FUTURE LEADERS

International Private School

Inclusion Policy

2026/2027

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+9712 632 2213

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Inclusion Policy 2026-2027

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1.1 Policy Statement

At Future Leaders International Private School, and in alignment with our school Vision and Mission, we are committed to ensuring that all learners with Additional Learning Needs (ALN), including Students of Determination (SoD), have equitable access to high-quality, inclusive education. Guided by the ADEK Inclusion Policy (2023) and Federal Law No. 29 (2006), we affirm that inclusion is a fundamental right and a shared responsibility across the school community.

For us, inclusion means:

- Every student is respected, valued, and supported as an individual with unique strengths, talents, and potential.
- Barriers to learning, participation, and achievement are identified and removed through adaptive teaching, assessment accommodations, assistive technology, and targeted support services.
- Inclusive practice is systematically embedded across all school policies, systems, and classroom practices, ensuring that equity, access, and participation are at the heart of our culture.
- Strong partnerships are established with ADEK, parents, and external specialists, creating a collaborative approach to student success and well-being.

We recognize that achieving effective inclusion requires a whole-school commitment. Therefore, the Governing Board, Principal, Head of Inclusion, teachers, and support staff are dedicated to maintaining a safe, respectful, and supportive learning environment where every student can thrive academically, socially, emotionally, and confidently prepare for future educational and vocational pathways.

1.2 Rationale

This policy guides Future Leaders International Private School in supporting students with Additional Learning Needs (ALN), including Students of Determination (SoD), in line with the ADEK Inclusion Policy (2023) and Federal Law No. 29 (2006). Its purpose is to ensure that every learner has equitable access to education and opportunities to succeed academically, socially, and emotionally. By embedding inclusive values across all aspects of school life, we prepare students to become confident, resilient, and active members of society.

1.3 Legislation and Guidance within the UAE

This policy is guided by key national and international frameworks that uphold the rights of all learners. It is aligned with Federal Law No. 29 (2006), which guarantees the rights of People of Determination to equal access in education, health care, training, and rehabilitation, and with the ADEK Inclusion Policy (2023),

which outlines the standards and requirements for admissions, provision, staffing, and accountability in schools. The policy also follows the UAE National Unified Classification of Disabilities (2018), ensuring consistent identification of Students of Determination, and is informed by the principles of the UN Convention on the Rights of Persons with Disabilities (2006), which promotes equality, dignity, and full participation in education and society.

1.4 Key Definitions

In line with ADEK Inclusion Policy (2024), the following key terms are defined for consistency and clarity:

- **Additional Learning Needs (ALN):** Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context.
- **Documented Learning Plan (DLP):** A personalized plan that outlines learning targets, accommodations, curriculum modifications, and support agreed upon by staff, parents, and students (where appropriate). It includes IEPs, ILPs, BSPs, ALPs, etc.
- **Tier 1 (Universal):** High-quality, inclusive teaching available to all students.
- **Tier 2 (Targeted):** Small-group interventions and additional supports for some students.
- **Tier 3 (Intensive):** Individualized interventions and specialist support for a few students with more complex needs.
- **Accommodations:** Adjustments to *how* a student learns (e.g., extended time, assistive technology).
- **Modifications:** Adjustments to *what* a student learns (e.g., adapted curriculum outcomes).
- **Inclusion Assistant (IA):** A school-employed staff member supporting students with Additional Learning Needs under teacher direction.
- **Individual Assistant (IA):** A parent-funded staff member providing one-to-one logistical, behavioural, or medical support.
- **Assistive Technology:** Equipment, software, or devices that enhance access to learning (e.g., screen readers, voice-to-text software).

1.5 Alignment with the School Vision and Mission

Future Leaders International Private School (FLIS) ensures that its Inclusion Policy is directly aligned with the school's Vision and Mission.

Our Vision: "To empower students to participate and contribute to the global world", is reflected through our commitment to equitable access, participation, and progress for every learner, including Students of Determination, ALN learners, and Gifted and Talented students.

Our Mission: "To prepare students for life through learning experiences within a safe, positive, and productive school environment", is enacted through inclusive instructional practices,

a supportive learning culture, and a collaborative approach that ensures all students can thrive academically, socially, and emotionally.

This policy operationalizes our Vision and Mission by embedding inclusion across all school systems, curricula, and decision-making processes in line with ADEK's Inclusion Policy Framework (2023).

