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RAHA INTERNATIONAL SCHOOL KHALIFA CITY CAMPUS

POLICIES

Policy title	Inclusion Policy
Policy number	KCC_POL_INC_01
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Approving Committee	Name
Principal	Peter Taylor

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1. Purpose

The purpose of the Inclusion Policy at Raha International School KCC is to outline the structures, processes, and support systems in place to ensure that all students are able to access, participate in, and thrive within the school's learning programmes. The policy is grounded in the commitment to identifying and removing barriers to learning, ensuring that every unique learner has the opportunity to achieve their full potential in a supportive and inclusive environment.

It defines the levels of support available across the PYP, MYP, and DP, and clarifies the rights and responsibilities of students, parents, and staff. This policy is underpinned by the principles outlined in the ADEK Inclusion Policy (2023), which will be fully implemented by September 2025; the UAE Federal Law No. 29 of 2006 concerning the rights of People of Determination with Special Educational Needs, and the IB Access and Inclusion Policy.

2. Scope

We believe that all members of our community are responsible for being aware and proactive in preventing barriers from forming or remaining. Teachers will nurture the whole child, and every child, and in line with our learning and teaching policy, to "meet them where they are at" in terms of differentiated learning and curriculum.

This policy has been created by the Head of Inclusion and will be regularly reviewed by the Head of Inclusion.

This policy is additionally directly relevant to:

- Head of Inclusion (Whole School)
- PYP Inclusion Lead
- ELL & HA&T Lead (Whole School)
- Secondary Inclusion Lead
- Heads of School – EY, Primary, Secondary
- Inclusion Teachers
- Teachers
- Social Emotional Counsellors
- Careers and University Guidance Counsellors
- Students

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- Parents

3. Definition of Terms

- **Accommodations or Modifications to Teaching** - Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.
- **Accommodations or Modifications to Assessments** - Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
- **Adaptive Teaching** - An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
- **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. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or Higher Ability and Talented).
- **Classroom Accommodation Plan**- A plan which outlines any personalized learning strategies to be implemented within the classroom setting by the classroom teacher in order to remove barriers to learning.
- **Individual Education Plan** - A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plan (IEP), Behaviour Support Plan (BSP), Social Emotional Learning Plan (SELP). This may be to address any specific identified academic, behavioural, language, or social and emotional need.
- **Inclusion Teachers-** A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs/ELL/Higher Ability and Talented.

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- **Inclusion Assistants** - Schools shall appoint Inclusion Assistants to provide additional support for students with additional learning needs.
- **Individual Assistant (IndA)**- Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety- related, behavioural, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.
- **Pull-out intervention** - Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.
- **Push-in intervention** - Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
- **Modified curriculum** - Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.
- **Universal Design**- A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
- **Universal Design for Learning** - An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

4. Our Philosophy

The school recognizes that all students have the right to equitable access to education in a nurturing, supportive, and inclusive environment. Teaching and learning are adapted through differentiated instruction, scaffolded support, accommodations, and modifications where necessary to meet diverse learning needs. The school fosters a collaborative culture where staff work closely with students, parents, and external professionals to design educational experiences that enable all students to thrive academically, socially, and emotionally.

The school is committed to ensuring that its physical environment is accessible to all students. Universal Design principles are applied to school facilities wherever possible to

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minimize barriers. Adaptations include the provision of ramps, accessible toilets, elevators, appropriate signage, and emergency evacuation plans (PEEPs) for students requiring additional support.

The school is also committed to ensuring equitable digital access for all learners. Assistive technologies are used, where appropriate, to support students with additional learning needs in accessing digital content, learning platforms, and educational technologies. Digital accessibility is a key part of the school's inclusion framework and supports the goal of removing barriers to learning, aligned with the ADEK Digital Policy.

5. Categories of Needs supported by the Inclusion Team

The Inclusion Team at Raha International School KCC provides targeted support to students who require additional assistance to access the curriculum and achieve their full potential. Students supported by the Inclusion Team are identified in the following categories:

- **Additional Learning Needs (ALN)**

  In line with ADEK's inclusive education framework and as understood and applied at Raha International School, Additional Learning Needs (ALN) refers to the individual requirements of any student who may need additional support, modifications or accommodations, either temporarily or on an ongoing basis, to access the curriculum, participate meaningfully in learning and function successfully within the school environment.

