MAMOURA
BRITISH ACADEMY

Inclusion Policy

Policy Issued	June 2021
Policy Updated	January 2026
Next Review	January 2027
Lead Professional	Head of Inclusion
SGG Ratification	June 2026

Rationale
This policy ensures Mamoura British Academy is inclusive and has systems and provision in place to meet the needs of students with Additional Learning Needs (ALN), Students of Determination (SoD), gifted and/or talented learners, and those who require tailored support. It guides staff and informs parents and guardians how we build an inclusive school community, so every learner feels valued, supported and connected.

Classification: General Internal Purpose

This policy includes references to the following external policies:

- ADEK Safeguarding Policy
- ADEK Inclusion Policy
- ADEK In-school Specialist Services Policy
- ADEK Staff Eligibility Policy
- ADEK Student of Determination Directory (ADEK 2016).
- ADEK Educational at Risk Policy
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).

1. Mission

Mamoura British Academy encourages all students to be aspirational, to be inspired and to flourish. We provide high quality learning opportunities in a safe, creative and stimulating environment. We acknowledge the right of all children to access a broad and balanced curriculum in a manner which promotes school connectedness, wellbeing, resilience and raises self-esteem.

2. Vision

At Mamoura British Academy, we are committed to building an inclusive school community where every student feels valued, supported, and connected. We celebrate diversity, personalise learning, and prioritise wellbeing to ensure all students are empowered to thrive. Through a nurturing and innovative environment, we strive to help every learner achieve their potential and make a meaningful contribution to the wider world. Inclusion is not an add-on—it is who we are.

3. Strategy

The aim of our inclusion strategy, policy and procedures are to promote the welfare and well-being of all students and ensure individuals are appropriately accommodated, by acting in the following ways:

- To identify Students of Determination (SoD) and learners with Additional Learning Needs (ALN) early and accurately through a range of measures and in collaboration with appropriate personnel.
- To identify gifted and/or talented learners to ensure challenge and support that enables them to meet and exceed curriculum expectations and develop their unique talents.
- To ensure full entitlement and access for all learners, including those SoD and those with ALN, to high-quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.
- To ensure every child feels valued and maintains a positive self-image.
- To offer curricular, pastoral and extra-curricular opportunities that enable learners to develop their knowledge, understanding and skills, promoting progress, success and confidence.
- To encourage parental and learner involvement in identification, assessment and support, striving for close co-operation between all agencies in a multidisciplinary approach.
- To educate learners, including SoD and those with ALN, alongside their peers in the classroom wherever possible, considering parental wishes and the necessity to meet individual needs.
- To maintain high expectations and stimulate interest and enjoyment in learning.
- To encourage the use of a range of teaching strategies that incorporate different learning adaptations and ensure effective learning.

4. Key Targets

Inclusivity provides students, including those SoD with disorders, disabilities, gifts or talents equitable opportunities to receive effective educational services, with the needed supplementary aids and support, where appropriate in age-appropriate classrooms, to prepare students for productive lives as full members of society.

- Inclusion is a value, ethos and school culture that should be evident across all aspects of school life, and meeting the needs of all students is the responsibility of all teachers, leadership, in partnership with the Inclusion Team, family and student.
- Inclusivity provides all students who experience a barrier/s to success at school equitable access to all of school life. These students include multi language learners, poor attenders and those students who struggle to regulate their behaviours.
- Inclusivity provides students who are identified as Gifted and/or Talented with the opportunity to achieve their full potential in all aspect of school life.

5. Admission of Students with Additional Learning Needs

In line with ADEK regulations and Federal Law No. (29) of 2006, Mamoura British Academy is committed to ensuring that students with Additional Learning Needs (ALN) are not denied access to education. Admissions processes are designed to identify the needs of each learner so that appropriate support can be planned and implemented. Admissions assessments are used solely to inform support planning and will never be used to deny admission, provided the school has the capacity to admit them in the appropriate grade/year as per the ADEK policy 44 (Student Admission, Registration, and Distribution)

5.1 Admissions of SoD approach in Mamoura British Academy:

- Prioritise the attendance of students with additional learning needs and their siblings in the same school.
- Request original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.
- Support the transition process for all students with additional learning needs. Targeted transition support shall be provided to students starting school for the first time or coming from alternative early education settings, students transferring from specialised provision, homeschooling, or any other type of educational provision.
- Provide any accommodations required by the student to complete the admission's assessment, utilising such assessments to inform the provision of learning support rather than to deny admission to the school.
- Using all information provided to ensure equitable and safe access to the learning and physical environment of the school, making reasonable adjustments where necessary.

Where a new admission provides specialist assessment confirming the child as a Student of Determination, the school is required to upload their assessment and identify the student as a SoD on eSIS. Where a diagnosis is obtained following admission, the HoI will identify the student on eSIS and inform parents.

5.2 Transition

Transition refers to the movement of students from one year group, phase or environment to the next. Key transitions include:

- Nursery-FS2
- FS2 to Year 1
- Year 4 to Year 5 (MBA Lower School to Middle & Senior School)
- Year 9 to Year 10
- Year 11 to Year 12

However, transition also includes transitions between schools (internationally and nationally) or from a specialist setting to one of our schools.