2. Purpose

The purpose of this Inclusion Policy is to set out how Future Leaders International School (FLIS) ensures equitable access, participation, progress, and well-being for all learners—especially Students of Determination—through a coherent, whole-school framework. It clarifies responsibilities, processes, and quality standards in line with the ADEK Inclusion Policy (2023) and relevant UAE legislation, and it guides daily practice in classrooms, student services, and leadership.

2.1 Scope

This policy applies to all FLIS staff (teaching and non-teaching), students, parents/carers, contractors, and external specialists. It covers admission, identification and referral, tiered support and plans (DLP/IEP/ILP), accommodations and modifications, assessment access arrangements, additional fees compliance, records and data, facilities and accessibility, staff development, governance, and continuous improvement.

2.2 Objectives

- Ensure early, fair, and consistent identification of barriers to learning and timely support.
- Embed a Tiered Model of Support, beginning with the Standard Inclusive Provision (SIP) at classroom level, and escalating to targeted and intensive supports as needed.
- Guarantee reasonable accommodations and, where appropriate, curriculum modifications, including assistive technology and examination access arrangements.
- Define roles and accountability for the Governing Board, Principal/SLT, Head of Inclusion, Inclusion Team, and classroom staff.
- Ensure transparent, lawful handling of any additional services and fees in line with ADEK regulations and parental consent.
- Promote collaborative partnerships with families and approved external agencies.
- Maintain accurate records and reporting (eSIS/ALN data) and conduct regular monitoring and review to drive improvement.

Inclusion Policy Requirements

3.1 Aims and Implementation

Aims

Future Leaders International School (FLIS) aims to operationalize the values stated in the Purpose by:

- Embedding inclusive practice and universal design principles across all classrooms and subjects.
- Guaranteeing equitable access, participation, and progress for all learners, especially Students of Determination.
- Fostering a culture of respect, belonging, and psychological safety.
- Strengthening collaboration among staff, families, ADEK, and approved specialists to ensure continuity of support.
- Building staff capacity through sustained professional learning and reflective practice.

Implementation

These aims are realized through:

- Application of the Tiered Model of Support (Universal, Targeted, and Intensive levels).
- Development and review of Documented Learning Plans (DLPs) at least three times yearly.
- Provision of assessment accommodations and assistive technology based on need.
- Maintenance of an accurate Inclusion Register and eSIS records.
- Ensuring accessible facilities and individual safety plans (PEEPs).
- Systematic monitoring and internal audits led by the Head of Inclusion to ensure compliance with ADEK standards.

3.2 Meeting Diverse Needs

At Future Leaders International Private School, we are committed to meeting the diverse needs of all learners through a Tiered Model of Support:

- Tier 1 (Universal): High-quality, inclusive teaching and classroom strategies that benefit all students.
- Tier 2 (Targeted): Small-group or short-term interventions for students requiring additional support.
- Tier 3 (Intensive): Individualized, specialist interventions for students with significant and persistent needs, often in collaboration with external professionals.

To achieve this, we:

- Monitor the academic progress, well-being, and learning opportunities of all students.
- Track progress across academic, social, and emotional domains to inform planning.
- Identify and address barriers to learning and participation at the earliest stage.
- Allocate resources strategically to reflect different levels of need.
- Ensure that vulnerable learners, including those with Additional Learning Needs (ALN), receive appropriate provision.
- Collaborate with ADEK and external agencies for specialist assessments and interventions.
- Maintain a team of qualified and experienced staff to deliver effective inclusive practices.

- Work in partnership with parents/carers to co-develop strategies and solutions.
- Provide continuous professional development to staff to strengthen inclusive practice.

3.3 Potentially Vulnerable Groups

This policy is particularly relevant to students who may experience barriers to learning and participation. In line with the UAE National Unified Classification of Disabilities (2018) and the ADEK Inclusion Policy (2023), the following categories are recognized:

- Intellectual Disability
- Specific Learning Disability
- Emotional and Behavioural Disorder
- Autism Spectrum Disorder
- Speech and Language Disorder
- Physical and Health-related Disabilities
- Visual Impairment
- Hearing Impairment
- Multiple Disabilities

4. Promoting and Supporting Inclusion

4.1 Parents and Carers

At Future Leaders International School (FLIS), the active involvement of parents and carers is considered essential to successful inclusion. Parents are encouraged to share any formally identified barriers to learning to enable early intervention and collaborative planning. Regular communication with class teachers and the Head of Inclusion ensures consistency between school and home. Parents also participate in the development and review of their child's Documented Learning Plan (DLP) and are expected to reinforce agreed strategies at home to strengthen progress and well-being.