  This includes Students of Determination, students with Special Educational Needs (SEN), students experiencing Additional Barriers to Learning (ABL), English Language Learners (ELL), Higher Ability and Talented (HA&T) students, and twice-exceptional learners. Additional needs may arise from a range of factors, including learning differences, language proficiency, cognitive abilities, physical or sensory needs, social-emotional needs, or other circumstances that may affect a student's access to learning and participation.

  At Raha, Additional Learning Needs is an overarching term that recognises that students do not need to have a formal diagnosis or identified disability to require additional support. It encompasses any student who may need adjustments, targeted provision or additional challenge to ensure equitable access to the curriculum and full participation in school life.

- **Additional Barriers to Learning (ABL)**

  At our, we use the term Additional Barriers to Learning (ABL) to describe students

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who require additional support or accommodations to address their learning needs or access the curriculum, regardless of whether they have a formal diagnosis. This recognises that students may experience barriers to learning for a variety of reasons and that support should be determined by their individual needs rather than the presence of a diagnosis.

- **English as an Additional Language (EAL)**

  At our school, EAL refers to students whose first language is not English and who may be multilingual learners, using two or more languages in their daily lives. These students are acquiring English alongside their home or heritage language(s) and can access the curriculum independently, without requiring targeted support from the Inclusion Team.

- **English Language Learners (ELL)**

  English Language Learners (ELL) are EAL Learners who require additional support to develop the language proficiency necessary to fully access the curriculum. Support is provided through the school's ELL framework, focusing on developing academic language skills alongside social and emotional integration.

- **Higher Ability and Talented (HA&T)**

  Higher Ability and Talented students are those who demonstrate outstanding ability or potential in one or more areas compared to their peers. Identification is based on standardised testing, teacher nominations, and demonstrated performance. Provision includes differentiated instruction, extension activities, and opportunities to develop intellectual, creative, technical, psychomotor, and leadership abilities. Please see the Higher Ability and Talented (HA&T) Policy for further information.

- **Socio-Emotional Learners (SEL)**

  Socio-Emotional Learners are students who demonstrate persistent difficulties in social interaction, emotional regulation, or behaviour that significantly impact their ability to engage with learning, participate in school life, or form positive relationships. These challenges require targeted support or intervention to ensure the student can access the curriculum, develop resilience, and thrive within the school environment.

6. Admissions

At Raha International School KCC, we are committed to the equitable admission of all students, including those with Additional Barriers to Learning, English Language Learners and Higher Ability and Talented (HA&T) students, ensuring that every learner has access

to an inclusive, supportive educational environment. Our admissions process aligns with the ADEK Inclusion Policy (2023) and reflects the principles outlined in Federal Law No. 29 of 2006 concerning the rights of People of Determination.

In line with these frameworks, we ensure that:

- No student with additional learning needs is denied admission solely due to their learning differences or disabilities, provided the school can reasonably accommodate their needs in the appropriate grade level.
- Priority admission is given to students with additional learning needs and their siblings to ensure family unity within a supportive environment.
- Admissions assessments, if conducted, are used solely to determine the level of support required, not to restrict access. Where necessary, accommodations such as assistive technology or modified formats will be provided on a case-by-case basis.

To ensure that we have all the information we need to provide the best possible start to school we ask that parents:

- Submit all relevant clinical and educational reports, such as those from psychologists, therapists, or medical professionals, to support the planning of appropriate educational provisions.
- Ensure full disclosure of any known additional learning needs at the time of application, as failure to disclose this information may affect the school's ability to provide necessary accommodations.
- Upon enrollment, the Inclusion Team will collaborate with parents to develop an Individual Education Plan (IEP) or other appropriate support plans within the first few weeks of school. These plans outline accommodations, learning goals, and the resources required for the student's success.