Central to ensuring a successful transition is the sharing of information to allow time and opportunity to prepare appropriate accommodations and support in advance. Sharing of information occurs through the transfer of documents relating to a child (within Aldar Education), sharing of specialist reports (with parental consent) and through observations and meetings with the family. A successful transition contributes to how well a student settles into their new environment and as such it is critical that students receive emotional and social support throughout this time to facilitate a successful transition. Transition may occur as a gradual and supported move between settings – depending on the needs of the student.

When a student is transitioning within Aldar Education, be it from one school to another or from Primary to Secondary, the HoI from both schools will meet and complete a thorough handover of documents and information pertaining to a child. An additional meeting will be held with parents and both HoI to clarify expectations and needs, explore support and intervention required and recommend strategies for home to ease the transition.

5.3 Inability to Accommodate

Children of all abilities are accepted into Mamoura British Academy, and families interested in having their child attend will be given an equal opportunity for admission. The placement of students identified as SoD are carefully considered, considering the needs of the individual and the capacity of the class, teachers and year team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned. It is the responsibility of the school HoI and school leadership team to ensure an appropriate distribution of students and staff with learning support needs across classes, year groups and the school to ensure that the needs of staff and students are appropriately considered.

If the school considers they are unable to meet the needs of any student with additional learning needs, the school shall submit an 'Inability to Accommodate' notification to ADEK and the parents within 7 days of the admission decision. HoI will prepare documentation to provide the rational for the decline in readiness for submission to ADEK for their review.

Should MBA establish that an applicant/student require more specialised provisions, the HoI must contact ADEK prior to conversations with parents, to establish whether the student would meet the eligibility criteria for specialist provision (provided by ADEK) and to determine which, if any, type of placement would best meet their needs. For additional details on the referral process to specialised provision provided by ADEK, refer to the ADEK Inclusion Policy (2023).

5.4 Waiting Lists

Where year groups have no vacancy or are at capacity for SoD in a particular grade, a waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for MBA to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

6. Standard Inclusive Provision

6.1 Inclusion Staff Requirements

Specialist Staffing is required to ensure that there are qualified and experienced teachers and assistants working with students. The Inclusion Team at MBA is led by a Head of Inclusion and supported by a team of specialist teachers and assistants based on the needs within the school. In line with the ADEK Inclusion Policy (2023) the school will appoint:

- **1 x Head of Inclusion (HoI)**
  Our HoI is a member of Lower School and Middle & Senior School Leadership Teams and does not work more than 10% of their timetabled workload outside of their role as Head of Inclusion. The HoI has the

relevant qualifications and experience requirements as per the ADEK Staff Eligibility Policy which is in line with the ADEK Inclusion Policy (2023).

- **1 x Inclusion Teacher (per cycle/phase)**
  Our Inclusion Teachers have no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2023).

- **1 x EAL Teacher**
  Our EAL teacher supports with the identification, tracking and monitoring of our students who have EAL. Our procedures are aligned to the Bell Foundation. The EAL teacher leads on specific interventions as well as curriculum and learning and teaching support across the school to ensure quality first teaching meets the needs of our large demographic of EAL students.

- **Inclusion Assistants**
  Our Inclusion Assistants are appointed as school staff and provide additional support to teachers for students with additional learning needs (for example whole class support where there are a high number of students with additional learning needs targeted pull out and push in support to small groups, dedicated 1:1 support if required) and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy (2023).

- **Individual Assistants (IA)**
  Individual Assistants were previously referred to as 'shadow teachers' and are appointed (parent funded) for additional individualized assistance for personal care or other non-teaching related support. Upon commencement of duty at MBA the HoI will require a copy of the employment agreement between the IA and family, the parental no objection, IA code of conduct and wherever possible be involved in the interview process to confirm suitability to work with the child and support their needs. The IA needs to obtain PASS approval and related documents will be uploaded on eSIS on the student's file. The IA will be available outside the classroom and is authorized to enter the classroom to support the student only upon request by the teacher.

Professional Development is available to all staff at Mamoura British Academy, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual child protection training, an orientation to inclusion policies and practices, and attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate.

6.2 Physical Accessibility

6.2.1 General Accessibility

We will ensure that the school building and learning spaces provide equitable access to education to all students and reflect a Universal Design for Learning approach as per Policy 66 Construction Standards. An environmental accessibility audit will be undertaken to facilitate the development of a School Accessibility plan, considering:

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast colour bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers colour contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.

- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) are developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).

6.2.2 Accessibility of learning Spaces

Educators at Mamoura British Academy use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations, accommodations or modifications necessary to meet the needs of the students and remove barriers to learning.

Based on the needs of students in the school, specialised teaching spaces are accessible, and a range of learning resources are available to offer choice and ease of use for students. To provide specialist pull-out intervention or targeted specialist therapy in line with the ADEK In-school Specialist Services Policy, the school will allocate an appropriate room where specialists can deliver interventions during their visits.