4.2 Senior Leadership Team (SLT)

The Principal and Senior Leadership Team play a key role in embedding inclusion across all aspects of school life. Inclusion remains a standing item on leadership agendas and is central to the School Development Plan (SDP). The SLT ensures that adequate staffing and resources are allocated to meet ADEK requirements, oversees policy implementation, and holds all staff accountable for inclusive practices and equitable outcomes.

Inclusive education at FLIS is driven by leadership commitment, inclusive culture, and continuous professional learning that enables staff to meet diverse student needs.

The Governing Board assigns a member to oversee inclusion and guarantees a dedicated budget for specialist staffing, assistive technology, and accessibility improvements.

The Principal ensures inclusion remains a standing item on SLT and Board meeting agendas, sets measurable inclusion targets within the School Development Plan (SDP), and appoints separate coordinators for Gifted & Talented students.

4.3 Head of Inclusion (HoI)

The Head of Inclusion is a member of the SLT and serves as the school's Inclusion Champion. The HoI leads and reviews the Strategic Inclusive Education Improvement Plan, monitors the impact of interventions, and ensures compliance with ADEK standards. This role involves supporting and coaching the Inclusion Team, coordinating with specialists, and maintaining accurate eSIS and Inclusion Register records. The HoI dedicates a portion of time to direct student support and organizes ongoing professional development for staff.

The Head of Inclusion (HoI) is a member of the SLT and has no more than 10% of their timetable allocated to non-inclusion teaching duties. Where qualification gaps exist, the HoI completes at least 60 hours of relevant inclusion coursework within one year of appointment.

4.6 Inclusion Teachers

Inclusion Teachers collaborate with classroom staff and parents to develop and implement effective DLPs. They provide targeted interventions, assist in differentiated lesson planning, and monitor student progress. Inclusion Teachers also contribute to the school's ALN and G&T registers and promote collaborative problem-solving between teams to ensure every learner's needs are met.

Each Inclusion Teacher supports one educational cycle and teaches no more than 10% outside the inclusion role. Where no specialist qualification exists, Inclusion Teachers complete 40 hours of inclusion-related coursework within one year of appointment.

4.7 Student Support Team (SST)

Led by the pricipal, the SST includes the HOI, the school counsellor, nurse, and other support staff. The team coordinates referrals, monitors progress, and ensures compliance with ADEK requirements. It provides advice, training, and interventions that address academic, social, emotional, and behavioural needs and contributes to the school's Inclusive Education Improvement Plan.

4.8 Class Teachers and Subject Specialists

Teachers are central to inclusive education. They are responsible for differentiating lessons, tracking students' academic and emotional development, and maintaining positive relationships that foster a sense of belonging. Teachers collaborate with the SST in designing DLPs and communicate regularly with parents to review progress and ensure consistent support.

4.9 Support Staff

Support staff play a vital role in assisting students with additional learning needs under the direction of the class teacher and Inclusion Team.

- **Inclusion Assistants (IAs)** support students requiring intensive one-to-one or small-group assistance to promote independence, communication, and social-emotional development.

All support staff are strategically deployed by the SLT to maximize their impact on learning outcomes.

- **Individual Assistant:** An Individual Assistant (IA) provides one-to-one support for a specific student who requires intensive behavioural, academic, or medical assistance. The IA works under the supervision of the class teacher and the Head of Inclusion to ensure safety, engagement, and consistent access to learning within the least restrictive environment. This role is parent-funded and requires written parental consent and prior approval from the school.

All Inclusion and Support staff must comply with school safeguarding protocols and report any concern regarding student well-being to the Designated Safeguarding Lead.

4.10- School Counsellor and Nurse

The School Counsellor and Nurse contribute to inclusion through health and well-being support. The counsellor monitors the emotional welfare of students, delivers social and behavioral interventions, and fosters positive peer relationships. The nurse maintains student health records, ensures medical accommodations, and communicates with staff and families about any conditions affecting learning or safety.

Personalizing the Curriculum

5.1 Curriculum Accessibility and Adaptation

At Future Leaders International School (FLIS), teachers personalize learning experiences to ensure that every student can access and engage with the curriculum meaningfully. The curriculum is adapted using the principles of Universal Design for Learning (UDL) — offering multiple means of engagement, representation, and expression. Teachers plan lessons that account for varied learning profiles, interests, and readiness levels, ensuring that tasks are challenging yet achievable for all learners.

