private School is committed to clearly defining the roles and responsibilities of all parties involved in implementing the Inclusive Education Policy to ensure transparency, enhance accountability, and maintain alignment with the Department of Education and Knowledge (ADEK) policies.

Defining the administrative and organizational hierarchy within the Inclusion Department is an essential element to ensure effective implementation and coordination among all stakeholders.

13-1. Administrative Hierarchy of the Inclusion Department: 13-
1-1. School Principal:
The Principal is the highest authority responsible for the overall supervision of the Inclusion Policy implementation, ensuring full compliance with ADEK requirements, and providing the necessary human and material resources to support all students.

13-1-2. Head of Inclusion Department:
Leads and oversees the implementation of inclusion programs and services across the School in collaboration with all Heads of Departments, teachers, and social workers. His/Her responsibilities include:

- Developing and updating inclusion-related policies and procedures.
- Coordinating referral, assessment, and Individual Education Plan (DLP) processes.
- Monitoring the implementation of In-Class Support Plans.
- Preparing periodic reports and submitting performance and progress data to the School administration and ADEK.
- Organizing professional development workshops for teaching staff.

13-1-3. Teachers:
Teachers are responsible for implementing inclusive education strategies within classrooms, including:

- Applying differentiated instruction methods.
- Collaborating with the Inclusion Department to implement individualized support plans.
- Documenting student progress and submitting regular feedback to the Head of Inclusion.

13-1-4. Social Workers:
Social workers contribute to supporting the social and emotional well-being of students with additional educational needs and collaborate with the Inclusion Department and teachers to design suitable interventions that enhance student welfare.

13-1-5. Parents:
Parents are key partners in the inclusive education process through their participation in developing the Individual Education Plan (DLP), providing feedback on the student's progress at home, and maintaining ongoing collaboration with the School to support the student's growth.

13-1-6. Students:
Students are encouraged to take an active role in their learning, understand their strengths and challenges, and develop self-reliance skills in line with their individual abilities.

13-2. School Commitment to Transparency and Accountability:
The School is committed to annually reviewing and documenting the roles and responsibilities of all stakeholders, sharing them with all staff members and parents to ensure clarity of duties and effective collaboration in implementing the Inclusion Policy. **References:**

- Federal Decree Law No. (29) of 2006 on the Rights of Persons with Disabilities.
- ADEK Policy on Inclusive Education in Schools, Version 1.2, September 2024.
- ADEK Policy on Administrative Affairs of Students in Schools, Version 1.1, September 2024.
- ADEK Policy on Staff Hiring Standards in Schools, Version 1.3, September 2024.

Signed By			