Transition arrangements are provided for students entering school for the first time, those transferring from specialized provisions, homeschooling, or other educational settings, as well as students who may require a tailored process to support their successful integration into the school environment. Transition plans typically include orientation sessions, meetings with the Inclusion Team or classroom teacher in advance, and a gradual introduction to the school community to facilitate a confident and well-supported adjustment.

If, during the admissions process, the school identifies that it cannot reasonably accommodate a student's needs despite appropriate efforts, an "Inability to

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Accommodate" notification will be submitted to ADEK and communicated to parents within seven days of the decision, in line with ADEK Policy 44 (Student Admission, Registration, and Distribution).

In accordance with ADEK regulations, any student receiving additional learning needs services must be registered on the ESIS system to ensure accurate tracking, reporting, and provision planning.

7. The Inclusion Process

At Raha International School KCC, we follow a structured and student-centered graduated response model to ensure the early identification, planning and provision of support for students who may require additional assistance to access the curriculum.

The process is centered around the student and their family, who play an integral role in every stage. The Inclusion Team, in collaboration with classroom teachers and other relevant staff, lead this process with a strong emphasis on partnership, transparency, and regular review.

The KCC Inclusion Process follows the below stages:

- **Refer**: The students are observed closely by the classroom teacher to identify any emerging concerns. If concerns persist, the teacher initiates a referral to the Inclusion Team, providing evidence and observations.
- **Assess**: The Inclusion Team gathers further information, conducts observations, completes assessment screeners and reviews existing data to build a complete understanding of the student's needs.
- **Plan, Do and Review**: An appropriate support plan is developed (such as a Student Success Plan, Individual Education Plan, Socio-Emotional Learning Plan, Behaviour Support Plan, or Individual ELL Plan). The plan is implemented and monitored for effectiveness.
- **Amend or End**: Based on review outcomes, the plan may be amended for further support, escalated to a higher tier if necessary, or closed if sufficient progress has been achieved and the student returns to monitoring.

This cyclical process ensures that interventions are responsive, targeted, and reviewed regularly to adapt to the student's evolving needs.

8. The Referral Process

When a student is identified as requiring additional support to remove barriers to learning, it is their right to receive that support and the responsibility of the entire school community

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to ensure it is provided. The school works together to ensure that information is gathered to best meet the needs of the students. Parents are notified before the referral is made and contribute to this information gathering. This referral process ensures a consistent and transparent approach to identifying student needs and implementing appropriate interventions.

In the Primary Years Programme (PYP), classroom teachers who have concerns about a student's learning needs complete a referral by filling out the designated PYP Inclusion Referral Typeform.

In the Secondary School, Heads of Department (HODs) initiate the referral process for academic concerns by gathering information on the student's academic progress and learning needs from relevant subject teachers. For social-emotional concerns**,** the referral process is initiated by the Grade Level Leads (GLLs). Where the information gathered indicates that additional support may be required, the relevant HOD or GLL informs the parents and submits a referral through the Secondary Inclusion Referral Typeform.

Following the referral, a member of the Inclusion Team will:

- Conduct classroom observations
- Gather and review all relevant information
- Complete appropriate assessment screeners if deemed necessary
- Meet with teachers and parents (if necessary) to discuss findings and agree on the next steps for supporting the student.

9. Assessment of Needs

Once the referral process is complete and the Inclusion Team has gathered all relevant information to develop a holistic understanding of the student—including academic, social-emotional, and language needs—a decision is made regarding the level of support required. At KCC, we follow a multi-tiered system of support to ensure that all students, including those with Additional Barrier to Learning (ABL), English Language Learners (ELL), and those with Social-Emotional Learning (SEL) needs, receive targeted and appropriate intervention. Based on this framework, the student is placed within the relevant tier of support and a tailored learning plan is developed to meet their individual needs and promote their success within the school environment.

- **Tier 1 – Universal Support (Provision is led by the classroom teacher)** Students receiving Tier 1 support are those who require additional differentiation, accommodations, or classroom-based strategies to overcome barriers to learning. These students may or may not have a medical or psychological diagnosis.

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The Inclusion Team supports teachers by providing recommended strategies and accommodations, and by assisting with implementation. Students at Tier 1 will have a Student Success Plan for ABL and SEL learners, and an ELL Student Success Plan for students on the ELL register, which outlines the accommodations and teaching strategies necessary to support their access to the curriculum.