When a modified curriculum pathway is applied, parents are informed in writing of any impact on equivalency and provide written acknowledgment. Each modified pathway is recorded on eSIS and reviewed termly for continued suitability.

5.2 Differentiation and Instructional Design

Teachers employ a range of differentiation strategies, including flexible grouping, tiered activities, visual

supports, and scaffolded instruction. Planning incorporates formative assessment results, Individual Learning Plans (ILPs), and students documented goals to inform lesson delivery and support strategies.

5.3 Curriculum Modification and Enrichment

Where necessary, modifications are made to learning outcomes without compromising the rigor of the curriculum. For gifted students, enrichment opportunities and Advanced Learning Plans (ALPs) ensure continued challenge and progress. For students of determination, modified goals are established collaboratively by the Inclusion Team, classroom teachers, and parents.

5.4 Integration of Assistive Technology

Assistive technology (AT) is integrated to remove learning barriers and promote independence. Examples include text-to-speech, audiobooks, speech recognition tools, visual organizers, and adaptive keyboards. All AT use aligns with ADEK's *Assistive Technology in Education Guidelines.*

5.5 Monitoring and Evaluation of Curriculum Access

Curriculum implementation is reviewed through lesson observations, work samples, and student progress data. Adjustments are made as needed to ensure that learning remains inclusive, adaptive, and outcome focused.

5.6 Assessment Accommodations Policy

Eligibility and approval procedures are based on each student's documented learning plan and normal classroom practices.

All external assessment accommodations follow ADEK and examination board regulations, coordinated by the Head of Inclusion.

6. Admissions and Transition Support

6.1 Inclusive Admissions Statement

FLIS maintains an open and non-discriminatory admissions policy aligned with ADEK's Inclusion Policy (2023) and Federal Law No. 29 (2006). The school welcomes applications from all students, including Students of Determination (SoD) and those with Additional Learning Needs (ALN), ensuring equal access to high-quality education in the least restrictive environment.

Admission decisions are based on the student's best educational interests and the school's capacity to provide appropriate support within its inclusive framework. No student shall be denied admission based on disability, learning difference, or additional need.

FLIS prioritizes admission for students with Additional Learning Needs (ALN) and their siblings. All admissions assessments include appropriate accommodations and are used only to plan provision, not to deny access.

6.2 Admission Procedures

• Parents or guardians are required to disclose relevant educational, medical, or psychological reports at the time of application to ensure proper planning of support.

• The Student Support Team (SST) conducts initial observations, screenings, or interviews if additional information is needed.

• Where a potential barrier to learning is identified, the SST may request further assessment from an ADEK-approved assessment centre in line with official procedures.

• Placement decisions and individualized support are developed collaboratively between the school, parents, and ADEK to ensure student well-being and safety.

• In cases where external support (e.g., therapist, shadow teacher) is required, the school ensures full compliance with ADEK's *Additional Fees and Specialist Services* regulations.

Inability to Accommodate Notification and Referral to Specialized Provision

Inability to accommodate" applies only where a student's needs cannot be met within the school's standard inclusive provision due to verified health, safety, or resource limitations.

If such a case arises, FLIS will notify ADEK and parents in writing within seven (7) working days, providing documented evidence of the supports explored.

Where specialized provision may be required, FLIS will contact ADEK first to confirm eligibility and next steps before initiating any discussion with parents.

6.3 Transition Support

FLIS is committed to ensuring smooth transitions at all stages of a student's educational journey — *admission, promotion, and graduation.*

Admission Transition:

- A transition meeting is conducted before the student joins, ensuring that classroom teachers, Inclusion staff, and parents understand the student's strengths, needs, and accommodations.
- Early intervention and short-term transition plans are developed to support the student's adaptation to the school environment.

Promotion Transition:

- The ERC and class teachers hold transition meetings between year levels to review each student's progress, accommodations, and next steps.

- DLPs and relevant reports are shared with new teachers to ensure continuity of support and academic success.

Graduation and Exit Transition:

- The SST, counsellor, and Career Guidance Team assist students in planning realistic pathways for higher education, vocational programs, or specialized training.
- Parents are involved in reviewing post-school transition goals to ensure continuity of care and support beyond FLIS.

6.4 ADEK Compliance and Documentation

• The SST maintains accurate admission records for all students requiring additional support.

