

INCLUSION POLICY

What is Inclusion?

At the Creative British School we believe inclusion is a fundamental principle that advocates for the acceptance and celebration of diversity, the elimination of barriers to participation, and the promotion of equal opportunities for all individuals within society. This belief underpins all educational practices at the school.

Inclusive education is a teaching approach that aims to address the diverse needs of all learners by creating learning environments that are accessible, supportive, and accommodating to students with a wide range of abilities, backgrounds, and learning styles. Inclusive education promotes the idea that all students, regardless of their differences, should have equal access to high-quality education and be fully integrated into the educational system.

Why Inclusion?

At Creative British School, we're committed to ensuring that every student, regardless of their learning needs, has the opportunity to receive an inclusive education. This policy is designed to guarantee equitable access to education for all our students. We've equipped our school with the essential facilities and dedicated staff to fully support learning for all. Our school leaders and trustees are dedicated to fostering an inclusive environment that embraces diversity and caters to the unique needs of each student. This policy aims to underpin the education standards required for all students with additional learning needs to receive the necessary support and resources to flourish in their educational journey.

Our Inspiration, Aspiration & Encouragement

At Creative British School, we strive to empower, assist, and offer every student the chance to reach their maximum potential for overall growth. Our approach involves setting realistic expectations and delivering an adaptive and inclusive curriculum. The school is dedicated to creating a secure and supportive environment where students, parents, and staff alike are inspired by a shared love for learning and fulfillment in their accomplishments. Recognizing that the success of a learning program relies on the collective efforts of many, we aim to cultivate a welcoming atmosphere for parents, staff, students, and the broader school community—one that values and encourages open communication.

In our school we ensure every student receives:

Accessibility of Learning Spaces:

- ❖ Classrooms will reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms and facilitate engagement with learning through different means
- ❖ The teaching and learning environment will incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities
- ❖ All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.

Accessibility of Specialist Support Spaces:

We will provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs. We will Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP

Equity

Fair and impartial treatment of all individuals, taking into account their differing needs, circumstances, and backgrounds, in order to ensure that everyone has access to the same opportunities and resources. Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this

Diversity

In our school's inclusion policy, we celebrate diversity among our students, valuing their unique backgrounds, abilities, and identities. We foster an environment where differences are not only accepted but also embraced, recognizing the importance of creating a community that respects and appreciates individuality. Through this inclusive approach, we strive to ensure that every student feels a sense of belonging and is empowered to thrive academically and socially.

Inclusion Policy Objectives

General Objectives

- ❖ Facilitate equal access to education: Ensure that all students, including those with diverse learning needs, have equal access to educational resources and opportunities through the implementation of inclusive UDL practices.
- ❖ Foster a supportive and welcoming learning environment: Cultivate a school culture that values diversity, promotes empathy, and creates a supportive and inclusive atmosphere where all students feel respected, valued, and encouraged to participate.
- ❖ Promote differentiated instruction: Implement UDL strategies that allow for varied instructional approaches, materials, and assessments to cater to diverse learning styles, abilities, and interests, fostering a more personalized and inclusive learning experience for all students.
- ❖ Empower students with diverse learning needs: Empower students to take ownership of their learning by providing them with the tools, resources, and support necessary to actively participate, engage, and succeed in their educational journey.
- ❖ Encourage collaboration and community engagement: Foster collaboration among educators, parents, and community members to create a cohesive support network that advocates for the implementation of inclusive UDL practices and ensures that the needs of all students are met.
- ❖ Provide professional development opportunities: Offer continuous professional development and training for educators to enhance their understanding of inclusive UDL strategies, promote best practices, and equip them with the necessary skills to effectively support diverse learners in the classroom.
- ❖ Implement accessible technology and resources: Integrate accessible technology and diverse learning resources that support the principles of UDL, enabling all students, including those with disabilities, to access, engage with, and demonstrate their learning in multiple ways.
- ❖ Evaluate and adjust practices: Regularly assess the effectiveness of inclusive UDL implementation through data collection, feedback, and reflection, and make necessary adjustments to ensure continuous improvement and the ongoing enhancement of the learning experience for all students.