Consideration will be given to classroom acoustics and lighting, and sensory requirements and reflect a Universal Design for Learning approach.

Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in class learning.

6.3 Inclusive Teaching and Learning Support

Our school incorporates inclusive learning pedagogy into their lesson planning and provision for students, taking a personalised approach to delivery of teaching content aligning with a tiered model of support and achievement of Documented Learning Plan (DLP) targets.

6.3.1.1 Identification and Referral – Students of Determination (SoD) Student with Additional Learning Needs (ALN)

Early identification is essential and forms the foundation of Mamoura British Academy's graduated approach to inclusion. Our commitment is to work collaboratively with all stakeholders- teachers, parents, learners and specialists- because partnership and shared responsibility are in the best interest of every student's outcomes.

To inform our decisions, the school draws on a wide range of information sources, which can include, but are not limited to:

- Initial assessments prior to starting school
- Information from transferring school
- Discussions with parents and pupils
- Teacher concerns through assessments and classroom observations
- Whole school tracking system
- Screening and play based assessments
- Diagnostic assessment
- Psychological reports
- Specialist consultation
- Medical advice

Decisions about provision are always made through a collaborative process involving as many stakeholders as possible including; the learner (where appropriate), family, Head of Inclusion, teachers, assistants, and relevant specialists. This ensures that support strategies are tailored, transparent, and focused on enabling every student to thrive.
The identification and referral process forms the first stage of Mamoura British Academy's graduated approach to inclusion support. Where initial strategies and observations indicate ongoing concerns, the Cause for Concern process (Section 6.3.2) provides a structured pathway for further intervention and collaboration.

6.3.1.2 Identification and Referral – Academic Gifted and Talented:

Mamoura British Academy recognises that giftedness and talent can be demonstrated in many forms and across a wide range of domains, including academic, creative, physical, cultural, linguistic, social, and leadership capacities.

Key Principles

The key principles underpinng the identification and Gifted and Talented students at Mamoura British Academy are that:

- Emphasis is placed on providing an appropriate, challenging, and supportive learning environment rather than on labelling individual students.
- Identification is a continuous process, recognising that talents and abilities may emerge at different stages.
- Some students may be readily identified at an early age, whilst others may emerge later.
- The identified cohort should broadly reflect the diversity of the school population.

Procedures for Identification and Support

Identification of Gifted and Talented students at Mamoura British Academy is a continuous and reflective process rather than a one-off event. Students may be identified at different points in their educational journey, and across a range of subject areas and domains. Identification draws upon multiple sources of evidence, including teacher observation and professional judgement, internal formative and summative assessment data, school-based assessments, previous school records at the point of admission, and external assessment information where available.

Teachers who identify potential giftedness or talent complete the Gifted and Talented Observation and Referral Form, drawing on evidence relating to learning behaviours, strengths, performance indicators, and relevant contextual factors.

Referrals may be initiated by:

- Class teachers
- Subject teachers
- Heads of Department
- Specialist teachers

Completed forms are reviewed by the Gifted and Talented Lead, in collaboration with relevant staff to ensure consistency, equity, and alignment with agreed criteria. Where appropriate, additional information may be requested to support decision making.

Students identified as Gifted and Talents are recorded on the Gifted and Talented Register. Identification is not fixed and may be added to, reviewed, or amended over time.

Provision, Monitoring and Review

Provision for Gifted and Talented students is primarily delivered through high-quality classroom practice that provides appropriate challenge, depth, and opportunities for independent and higher order thinking.

Additional provision may include:

- Subject-specific extension of enrichment
- Opportunities for leadership and responsibility

- Participation in competitions, performances, or representative activities
- Mentoring using a coaching-informed approach, focused on reflection, goal-setting, and learner agency

Progress and engagement are monitored through an Advanced Learning Plan (ALP), along with ongoing observation, assessment information, and professional dialogue with students.

Gifted and Talented students are assigned a mentor. In Lower primary, this is typically the class teacher; in Middle and Senior School, mentors are identified teachers. Mentors meet with students once per term.

- **Term 1** focuses on building rapport and exploring students' strengths, interests, and motivations, while supporting them to set one or two stretch goals.
- **Term 2** centres on deepening growth through reviewing progress, strengthening resilience and independence, and encouraging deeper engagement or self-directed inquiry.
- **Term 3** emphasises reflecting on the year's growth, exploring transitions, choices, or future aspirations, and celebrating efforts, strengths, and achievements. At this stage, students also identify opportunities and next steps for the following academic year.

The Gifted and Talented Register is reviewed regularly to reflect emerging talents and evolving learner profiles. Parents are informed and engaged where appropriate.

6.3.2 Cause for Concern Process

This process aligns with ADEK's expectations for early identification and forms part of Mamoura British Academy's graduated approach to inclusion support. It is designed to address concerns related to a student's academic, social, emotional, behavioural, or physical needs in a systematic yet flexible way.