• All placement and transition decisions are documented in the student's DLP/IEP and shared through ADEK's eSIS platform.

• Retention or withdrawal of any student with ALN occurs only with ADEK's approval and after evidence of exhaustive support measures has been provided.

• The Head of Inclusion ensures all procedures comply with ADEK's *Admissions and In-School Support Guidelines (2023)*

All students enrolled at FLIS, including those with ALN, shall be re-enrolled for the following academic year unless ADEK grants approval for non-reenrolment. FLIS reviews admission and reenrolment procedures annually to ensure full compliance with ADEK's Inclusion Policy.

7. Tiered Model of Support (Including the Standard Inclusive Provision – SIP)

Identification and Referral Process

FLIS applies a **graduated response approach** to identifying and supporting students with barriers to learning, in line with the **ADEK Inclusion Policy Framework (2023)**.

All teachers are responsible for early identification through continuous assessment, observation, and communication with parents. When classroom-based strategies are insufficient, the case is referred to the Inclusion Department using the Teacher Referral Form.

The Inclusion Team reviews the evidence, conducts further screening or observation, and determines the appropriate level of support within the Tiered Model of Support (Universal, Targeted, or Intensive).

At each level, progress is monitored through documented plans (ILP, or IEP), with regular reviews involving teachers, parents, and the Student Support Team (SST).

This systematic process ensures early intervention, equity, and collaboration in providing all students with access to learning in the least restrictive environment (LRE).

Identification of gifted and talented learners follows a multi-criteria approach including teacher nomination, observations, MAP and CAT4 data, work samples, and external reports. Identification is continuous and

evidence-based rather than quota-driven; the proportion of G&T students naturally reflects the school's population data at any given time.

7.1 Tier 1 – Universal Support (Standard Inclusive Provision)

All students at FLIS are entitled to inclusive, high-quality teaching. This includes:

- Differentiated instruction and multiple means of engagement, representation, and expression in line with Universal Design for Learning (UDL) principles.
- Scaffolded learning tasks, visual aids, and peer collaboration.
- Access to assistive technology such as audiobooks, text-to-speech, and graphic-organizer software.
- Positive-behavior strategies, movement breaks, and self-regulation supports.
- Continuous formative assessment and individualized feedback.

This level of support is part of the school's core inclusive service and does not incur additional fees.

7.2 Tier 2 – Targeted Support

Some students may need additional intervention in specific areas (e.g., literacy, numeracy, attention, or emotional regulation). Support may include:

- Small-group instruction or short-term targeted programs.
- Modified homework or reduced task load while maintaining curriculum rigor.
- Classroom accommodations such as readers, scribes, or extended time.
- Collaborative meetings between the Inclusion Team, teachers, and parents to co-design home–school strategies.

Progress is reviewed at least every six weeks, and students may move between tiers depending on their needs.

7.3 Tier 3 – Intensive Support

A smaller number of students require individualized, specialized interventions due to significant or complex needs. This level of provision includes:

- Individual Education Plans (IEPs) or Individual Learning Plans (ILPs) led by the Head of Inclusion.
- One-to-one support from Inclusion Assistants, Care Assistants, or Shadow Teachers.
- Integration of specialist therapies (speech-language, occupational, or behavioral) as recommended.
- Approved examination accommodations (e.g., reader/scribe, extra time) in line with ADEK guidelines.

Where additional individualized support is required beyond SIP, services are arranged under ADEK's Additional Fees Regulations, subject to written parental consent and ADEK approval. Fees must not exceed 50 percent of tuition.

Any additional fees for services beyond the school's Standard Inclusive Provision (SIP) are evidence-based,

itemized, and reviewed termly. Parental agreements are renewed annually or when changes occur. Additional fees shall not exceed 50% of tuition unless ADEK authorizes exceptions for low-fee schools. All IAs are recorded on the eSIS and PASS systems, and the school conducts an annual review of 1:1 support to assess need and impact.

FLIS provides all SIP services free of charge to parents, and no fees are requested for any support included within the school's Standard Inclusive Provision.

7.4 Monitoring and Review

The Head of Inclusion and Inclusion Teachers monitor implementation of the Tiered Model through:

- Lesson observations and learning-walk data.
- Work scrutiny and DLP/IEP reviews.
- Progress-tracking and feedback meetings with teachers and parents.
- Movement between tiers is flexible and based on individual student response to intervention.

Annual internal reviews ensure the model remains consistent with ADEK's evolving inclusion standards.