- **Tier 2 – Targeted Intervention (Provision is led by the Inclusion Team alongside the classroom teacher)**

  Students identified at Tier 2 require targeted support, either in small groups or through individual intervention. Support may include push-in classroom support or pull-out intervention sessions conducted by the Inclusion Team. These students may or may not have a formal diagnosis if they are ABL. Each student at Tier 2 will have an Individual Education Plan (IEP) for ABL students**,** a Socio-Emotional Learning Plan (SELP) if they present only with socio-emotional needs and an Individual ELL Plan if they are on the ELL register which details:

  - Specific accommodations and strategies required,
  - SMART learning goals focused on overcoming learning barriers,
  - Regular monitoring and review of progress.

- **Tier 3 – Individualised Support**

  Tier 3 support is intended for students with more complex and intensive needs, including those with ABL, SEL, or who are ELL Band A (New to English).

  For students with Additional Barriers to Learning (ABL) and social-emotional learning (SEL) needs, Tier 3 support is typically provided through a parent-funded Individual Assistant (IndA). A student is generally considered to require an Individual Assistant when they need individualised support for more than 50% of the school day. These students may or may not have a formal external diagnosis but require a high level of personalised support to manage self-care, behavioural or social-emotional needs, ensure safety and effectively navigate the school environment. Individual Assistants work under the guidance of the Inclusion Team and receive regular coaching to ensure that support is consistent, purposeful and aligned with the student's individual developmental and learning goals.

  Students whose primary needs are academic may also be identified as requiring Tier 3 support where intensive, individualised one-to-one intervention is necessary to access learning and make progress towards their individual learning goals. In these cases, support may be provided by a school-based Inclusion Assistant. The frequency, duration and intensity of this support are determined by the student's

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assessed level of need, identified learning priorities and the Inclusion Department's available staffing capacity. Support allocations are reviewed regularly to ensure that provision remains responsive to students' needs and is delivered effectively within the school's established support structures.

All students receiving Tier 3 support will have an IEP or a SELP that includes:

- Personalised accommodations and intervention strategies,
- SMART goals tailored to the student's specific needs,
- Ongoing review and adjustment based on observed progress and data.

Students identified as ELL Band A (New to English) may also require more intensive language development support. This is provided through increased frequency of push-in sessions or targeted pull-out interventions facilitated by the Inclusion Team. These students will have an Individual ELL Plan outlining:

- Specific accommodations and strategies for English language development,
- SMART goals focused on language acquisition,
- Regular review cycles to monitor progress and inform next steps.

10. Modified Curriculum

Students with Additional Barriers to Learning (ABL) have access to a broad and balanced curriculum wherever possible, with necessary adaptations made to ensure meaningful participation in all aspects of school life, including extracurricular activities.

In the Secondary School, students may follow modified curriculum pathways aligned with their individual learning needs, abilities and future educational goals. Within the International Baccalaureate (IB), these may include the Career-related Programme (CP), the Diploma Programme (DP) or alternative DP pathways, including DP Courses recognised with Ministry of Education (MOE) equivalency (subject dependent), or a reduced course load that does not meet MOE high school equivalency requirements.

Where a modified curriculum pathway does not fulfil MOE equivalency requirements, parents are informed of the implications, and a formal acknowledgement letter is signed to confirm their understanding.

All students following a modified curriculum have this status recorded on the eSIS system, in compliance with ADEK requirements.

The school ensures that modified curriculum pathways provide meaningful and appropriately challenging learning opportunities aligned with students' individual needs,

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strengths and aspirations, while supporting their progression towards further education, training or employment.

11. Plan, Do and Review

Once it has been determined what support or combination of support a student requires (academic, behavioural, social-emotional, or related to language acquisition) a learning plan will be developed to meet their individual needs. This personalised plan serves as the foundation for implementing targeted interventions and monitoring progress through a structured review process.