Key Steps:

- Class teacher identifies a concern and implements Quality First Teaching (QFT) strategies as the first response.
- If concerns persist, the class teacher completes a Cause for Concern form and shares relevant information with the Inclusion Team.
- Class teacher books an Inclusion Support observation with the Phase Inclusion Teacher as per the school-based process.
- Inclusion Team conducts observation and provides recommendations for classroom strategies and support.
- Class teacher implements recommended strategies and monitors progress.
- Inclusion Team reviews impact and, if needed, escalates to the Director of Inclusion for further planning or additional interventions.
- Parents are kept informed throughout the process at every stage to ensure transparency and collaboration.

6.3.3 Documented Learning Plan (Student Centered Plan, Advanced Education Plan & Behaviour Intervention Plan)

(Student-Centered Plan [SCP], Advanced Learning Plan [ALP], Behaviour Support Plan and Individual Support Plan [ISP])
Documented Learning Plans (DLPs) is a term for 8temized8zed plans that ensure targeted support for students with diverse needs. At Mamoura British Academy, DLPs include:

- Student-Centered Plans (SCPs) for students with Additional Learning Needs,
- Advanced Learning Plans (ALPs) for gifted and talented learners,
- Behaviour Support Plans for students requiring behaviour support, and
- Individual Support Plans (ISPs) for students receiving assistance from an Individual Assistant.

All DLPs share the principle of collaborative development and clarity of purpose**.**

Student-Centered Plans (SCPs)

SCPs are developed collaboratively with class teachers, specialists, parents, and the student (where appropriate). They identify a small number of SMART targets (Specific, Measurable, Attainable, Realistic, and Timely) that represent the next steps in learning. Students work towards these targets both in class lessons and during inclusion support sessions**,** ensuring consistency across environments.

- Eligibility: All students identified at Tier 2 or Tier 3 will have an SCP.
- Review and Parent Engagement: SCPs are shared with parents, who are invited to termly review meetings and a full annual review to discuss progress and agree next steps. SCPs are reviewed on a half-termly basis with class teachers to monitor impact and adjust provision as needed.
- eSIS and ADEK Reporting: SCPs are uploaded to eSIS Termly**,** including annotations and evidence of accommodations or modifications (e.g., examination access arrangements, physical accommodations, and support provided by an Individual Assistant). Uploads include reporting to ADEK on progress against targets for compliance and transparency.

Advanced Learning Plan (ALP)

When students are identified as twice exceptional or gifted and talented **and** require 9temized9zed targets to maximise progress and attainment, an ALP is used to plan and review enrichment-focused goals.

Behaviour Support Plan

Where students experience persistent behavioural difficulties, Mamoura British Academy initiates a *behaviour review* to identify patterns, underlying causes, and contextual factors influencing behaviour. All relevant information is systematically recorded and monitored within our CPOMS safeguarding and pastoral tracking system**,** ensuring that behaviour, wellbeing, and contextual data are collated in one place for ongoing review, analysis, and informed decision-making.

We engage immediately and proactively with parents or guardians once concerns arise, 9temized9zed open, meaningful dialogue. This partnership approach ensures consistency between home and school, strengthens shared understanding, and promotes collaborative strategies that best support the student.

Insights from the behaviour review inform the development of a behaviour-focused support plan**,** which can include SMART targets addressing specific behaviours, agreed strategies, clear expectations, and scheduled review points. Where required, risk assessments and risk-management plans are integrated to ensure safety, clarity, and appropriate provision.

As a school committed to fostering positive relationships, Mamoura British Academy adopts restorative approaches throughout this process. These approaches promote accountability, reflection, and reconciliation, helping build and maintain trusting relationships in which students feel heard, respected, and supported. Our aim is always to guide students towards positive behavioural change, strengthen their social and emotional development, and create the conditions for them to thrive.

Individual Support Plan (ISP)

For students supported by an Individual Assistant (IA), an ISP outlines the non-academic areas of support and the types of assistance the IA will provide. This may include support for memory and concentration, communication, behaviour and regulation, emotional and social development, and academic engagement/adaptations**.** ISPs ensure clarity of roles, integration with the student's SCP, and safeguarding compliance.

HoI will provide a clear and concise Student Profile (available to all staff) communicating essential needs of SoD. Some students may require a Risk Assessment to maintain their safety and welfare when in school or transition to and from. Information from the risk assessment should be integrated into the students Personal Emergency Evacuation Plan (PEEP) where appropriate.

6.3.4 Tiered Model of Support

Students with special educational needs are identified at varying levels of support need and impact of barriers to learning. The tiered model of provision is used by Inclusion teams to identify the level of support. Most needs can be met by a teacher at Tier 1 (universal), some student may require Tier 2 (targeted) provision whilst some students may require a high degree of personalization and possibly external support by specialists (Tier 3 – intensive and individualized).

Tier 2 – Targeted Support

A student is identified as Tier 2 when, despite high-quality, differentiated classroom teaching and class-based interventions over time, they are not making expected progress and require additional targeted support**.** Students at Tier 2 may or may not have a diagnosis; provision is informed by teacher assessment and, where available, specialist reports (which may be received or requested and actioned at any tier).