8. School Facilities and Accessibility

Future Leaders International School (FLIS) is committed to ensuring that the physical, digital, and social learning environments are fully accessible to all students, including Students of Determination and those with Additional Learning Needs. The design and use of facilities across the school reflect the principles of Universal Design for Learning (UDL) and comply with the ADEK Building and Facilities Policy (2023) and the In-School Specialist Services Policy.

8.1 Physical Accessibility

The school campus is designed to accommodate students with diverse physical, sensory, and health-related needs. All key areas, including classrooms, corridors, restrooms, laboratories, and recreational spaces, are equipped with accessible entrances, ramps, elevators, and signage. The Facilities Manager, in coordination with the Senior Leadership Team (SLT) and the Head of Inclusion, conducts regular audits to ensure compliance with safety and accessibility standards.

Where additional adaptations are needed, such as handrails, adjustable desks, or modified furniture, these are implemented based on individualized requirements identified through the Student Support Team (SST). The school ensures that all key facilities align with ADEK's accessibility checklist, including ramps at all entry points, handrails and contrast markings on stairs, symbol-based signage, flashing-light fire alarms, ground-floor accessibility, and appropriately equipped bathrooms.

A pool hoist is available with a trained operator, and evacuation chairs are provided with staff trained in their use. Personal Emergency Evacuation Plans (PEEPs) are reviewed termly and co-signed by the Head of Inclusion and the Health and Safety Officer (HSO).

8.2 Specialist Support Spaces

Dedicated resource rooms and quiet areas are available for therapeutic, behavioral, or academic interventions. These spaces are used for one-to-one or small-group sessions, promoting focused learning and self-regulation. The inclusion department ensures that such rooms are appropriately equipped with assistive technology, sensory materials, and structured learning tools to support individualized intervention programs. In line with the ADEK In-School Specialist Services Policy (2023), FLIS provides appropriate, accessible rooms for the delivery of in-school therapies and specialist interventions such as speech and language therapy, occupational therapy, behavioural therapy, or counselling. These designated spaces ensure privacy, safety, and minimal disruption to core instruction. The Facilities Manager, in collaboration with the Head of Inclusion, ensures that these rooms are adequately equipped with learning and therapeutic resources, assistive technology, and seating arrangements conducive to individualized support.

8.3 Assistive Technology and Digital Access

FLIS integrates assistive and adaptive technologies to enhance accessibility and engagement. Tools such as text-to-speech software, audiobooks, speech-to-text programs, visual organizers, and alternative communication systems are available to students as needed.

The school's ICT Department collaborates with the Inclusion Team to maintain digital inclusivity across platforms, ensuring that online learning materials, assessments, and communication tools remain accessible to all learners.

8.4 Health and Safety Adaptations

The School Nurse and Facilities Manager jointly oversee environmental safety and individualized medical accommodations. This includes provision for safe evacuation procedures, personal emergency evacuation plans (PEEPs), and accessibility in emergency exits and assembly areas. All facilities meet ADEK's health, safety, and wellbeing standards to guarantee that every student can participate in all aspects of school life safely and confidently.

8.5 Monitoring and Continuous Improvement

Accessibility measures are reviewed annually by the SLT and Head of Inclusion to identify areas for improvement and align upgrades with ADEK compliance checklists. Feedback from students, parents, and staff informs the ongoing enhancement of inclusive physical and digital environments.

9. Inclusion Register and ADEK Records

Future Leaders International School (FLIS) maintains a comprehensive Inclusion Register to ensure that the learning, progress, and support of all students with Additional Learning Needs (ALN), Students of

Determination (SoD), and Gifted and Talented (G&T) learners are effectively monitored and documented. The register reflects ADEK's definitions, classification criteria, and reporting requirements in accordance with the Inclusion Policy Framework (2023) and Federal Law No. 29 (2006).

9.1 Purpose and Scope

The Inclusion Register serves as an official record of all students receiving additional support within the school. It documents the type and level of need, provision type, interventions received, progress outcomes, and staff assignments. This ensures transparent tracking, data-informed planning, and compliance with ADEK inspection standards.

9.2 Roles and Responsibilities

The Head of Inclusion (HoI) oversees the management of the Inclusion Register, supported by the Inclusion Teachers and Student Support Team (SST). Teachers are responsible for submitting accurate information regarding identified needs, accommodations, and progress updates.