Learning Plans

Learning plans are developed to ensure that students requiring additional support receive personalised, structured guidance tailored to their specific needs. These plans are created collaboratively by the Inclusion Team, classroom teachers, and families, and are reviewed regularly to assess progress and adapt the support accordingly. Learning plans will also include any digital accommodations or assistive technologies required by the student to access learning, aligned to the ADEK Digital Policy and the school's 5-year digital strategy.

The school utilises a range of learning plans, including Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), Social Emotional Learning Plans (SELP) and Individual ELL Plans, depending on the nature of the student's needs. Please refer to the appendices for further details on each type of plan.

12. Types of Support

Support for students with ALN is personalised to match the individual needs of each learner. In the same way that it would be inappropriate to teach every child in the same way, it is inappropriate to support every child in the same way. Provision is determined on a case-by-case basis and is generally grouped into a tiered approach. Support may include the following:

- **Pull-Out Support**

  Pull-out sessions are scheduled for students who require focused individual or small-group intervention to access the curriculum, consolidate concepts taught in mainstream classes, address specific challenges, or bridge gaps in essential skills and learning. Sessions may target academic reinforcement, skills development, or personalised interventions based on student needs. In Early Years and Primary, students may also receive pull-out support from Inclusion Assistants under the guidance of the Inclusion Teacher, depending on the needs of the individual child.

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- **Push-In Support**

  Push-in support is provided within the mainstream classroom environment by both Inclusion Teachers and Inclusion Assistants. Inclusion Teachers collaborate with classroom staff to provide additional guidance for students who may benefit from support to access the curriculum. In Secondary, each core subject and language group is also assigned a dedicated Inclusion Assistant who works closely with teachers to plan and deliver targeted support.

Both Inclusion Teachers and Inclusion Assistants are expected to engage in collaborative planning with classroom teachers, identify specific students, tasks, or parts of lessons requiring support, and provide assistance either within the classroom or in adjacent learning spaces based on student needs. This approach ensures that students receive appropriate scaffolding while remaining fully integrated in the mainstream learning environment.

For students that present with Socio-Emotional Difficulties there are the following supports:

- **Short-Term Support**

  Short-term counselling is provided to students experiencing events such as bereavement, parental separation, or transition to a new school. Goals for sessions are established at the outset. Students may receive 30–40 minute sessions weekly or fortnightly over a defined period. These supports do not require the development of a formal Learning Plan.

- **Long-Term Support**

  Students requiring sustained socio-emotional support are referred through the Inclusion Referral Process. Those identified as needing long-term counselling are placed on a Socio-Emotional Learning Plan, with the school counsellor serving as the case manager. Where academic needs are also present, the student will instead have an Individual Education Plan (IEP), coordinated by an Inclusion Teacher as the case manager, which also incorporates socio-emotional goals as part of the overall support framework.

Parents are informed when counselling services are initiated, and regular communication is maintained throughout the support period—unless safeguarding concerns necessitate confidentiality in line with child protection protocols. Counsellors provide individual or small-group sessions during the school day, typically lasting 30 minutes and scheduled weekly, fortnightly, or as needed.

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13. External Referrals

When a student exhibits ongoing challenges requiring external expertise—such as psycho-educational assessments, physiotherapy, occupational therapy, speech therapy, or mental health counselling—the school may recommend that parents seek support from licensed professionals. This occurs when the necessary assistance falls outside the scope of the school's Inclusion Team.

While the school offers access to a range of in-school therapies, services such as physiotherapy and psychological assessments are typically conducted at external medical centers. The school may recommend qualified providers; however, selection and engagement remain the responsibility of the parent(s), who are not obligated to use in-school services and may choose alternative providers at their discretion. The school supports families through the process but does not assume responsibility for the services rendered by external professionals.

14. In-School Specialist Services

The school provides on-site therapeutic support for students with additional learning, behavioural, emotional, or developmental needs through ADEK-registered centers and specialists licensed by DoH or MoCD. Referrals are initiated via collaboration between teachers, the Inclusion Team, and parents.

Each student receiving in-school services has an Individual Therapy Plan (ITP) developed by the therapist, outlining goals and interventions, and shared with relevant stakeholders. Sessions take place in designated safe spaces, and all specialists must adhere to the school's Child Protection Policy and confidentiality requirements.