In line with ADEK policy, Tier 2 students have a Documented Learning Plan (DLP)**-** Student-Centred Plan (SCP)- coordinated by the Inclusion Team in collaboration with class teachers, parents/guardians, relevant specialists, and the learner (where appropriate). SCPs specify 10temized10zed10d SMART targets, strategies, and accommodations aligned to the learner's profile.

Students at Tier 2 typically receive targeted individual intervention from the Inclusion team, small-group intervention within their phase or year group with moderate adaptation and a lower intensity of additional adult support. Ongoing monitoring informs whether the student can step down to Tier 1 or requires escalation to Tier 3.

Tier 3 – Intensive and Individualised Support

A student is identified as Tier 3 when needs are more complex or when Tier 2 provision has not sufficiently addressed barriers to learning, necessitating highly 10 temized 10 zed 10 d support**,** greater adaptation (including possible curriculum modification), and/or higher-intensity adult support. As with Tier 2, specialist reports may be sought, received, and implemented at Tier 3; these inform planning and provision alongside school-based assessment.

Tier 3 students also have an SCP (DLP) developed collaboratively by the Inclusion Team, class teachers, external specialists (as relevant), parents/guardians, and the learner. Provision often includes increased 10temized10ze and support from the Inclusion Team**,** and may involve external professionals (e.g., SaLT, OT, Educational Psychology) where appropriate.

Individual Assistants (Ias)

An Individual Assistant (IA) is parent-funded and provides non-academic support (e.g., regulation, personal care, safety monitoring). Ias can be allocated at any tier where such support is necessary; their role is not limited to Tier 3**.** Ias work under the direction of the class teacher and in alignment with the student's SCP and Individual Support Plan (ISP)**.** Ias do not deliver teaching or academic intervention.

6.3.5 Curriculum

Students are provided an appropriate curriculum pathway that enables student to achieve appropriate outcomes, based on their individual strengths and support needs.

- Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
- Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.
- Ensuring that where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.
- Ensuring parents sign agreement to a 10temized10zed or alternate curriculum.

Classification: General Internal Purpose

6.3.6 Collaboration and Other Professionals.

Many SoD with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. Mamoura British Academy welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the HoI, child's teacher and the service provider work collaboratively to determine the best strategies to support the student.

There is the opportunity for students to receive SALT/OT and or psychology sessions in school. Please refer to the ADEK In School's Specilaist Services Policy for further guidance.

6.3.6 Assessment Accommodations

The school will ensure that students with additional learning needs are not disadvantaged during any form of assessment. Access arrangements, modifications, and accommodations are pre-examination adjustments provided on the basis of evidence of need and a student's normal way of working**.** These adjustments enable candidates with special educational needs, disabilities, or temporary injuries to access assessments without altering the demands of the test. Examples include the use of readers, scribes, prompters, rest breaks, and enlarged or braille examination papers. Reasonable adjustments may be applied wherever a Student of Determination would otherwise be placed at a substantial disadvantage in undertaking an assessment.

Mamoura British Academy has access to the ADEK Assessment Accommodations Service Guideline**,** which outlines eligible and appropriate accommodations and modifications according to assessment type, the nature of student needs, and any expectations set by external assessment providers.

Decisions about access arrangements will be discussed openly and transparently with parents**,** ensuring shared understanding, collaborative planning, and alignment between home and school. Where students receive clinical or specialist assessment reports that specify recommended access arrangements, these requirements will be implemented in full, provided they meet ADEK criteria and align with the student's normal way of working within the school environment.

Testing accommodations apply to all subjects, including Ministry of Education (MOE) subjects.

6.3.7 Tracking

Response to Intervention

Response to Intervention is a cyclical process of designing, implementing and monitoring the impact of any accommodations, modifications and/or intervention provided for a students, at their identified level. This cycle includes assessment, design, implementation and review of individual and small group interventions. Provision should be time bound, and impact driven with clear evidence of development and academic attainment. Details of accommodations, modifications and/or interventions are recorded on the group intervention plan and/or pupil progress overviews within each phase/department

Intervention Overviews

Mamoura British Academy maintains Intervention Overviews that record and track all accommodations, modifications, and/or interventions provided for Students of Determination (SoD) and others receiving targeted support. Intervention Overviews provide an essential record of the support taking place across the school and are coordinated within each year group by Heads of Year, Directors of Phase, and relevant department leaders.

These overviews document the support delivered, monitor implementation, and ensure that all interventions are purposeful, time-bound, and measured for impact. They also enable leaders to evaluate whether students are responding effectively to the strategies in place and to ensure the continued alignment of provision with student needs.

Information recorded within the Intervention Overviews includes:

- Start date and end date of the intervention
- Baseline data and intended outcomes
- The nature, purpose, and frequency of the intervention
- The member of staff delivering the provision
- Names of students allocated to each intervention group
- Exit data and a summary of impact

For students receiving direct support from the Inclusion Team, progress against their 12temized12zed targets is **not** recorded solely in the Intervention Overview. Instead, their progress is tracked within their Student-Centred Plans (SCPs**)** and other 12temized12zed12d planning documents, ensuring that all targets, strategies, and outcomes are reviewed systematically and collaboratively.
Data from the Intervention Overviews contributes to the end-of-year Impact Portfolio, enabling the school to evaluate the overall effectiveness of provisions, ensure equitable access, and refine practice so that all Students of Determination receive the most appropriate, meaningful, and impactful support to achieve their full potential.