Parents are notified when their child is added to the register and are invited to participate in review meetings and the development of Documented Learning Plans (DLPs).

9.3 Register Review and Data Updates

The Inclusion Register is reviewed formally three times a year—at the beginning of each term—during the DLP review cycle. Updates are made when:

- A new student is identified as having ALN or is removed based on progress and data review.
- An updated external assessment report is received.
- Modifications to support levels, accommodations, or individualized provisions occur.

The SST ensures that changes are accurately reflected in the ADEK eSIS system and ALN Data System, including:

- Student's national classification and eligibility status
- Present level of performance (academic, behavioral, or functional)
- Learning goals and documented interventions
- Specialist or therapy services provided
- Assessment accommodations and assistive technology in use
- Assigned support staff and intervention frequency

9.4 Confidentiality and Data Protection

All records related to students on the Inclusion Register are treated with the utmost confidentiality. Access is restricted to authorized personnel such as the Principal, Head of Inclusion, relevant teachers, and ADEK

inspectors. Information is stored securely in accordance with UAE Data Protection Guidelines and ADEK School Records Management Policy.

FLIS ensures secure handling of all ALN records in accordance with the ADEK School Records Policy. Student files are reviewed each term for accuracy, with verified updates reflected on eSIS. Access is strictly limited to authorized personnel.

9.5 Monitoring and Reporting

Regular internal audits of the register are conducted by the Head of Inclusion and the SLT to ensure consistency, accuracy, and alignment with ADEK standards. Termly reports are prepared for the Principal and Governing Board to evaluate the overall effectiveness of inclusion services, resource allocation, and student progress.

10. Working in Partnership

Future Leaders International School (FLIS) recognizes that inclusion is most effective when collaboration is embedded across all levels of the educational community. The school works in partnership with parents, external specialists, and ADEK-approved service providers to ensure that all students—particularly those with Additional Learning Needs (ALN) and Students of Determination (SoD)—receive consistent, evidence-based, and coordinated support.

10.1 Partnership with Parents and Carers

Parents are essential partners in the success of each child's learning journey. FLIS ensures open, respectful, and ongoing communication with families to promote shared decision-making and trust.

The school commits to:

- Involving parents in the early identification, referral, and intervention planning process.
- Holding regular meetings to develop, review, and monitor Documented Learning Plans (DLPs) and progress outcomes.
- Providing families with clear guidance on accommodations, modifications, and home-based reinforcement strategies.
- Organizing parent workshops to build awareness of inclusive practices, assistive technology, and behavioral support strategies.

Parents, in turn, are expected to maintain transparency regarding their child's medical, educational, or psychological history and to collaborate with the school in implementing support strategies consistently between home and school.

10.2 Collaboration with External Specialists

FLIS collaborates with ADEK-approved external specialists—such as speech and language therapists, occupational therapists, psychologists, and behavioral consultants—when additional expertise or assessment is required. Referrals are initiated by the Head of Inclusion in coordination with the Student Support Team (SST) and the Principal to ensure services are ethical and aligned with student needs.
Reports and recommendations from external specialists are integrated into the student's Documented Learning Plan (DLP) or Individual Education Plan (IEP) and reviewed collaboratively with parents and teachers.
Where therapy sessions occur on campus, procedures in Section 10.2a In-School Specialist Services (ISS) apply.

10.2a In-School Specialist Services (ISS)

FLIS facilitates the delivery of licensed in-school specialist services in compliance with the ADEK *In-School Specialist Services Policy (2023)*. Services such as speech and language therapy (SALT), occupational therapy (OT), behavior therapy, or psychological support may be provided on campus by ADEK-approved professionals. Written parental consent is required before initiation, and all specialists must submit valid professional licenses, ID copies, and safeguarding declarations to the school. The Head of Inclusion coordinates scheduling, ensures alignment between therapy goals and each student's Documented Learning Plan (DLP) or Individual Education Plan (IEP), and monitors progress. Sessions are conducted in designated therapy rooms during agreed times to avoid disruption to core learning. Specialists maintain session notes and share termly progress reports with parents and the Head of Inclusion.

Any administrative or coordination charge related to in-school specialist services complies with ADEK's In-School Specialist Services Policy, ensuring transparency and that any optional service fee does not exceed 10 % of the service cost. All documentation and progress reports are securely stored following UAE data protection requirements.