Progress is reviewed regularly and communicated to parents and teachers. The school maintains formal agreements with external centers, with all services logged in ADEK's In-School Specialist Services system. Parents are responsible for direct payment to the center or school.

For further information, parents are referred to the school's full In-School Services Policy document, which outlines the referral process, service agreements, payment structures, safeguarding measures, and monitoring procedures in greater detail. Please see the In School Specialist Services Policy for more information.

15. Meetings and Reviews

Each plan is tailored to the student's strengths, areas of need, and learning goals, ensuring that the necessary strategies, accommodations, and extensions are consistently

implemented across all learning environments.

The progress of students supported by learning plans is monitored regularly to ensure that interventions and accommodations remain effective and responsive to the student's evolving needs.

- **Student Success Plan (SSP) Review Meetings**
  - Student Success Plans are reviewed annually. At the end of each academic year, the classroom teacher, inclusion teacher, and parents meet to review the student's progress against the accommodations and strategies outlined in the plan. Progress data is collected throughout the year to inform the review, and any necessary adjustments to support for the following academic year are discussed and documented.
- **Individual Education Plan (IEP), Socio-Emotional Learning Plans (SELP) and Individual ELL Plans (IELLP) Review Meetings**
  - The above-mentioned plans are formally reviewed at least three times per academic year (once a term) to ensure that SMART targets and accommodations remain appropriate and effective. Review meetings involve the full team around the student and may include the inclusion teacher, classroom teacher or Grade Level Leads (GLL), parents, school counsellor, and, where appropriate, external specialists who work with the student.

At the end of the academic year, an Annual Review meeting is held to assess the student's overall progress, evaluate the success of the interventions, and plan next steps for the following year. Progress data is gathered throughout the year to ensure that reviews are evidence-based and accurately reflect the student's learning journey. It is recommended by ADEK that any external providers working with the student attend at least this meeting to support a coordinated and informed planning process; however, their participation is at the discretion of the parent.

16. Assessment Accommodation and Exam Arrangements

Students with additional learning needs, multilingual learners (where permitted), and those supported by the Inclusion Team may require assessment accommodations to access exams equitably. These accommodations align with the ADEK Inclusion Policy, ADEK Digital Policy, IB Access and Inclusion Policy, and external examination board requirements.

Accommodations must reflect the student's usual way of working and be embedded throughout teaching and learning, not introduced solely for examinations. Requests must

be supported by documented evidence, such as psychological, psycho-educational, or medical reports, or educational records, and are required for both internal and external applications. Parental consent is mandatory for external access arrangements, with IB applications due at least six months before the exam session (15 November for May, 15 May for November sessions).

The Inclusion Team, led by the Head of Inclusion, coordinates applications, collects evidence, and maintains secure, confidential records of all accommodations, whether approved or not.

Accommodations aim to remove barriers without providing unfair advantage and may include extra time, readers, scribes, assistive technology, separate venues, or modified formats, tailored to individual needs. The school ensures assistive technology is available and functioning, and all staff administering assessments are briefed while maintaining confidentiality. Through these procedures, the school promotes equitable, fair, and inclusive access to assessments.

Digital accessibility is considered a core part of the school's inclusive assessment procedures, ensuring that students requiring assistive tools are able to access both internal and external assessments in an equitable and supported manner, aligned with the ADEK Digital Policy.

17. Record Keeping

The school maintains clear, accurate, up-to-date, and confidential records for all students requiring support through the Inclusion Team, including students identified with Additional Barriers to Learning Needs (ABL), English Language Learners (ELL), and Socio-Emotional Learners (SEL). Records include all relevant Learning Plans. All confidential medical and psychological reports are stored securely within a confidential folder in each student's file and are accessible only to the classroom teacher and the assigned inclusion teacher.

Records are securely stored digitally and are accessible only to authorised staff members whose roles require access to this information, in full compliance with the Federal Decree Law No. 45 of 2021 concerning the Protection of Personal Data. Parents have the right to access their child's inclusion records upon request.