Provision for Gifted and Talented Students
Mamoura British Academy provides a range of extension, enrichment, and development opportunities to ensure that Gifted and Talented students are appropriately challenged and supported to reach their potential. Provision is designed to promote depth, independence, and higher-order thinking, and to maintain high levels of engagement and motivation. Where provision is delivered through school-based activities, the impact is monitored and evaluated to inform future planning.

Provision for Gifted and Talented students may include, but is not limited to:

- A mentoring programme for Gifted and Talented students, using a coaching-informed approach to support reflection, goal setting, confidence, and learner agency.
- Opportunities for problem-solving, 12temized12zed12, and the development of higher-order thinking skills.
- Teaching and learning strategies that effectively differentiate classwork and homework tasks.
- Planned opportunities to work with peers of similar ability where appropriate
- Extension and challenge embedded within schemes of work and lesson planning.
- Structured strategies for class discussion that enabled gifted students to contribute meaningfully without dominating.
- Use of targeted resources to stretch and challenge gifted learners.
- Encouraging students to take intellectual risks, explore ideas creatively, and view both success and error as productive learning opportunities.
- Enrichment opportunities that allow students to deepen subject interest, excel in specific areas, and sustain enthusiasm for learning.
- Communication with parents regarding enrichment, extension, and extra-curricular opportunities that may be of interest or benefit to their child.
- Opportunities for independent work and leadership across the Key Stages.
- Encouragement to engage fully in extra-curricular opportunities.
- Links with external organisations and agencies, where appropriate, accessed through school referral processes.

Provision for Gifted and Talented – Post 16
The above criteria will be considered when identifying Gifted and Talented students who are post 16 along with an average IGCSE score of 8 and above.

Post 16 students who are considered Gifted and Talented will be supported through opportunities to extend their learning beyond the curriculum: developing research skills for higher education. We have a mentoring programme that is personalised to support and encourage students to reach their full potential and we offer work experience enrichment opportunities.

We encourage and promote prestigious universities such as Oxbridge, Ivy League and in particular the New York University Abu Dhabi. Our partnership with the NYUAD allows us to facilitate Industry Days for our students and offers us programmes such as the 18 month 'Summer Academy Programme' which aims to enhance the academic profiles of highly motivated Emirati students. We provide a personalised mentoring programme to support students

Classification: General Internal Purpose

in reaching their full potential, alongside meaningful work experience and internship opportunities. These include structured placements with key industry partners such as Miral, where students complete two-week winter and four-week summer internships across Abu Dhabi's leading theme parks, Aldar Properties, where students undertake summer industry placements to gain insight into real-world professional environments and work experience opportunities with the Louvre Abu Dhabi, where students gain valuable exposure to professional cultural and heritage environments.

Progress and Attainment Data
The needs, progress and attainment of students identified as SoD/ALN/EAL/G&T will be maintained using school-based programmes such as Learning Ladders, ISAMs and the centralized Aldar Education Data Collation Spreadsheet. Furthermore, the HoI will use information generated from baseline assessments, standardized assessments tests to monitor progress over time and progress in comparison to peers.

All interventions provided in schools, irrespective of focus area or targeted skill (eg. Fine motor, social, language, behaviour) require a data recording the baseline entry point at start of intervention and a comparative exit assessment to enable impact to be measured. This allows the HoI to justify and evidence the impact and make informed decisions about the deployment of people and resources in an effective and accountable manner.

The HoI will regularly report on attainment and progress data and the impact of interventions to the school leadership team, using the Mamoura Inclusion Data Dashboard and to Aldar Education. This will enable the leadership team along with Aldar Education to support schools with strategic planning for Inclusion and help prepare the Inclusion Department for Inspection.

The HoI will also record the progress of students with a DLP against their 13temized13zed13d targets in the eSIS ALN module on a termly basis, in accordance with ADEK requirements.

Attainment and Progress Reports
Termly, and end of year attainment and progress reports should be 13temized13zed with reference to the student's starting point and celebrating their progress.

7. Additional Fees

Mamoura British Academy follows the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report, schools may request additional school fees.

Where additional school fees are necessary, we shall:

- Justify, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.
- Itemise all additional individually chargeable fees and update the student records on the eSIS database with the 13temized charges. Provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
- Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of cost, as per the ADEK In-School Specialist Services Policy.
- Review all additional charges on a termly basis and evaluate impact and ongoing applicability if specialist services or additional resourcing.

Should an individual student's need exceed the 50% additional charge, school shall seek approval with ADEK for any extra charges.

8. Leadership of Inclusion

Roles and responsibilities of stakeholders involved in providing inclusive provision ensure that Inclusion is fundamental to school culture and educational provision.

All members of the school community contribute by:

- Sharing a commitment to inclusion
- Respecting the right of all children and young adults to receive an education
- Promoting equality; and
- Recognizing the value of diversity.