During Admissions

- ❖ Prioritization of the enrollment of students with additional learning needs and their siblings within the school.
- ❖ Requesting original clinical assessment reports from parents, provided by relevant specialists, such as therapists, psychologists, or pediatricians.
- ❖ Provision of comprehensive support during the transition process for all students with additional learning needs, with targeted transition assistance for:
 - a. Students entering school for the first time or transitioning from alternative early education settings.
 - Students transferring from specialized provisions, homeschooling, or other educational settings.
 - Students participating in exchange programs.
- ❖ Accommodating any necessary adjustments required by the student to complete the assessment, if assessments are part of the school's admission process.
- ❖ Utilizing the provided information to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
- ❖ Notification of Inability to Accommodate: In situations where Creative British School determines that it is unable to cater to the needs of students with additional learning requirements, the school will promptly submit a notification of its inability to accommodate to ADEK (Abu Dhabi Department of Education and Knowledge) and to the concerned parents within a period of 7 days from the issuance of the admission decision.

After Enrollment

- ❖ Identify and understand the unique learning and social-emotional needs of gifted and talented students, as well as those who are twice-exceptional, through comprehensive assessment and observation.
- ❖ Documented Learning Plan including Individualized education plans (IEPs): Creating customized learning plans that address specific learning goals, accommodations, and support services for students with special needs.
- ❖ Accessible learning materials: Ensuring that all learning materials, including textbooks, lectures, and online resources, are accessible in various formats such as large print, audio, or electronic text, to cater to different learning needs.
- ❖ Assistive technology support: Providing access to specialized software, hardware, and assistive devices that can aid students with disabilities in accessing and engaging with the curriculum more effectively.
- ❖ Trained support staff: Having trained professionals such as special education teachers, learning support assistants, and counselors who can provide personalized assistance, guidance, and emotional support to students with additional needs.
- ❖ Accommodations during assessments: Offering reasonable accommodations during exams and assessments, such as extended time, a quiet testing environment, or alternative assessment formats, to ensure that students with disabilities can demonstrate their knowledge and skills without any disadvantage.
- ❖ Inclusive classroom practices: Encouraging inclusive teaching practices that promote diversity, equity, and accessibility, and fostering a supportive and respectful learning environment for all students.
- ❖ Collaboration with parents and caregivers: Involving parents, guardians, and caregivers in the education process and keeping them informed about their child's progress, challenges, and support needs, fostering a collaborative approach to student success.

- ❖ Social and emotional support: Providing access to counseling services, peer support groups, and social activities to help students with additional needs build social skills, confidence, and a sense of belonging within the school community.

What is Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an educational framework that guides the development of flexible learning environments to accommodate individual learning differences. The concept of UDL emerged from the broader field of universal design, which aims to create products and environments accessible to people with diverse abilities. In the context of education, UDL emphasizes providing multiple means of representation, engagement, and expression to cater to the varied learning needs of students.

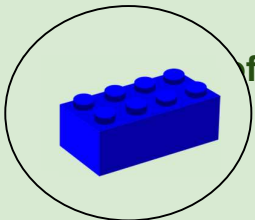
Key Principles of UDL

The **WHY** of Learning



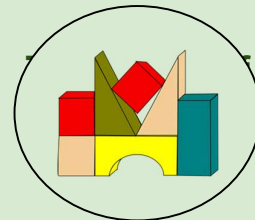
Multiple Means of Engagement

Presenting information and content in various ways to accommodate different learning styles and preferences.



Multiple Means of Representation

Providing diverse opportunities for students to engage with the learning material, fostering motivation and sustaining interest.