All students receiving additional learning support services are also registered on ADEK's electronic system (eSIS) to ensure accurate reporting and monitoring. Student progress is formally reviewed at least three times per academic year for students on an Individual Education Plan, Individual ELL Plan and Socio-Emotional Learning Plan with an Annual Review conducted at the end of each academic year for those on Tier 1, Tier 2 and Tier 3.

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Inclusion records are preserved for a minimum of five years after the student leaves the school, with graduation records retained indefinitely. When records are no longer required, they are safely disposed of in accordance with data protection legislation and ADEK policy requirements are safely disposed of in accordance with data protection legislation and ADEK policy requirements.

18. Confidentiality

Confidentiality is fundamental to the counselling relationship. Counsellors maintain confidentiality of session content unless:

- There is a clear or imminent danger to the student or others,
- Safeguarding issues (physical, emotional, verbal, sexual abuse, or neglect) arise,
- Disclosure is required under Child Protection procedures.
- Student counselling records are accessible to Senior Leadership when necessary. Counsellors adhere strictly to the school's Child Protection and confidentiality policies. Information sharing is limited to what is necessary to support learning and safety.

All staff must protect student confidentiality by:

- Avoiding public discussion of sensitive information,
- Ensuring computer screens, printed materials, and devices are secure,
- Confirming who needs to know specific information before sharing.
- If uncertain, staff must consult the Head of Inclusion. Students are encouraged to take an active role in Learning Plan meetings, ensuring their voices are heard regarding their support and progress.

19. Leadership

At KCC, inclusion is a whole school responsibility, championed by the Head of Inclusion. The Head of Inclusion sits a member of the Senior Leadership Teams (SLT) and works collaboratively with the Principal and SLT to lead the design, implementation and continuous review of inclusive practices across all phases of the school.

The Head of Inclusion ensures that all staff are aware of their roles in supporting students of determination, oversees the development and monitoring of individualised support plans and coordinates referrals to licensed specialists. The Head of Inclusion ensures that all members of the Inclusion team and wider school team receive up to date relevant professional development.

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All staff members are held accountable for inclusive education through performance management systems, and regular professional development is provided to build internal capacity. The leadership team regularly reviews inclusion data to evaluate the impact of provision and drive improvements in access, engagement, and achievement for all learners. Please see appendix 2 for detailed roles and responsibilities.

20. Policy Review

This policy is reviewed annually as part of the whole-school policy cycle, ensuring alignment with current ADEK regulations, IB expectations and evolving school needs. The Head of Inclusion, in collaboration with the Senior Leadership Team, gathers feedback from staff, parents, and students of determination to inform revisions. Updates are based on data from provision monitoring, internal audits, stakeholder feedback, and any new regulatory guidance. All changes are approved by the Principal and shared with the school community.

Appendix 1

Roles and Responsibilities

Whole School Community

All teachers, students, staff, parents, leaders, and visitors have the right to:

- A respectful environment where diverse perspectives are valued.
- Celebrate and express their identity, languages, and cultural backgrounds.
- Access to an inclusive curriculum that values prior knowledge and multiple perspectives.
- Learn and develop at an appropriate pace and be assessed fairly.
- Voice concerns respectfully without fear of discrimination or change in status.

Leadership and Governance are responsible for:

- Ensuring decision-making promotes equitable access and does not create unnecessary barriers to learning or participation.
- Monitoring class composition for diverse groupings.
- Holding staff accountable for inclusive practices.
- Allocating sufficient human, physical, and financial resources to support inclusion.

Head of Inclusion is responsible for:

- Coordinating all aspects of educational, behavioural, social, and emotional support

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for students with additional learning needs (ALN).

- Collaborating with teachers on teaching and learning strategies and monitoring student progress.
- Maintaining confidential documentation, Learning Plans (CAPs, IEPs, SEL Plans, etc.), and the inclusion register.
- Developing Personal Emergency Evacuation Plans (PEEPs) and conducting accessibility reviews in collaboration with the Health and Safety Officer.
- Development and upkeep of risk assessments that are deemed necessary for students on the inclusion register.
- Conducting quality assurance reviews of inclusive teaching practices.
- Updating eSIS data and ensuring compliance with ADEK requirements.
- Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Leading parent meetings and coordinating in-school specialist services where required.
- Ensure assistive technologies and digital accommodations are integrated into Learning Plans, aligned to ADEK's Digital and Inclusion policies.