Aldar Education Board and Executive Management Team:

- Support inclusion, equity and opportunity at all levels within Aldar Education; and
- Ensure school facilities are accessible and accommodate the needs of SoD
- Lead strategic development of Inclusion within Aldar Education
- Monitor and maintain quality provision for students with SEND; and
- Ensure appropriate CPD is provided to Aldar Education Staff.

School Principal:

- Include inclusive provision as part of the School Development Plan
- Ensure a senior leader has direct oversight of Inclusive Provision
- Appoints a HoI as a member Of the Lower School and Middle & Senior School Leadership Team
- Appoints a separated member of staff responsible for ELL/EAL
- Appoints a separate member of staff responsible for G&T
- Ensures data on identification of students is submitted to ADEK as per requests
- Ensures all cases of maltreatment of SoD is recorded and resolved
- Safe evacuation and risk assessment procedures are in place
- Facilitates access for staff to CPD which supports provision for students with learning support needs, gifts or talents
- Maintains an inclusive educational philosophy within the school, and
- Ensures inclusion team staffing is sufficient to meet the needs of the students in their school.

School Head of Inclusion

- Coordinates all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborates with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- Ensures all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate.
- Maintains, review, quality assure and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- Develops PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment). This should be reviewed on a termly basis or where the needs of the individual or setting changes.eg. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- Ensures all data requirements and eSIS information on students with additional learning needs is reviewed and updated.
- Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- Meets with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.

- Ensures all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinates with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.
- Contributes to Senior Leadership strategic planning and lead the Inclusion Team.
- Provides professional support and guidance to teachers.
- Ensures that appropriate funds and resources delegated to SEN are used for appropriate provision.
- Coordinates the monitoring of progress using a response to intervention approach.
- Collates data to demonstrate effectiveness of quality first teaching and intervention strategies.
- Is responsible for the progress and attainment of SOD and impact of provisions.
- Provides professional development.
- Ensures G&T students are accurately identified stating their gift and/or talent.
- Ensures the G&T Register is accurate, shared with school staff and updated termly
- Monitors the provision and impact of provision for students identified as G&T, ensuring it is well planned and effective
- Supports teachers with the development of Accelerated Learning Plans that will detail required student support and monitor student engagement as well as progress.
- Ensure that clear systems that keeps parents and students fully informed regarding identification, progress and planned provision are effectively implemented across the school.
- G&T student records are accurate and include evidence to support their identified gift and/or talent.
- Records are regularly updated in line with department guidelines.
- There is advice and access to training for Academy staff.
- The SEF and School Development Plan accurately reflect the strengths and areas for development of students identified as G&T.

In addition, the Head of Inclusion should:

- Co-ordinate the day-to-day implementation of the school's Inclusion Policy.
- Liaise with and delegate responsibility to Learning Support team;.
- Maintain the school's SOD register.
- Oversee the records of all pupils with special educational needs.
- Organise necessary reviews and referrals.
- Liaise with parents and external agencies and
- Coordinate with external therapy providers to facilitate the delivery of therapy services in the school setting where required, in line with the *ADEK In-School Specialist Services Policy.*

9. Confidentiality

Confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfil their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Principal, HoI and the student's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school (external to Aldar Academes) without first receiving the written permission of the parent/guardian. This excludes the responsibility held by all members of our school community as mandated reporters of suspected child abuse and neglect.

10. Classification of Need

Students with Special Educational Needs &/or Disability (SEND) means a child or young adult who, by reason of any of the following, needs special education and related services. The National Unified Classification for Disabilities (SoD) in the UAE (2018) includes 13 categories, as follows: Autism Spectrum Disorder, Complex Sensory Disorder, Hearing Disability, Visual Disability, Mental Disability, Physical Disability, Multiple/Complex Disabilities, Communication Disabilities (language and speaking), Acquired Brain Injuries, Behavioural and Emotional Disabilities, Learning Difficulties, Health Disabilities, Attention Deficit Hyperactivity Disorder, Specific Learning Disability/Difficulty. The ADEK eSIS categories of eligibility are:

- Autistic spectrum disorder
- Speech or language impairment
- Health impairment
- Attention deficit/hyperactivity disorder
- Emotional/Behavioural disability
- Deafness
- Visual impairment
- Intellectual disability
- Orthopedic impairment
- Learning disability

11. Electronic Student Information System – eSIS

eSIS is the centralised, web-based electronic student information system that contains all student records and data. It enables the secure collection and collation of information from a range of stakeholders, including school and local authorities, administrators, office staff, counsellors, teachers, nurses, special education personnel, parents, and students. As the official ADEK information management system, access to eSIS is strictly controlled within Mamoura British Academy.

In line with current ADEK regulations, the school is required to maintain accurate, up-to-date records for all students with Additional Learning Needs (ALN) within the eSIS ALN module**.** This includes uploading evidence of need- such as specialist reports and Documented Learning Plans (DLPs)- for students identified as Tier 2 or Tier 3.

Parents are made aware of this requirement as part of the signed enrolment agreement**,** which confirms that the school must store and maintain relevant ALN-related documentation on eSIS in accordance with regulatory expectations.