10.3 Partnership with ADEK and Other Agencies

FLIS maintains transparent communication with the Abu Dhabi Department of Education and Knowledge (ADEK) and other relevant agencies to ensure compliance with regulations and to access additional guidance or resources. This includes:

- Adhering to ADEK's reporting protocols for ALN identification, assessment, and additional fees approvals.
- Cooperating fully with ADEK inspections and data verification processes.

- Referring students to specialized provisions or centers when deemed appropriate and only after ADEK's written approval.
- Contributing to the wider educational community by sharing effective inclusive practices and participating in ADEK-led inclusion initiatives or networks.

10.4 Monitoring of Partnership Effectiveness

The effectiveness of partnerships is reviewed annually through stakeholder surveys, parent feedback, and inclusion team evaluations. Results are analysed by the Head of Inclusion and presented to the Senior Leadership Team (SLT) for improvement planning within the School Development Plan (SDP).
Strong and transparent collaboration between families, professionals, and regulatory bodies ensures that every student at FLIS benefits from a holistic, coordinated, and inclusive support system.

11. Staff Development, Training, and Capacity Building

FLIS is committed to continuous professional development to strengthen inclusive education practices across the school.

- All staff receive regular training on Universal Design for Learning (UDL), differentiation, assessment accommodations, behaviour management, and ADEK Inclusion Policy requirements.
- Training is delivered through whole-school workshops, Professional Learning Communities (PLCs), and specialised sessions led by the Head of Inclusion or external ADEK-approved trainers.
- Coaching and mentoring are provided through classroom observations and reflection meetings to ensure effective implementation of inclusive strategies.
- The impact of training is evaluated through staff feedback, student progress data, and termly reviews integrated into the School Development Plan (SDP).
- Parent workshops are held each term to enhance understanding of inclusion, promote home–school collaboration, and share strategies that support students' academic and emotional development.

This ongoing professional learning ensures that all members of the school community are equipped to create inclusive, equitable, and high-quality learning environments aligned with ADEK standards.

12. Monitoring, Evaluation, and Continuous Improvement

12.1 Purpose

To ensure that inclusion practices at Future Leaders International School (FLIS) are effectively implemented, evaluated, and continuously improved in line with ADEK's Inclusion Policy Framework (2023).

12.2 Monitoring Implementation

- The Head of Inclusion (HoI) and Student Support Team (SST) monitor inclusion across classrooms through lesson observations, work scrutiny, and student progress tracking.

- Termly reviews are conducted to evaluate the effectiveness of interventions, accommodations, and differentiated teaching strategies.
- Data from these reviews inform staff training needs and resource allocation.
- Monitoring also includes termly review of all in-school specialist services to ensure compliance with ADEK licensing, service quality, and safeguarding requirements.

13. References and Compliance Statement

13.1 References

This Inclusion Policy is informed by and aligned with the following key UAE and international legislative and policy frameworks:

- Abu Dhabi Department of Education and Knowledge (ADEK). (2023). *Inclusion Policy Framework.* Abu Dhabi: ADEK.
- Abu Dhabi Department of Education and Knowledge (ADEK). (2023). *In-School Specialist Services Policy.* Abu Dhabi: ADEK
- United Arab Emirates. (2006). *Federal Law No. 29 Concerning the Rights of People of Determination.* Abu Dhabi: UAE Government.
- United Arab Emirates. (2009). *Cabinet Resolution No. 43 on the Rights of People of Determination.* Abu Dhabi: UAE Government.
- Ministry of Education UAE. (2010). *School for All: General Rules for the Provision of Special Education Programs and Services.* Dubai: Ministry of Education.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD).* New York: United Nations.
- UAE National Unified Classification of Disabilities. (2018). *Ministry of Community Development*

13.2 Compliance Statement

Future Leaders International School (FLIS) affirms its full commitment to the principles and requirements set forth in the ADEK Inclusion Policy (2023) and Federal Law No. 29 (2006).

The school ensures that:

- All students, including Students of Determination and those with Additional Learning Needs (ALN), have equitable access to high-quality education in the least restrictive environment (LRE).
- No student is denied admission or participation in school life based on disability or learning difference.
- All teaching, assessment, and intervention practices reflect ADEK's standards for inclusive education, universal design, and equity.
- The Head of Inclusion, Senior Leadership Team (SLT), and Governing Board are jointly accountable for ensuring ongoing compliance through policy implementation, monitoring, and review.

This policy will be reviewed annually and updated as required to maintain alignment with ADEK regulations, UAE federal law, and best international practices in inclusive education.

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