Inclusion Teachers are responsible for:

- Collaborating with school staff to create an inclusive environment.
- Developing and implementing tailored lessons during pull-out and push-in sessions.
- Creating and reviewing Learning Plans in partnership with teachers and parents.
- Supporting differentiation and assessment adaptation strategies put in place by teachers.
- Guiding teachers to ensure access to learning for students with diverse needs.

School Counsellors are responsible for:

- Supporting the social, emotional, and academic needs of students through counselling sessions.
- Collaborating with staff to implement proactive and responsive services.
- Developing socio-emotional supports aligned with students' Learning Plans.
- Providing individual and group counselling, consultation for staff and parents, and mental health awareness initiatives.

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- Referring students to external providers when specialist intervention is needed.

Career and University Guidance Counsellor are responsible for:

- Assisting students with career exploration, academic planning, and post-secondary preparation.
- Conducting workshops, fairs, and career readiness activities.
- Providing individual counselling for career-related guidance and emotional support.
- Collaborating with staff and community partners to promote career development pathways.

Teachers are responsible for:

- Differentiating learning and assessments to ensure access for all students.
- Using data to inform teaching strategies and maintain appropriate challenge levels.
- Creating multi-modal, inclusive learning experiences.
- Promoting respect, intercultural understanding, and valuing students' identities.

Inclusion Assistants (IA) are responsible for:

- Supporting classroom instruction under the direction of teachers.
- Delivering targeted push-in or pull-out interventions.
- Maintaining confidentiality and communicating progress to relevant stakeholders.
- Participating in professional development to enhance support effectiveness.

Individual Assistants (INDA) are responsible for:

- Supporting personal care, mobility, and behaviour needs of assigned students.
- Facilitating access to learning activities and ensuring safety.
- Communicating with parents and school staff about student progress.
- Advocating for student needs in line with Learning Plans.

Students are responsible for:

- Advocating for their own learning needs and using available support strategies.
- Communicating challenges or readiness for increased independence.
- Striving for challenge, new learning, and gradual removal of scaffolding.

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Parents are responsible for:

- Advocating for their child's needs and working collaboratively with the school.
- Communicating openly about previous assessments and diagnoses.
- Supporting external referrals when recommended in the best interests of the student.

Appendix 2

Learning Plans

The school utilises a range of learning plans based on the specific needs of each student. Please see the appendices for further details.

- **Student Success Plans (SSP):** For students requiring additional accommodations and teaching strategies within the mainstream classroom to remove barriers to learning, without the need for targeted intervention.
- **Behaviour Support Plan (BSP):** For students requiring strategies to develop positive behaviours and manage behavioural challenges.
- **Socio-Emotional Learning Plan (SEL Plan):** For students needing targeted support in developing social skills, emotional regulation, and resilience.
- **Individual Education Plan (IEP):** For students requiring academic accommodations, curriculum modifications, and SMART goals aligned to their learning needs.
- **Individual ELL Plan:** For students identified as English Language Learners needing targeted language acquisition strategies to access the curriculum.
- **Combined ELL and Individual Education Plan:** For students who require both English language development support and academic accommodations to ensure full access to learning.
- **HA Student Success Plan (HA SSP):** For students identified as Higher Ability (HA) at Tier 3 who require individualised teaching strategies, appropriate challenge, enrichment and extension opportunities within the mainstream classroom to ensure their higher-level learning needs are met and they are supported in reaching their full potential.
- **Advanced Learning Plan (ALP):** For students identified as Higher Ability and Talented (HA&T) at Tier 3 who are not performing in line with their identified potential and/or whose social-emotional well-being is being affected. The ALP includes individualised teaching strategies, appropriate challenge, enrichment and

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extension opportunities, alongside specific, measurable goals designed to address areas of underachievement and/or social-emotional needs, support student well-being and enable students to achieve their full potential.

Revision Log

Date	Changes	Reviewed By
4 November 2026	This policy replaces the Student Support Policy	Raquel Pessoa