All ALN information recorded on eSIS is used exclusively for educational planning, compliance monitoring, and safeguarding purposes**,** and is protected under UAE data protection and confidentiality laws**.** Mamoura British Academy is committed to ensuring that all information is handled securely, responsibly, and transparently, safeguarding the rights and privacy of every student.

12. Definitions

Students of Determination (SoD)

Students of Determination (SoD), previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as "any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance" (ADEK, 2013).

Additional Learning Needs (ALN)

Students who require additional, different, or adapted educational support to access learning and make expected progress. This may include learners with diagnosed conditions, emerging needs, academic or behavioural barriers, or language-related challenges. ALN includes, but is not limited to, Students of Determination, multilingual learners, and students requiring targeted or intensive intervention.

Gifted and Talented (G&T)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance.

Assistive Technology

Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

Tiered model of support
An approach to meeting the needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal support), whilst some may require specific intervention (Tier 2: Targeted), and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and individualized).

Inclusion Team
A multidisciplinary team, led by the Head of Inclusion, that may include Inclusion Teachers, Inclusion Assistants, EAL teachers, counsellors, and other specialists as required. The Inclusion Team coordinates assessment, provision, intervention, progress monitoring, and inclusive practice across the school.

Head of Inclusion (HoI)
The qualified specialist leader responsible for overseeing the school's inclusive provision, management of the Inclusion Team, development and quality assurance of DLPs, coordination with specialists, monitoring of data on eSIS, and ensuring the effective implementation of ADEK inclusion regulations across the school.

Inclusion Teacher
A qualified specialist teacher responsible for delivering targeted intervention, supporting teachers with adaptive teaching strategies, contributing to assessment and identification processes, and supporting the creation and monitoring of Documented Learning Plans. Inclusion Teachers typically serve specific phases or cycles.

Inclusion Assistant
A school-based member of staff who provides structured support to teachers and students with additional learning needs. Inclusion Assistants may deliver small-group support, in-class assistance, and targeted interventions under the direction of the Inclusion Teacher or Head of Inclusion. They are part of the Inclusion Team.

Individual Assistant (IA)
A parent-funded assistant who provides non-teaching, personalised support such as; behavioural regulation, personal care, or safety monitoring, to a student with additional needs. IAs require PASS approval, must adhere to school policies, and support the student only under teacher direction.

Accommodations and modifications of teaching
Any adjustments to the way teaching is delivered so that it is suitable to meet the needs of different learners.

Accommodations and modifications of assessments
Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. All accommodations and modifications must be in line with the guidelines of assessment providers and/or 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.

Annual review
An annual review meeting includes a range of stakeholders, including external therapists who provide services, that meet to discuss progress and provision for any students who require a highly personalised approach to learning.

Clinical assessment report
A report arising from an assessment of a student conducted by an educational psychologist.

Continuing Professional Development (CPD)
Ongoing training and professional learning activities undertaken by staff to deepen their knowledge, skills, and competencies in relation to inclusive practice, student support, curriculum adaptation, safeguarding, and specialised provision. CPD ensures staff remain confident, current, and capable of meeting the needs of all learners.

Documented Learning Plan (DLP)
A collective term for personalised support plans created to guide targeted intervention and track progress for students requiring additional learning support. Within Mamoura British Academy, DLPs include Student-Centred Plans (SCPs), Advanced Learning Plans (ALPs), Behaviour Support Plans (BSPs) and Individual Support Plans (ISPs). DLPs outline SMART targets, strategies, progress reviews, and the accommodations or modifications required for success.

Governing Body
The entity responsible for ensuring the school's strategic leadership, compliance, and accountability. Within Aldar Education schools, this includes the Aldar Education Board and Executive Management Team, who oversee school performance, support inclusion, and ensure alignment with ADEK regulations.

Inability to Accommodate
A formal process through which a school notifies ADEK that it is currently unable to meet the needs of a student with additional learning needs after comprehensive evaluation. This must be accompanied by documented evidence, justification, and alignment with ADEK's Inclusion Policy. Schools may only decline admission following this approval process.

Inclusive Education
An approach in which all students, regardless of ability, disability, learning need, language background, or behavioural challenge, are welcomed, valued, and supported to fully participate in all aspects of school life. Inclusive education emphasises equity, access, participation, and achievement for every learner within a shared environment.

Modified curriculum
Enables alternative or multiple routes for engaging in learning, including means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional needs but may not be equivalent to the qualifications obtained through the regular curriculum.

Multi-lingual learners'
Learners who are acquiring the language of instruction and required additional support to address any language barrier to access and attainment.

Personal Emergency Evacuation Plan (PEEP)
Is a plan, for any students who require it, to support a short- or long-term need, which specifies the type of assistance required to support their safe evacuation and continuous safety from the point of raising an alarm to exiting the school building.

Twice Exceptional
Students who are identified as gifted or talented *and* who also have Additional Learning Needs or a diagnosed disability. Twice exceptional learners require both enrichment and specialised support to ensure their strengths are nurtured and their barriers to learning are addressed holistically.