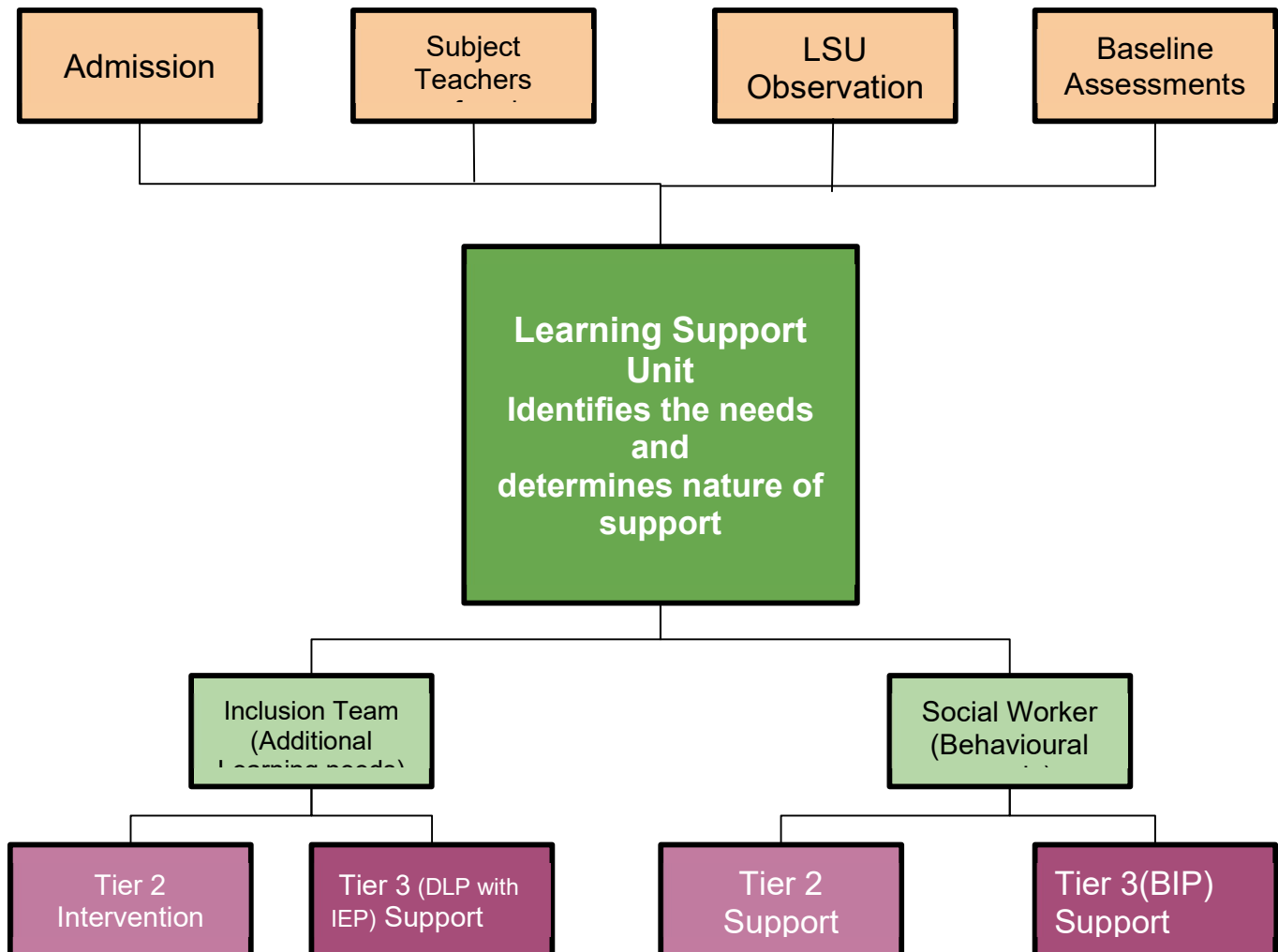


Multiple Means of Action and Expression

Allowing students to demonstrate their understanding and knowledge through various means, taking into account their individual

Inclusive Teaching and Learning Support Flow chart

1. Observation
2. Identification
2. Intervention
3. Referral for external comprehensive assessments
4. DLP (Documented Learning Plan)
5. Progress Tracking System:



Continuum of Support

The Inclusive Learning Support Unit will continuously track the progress of each students with additional learning needs. This approach recognizes that students have varying learning abilities and may require different levels of support to achieve their full potential. The continuum of support is designed to provide a comprehensive framework that addresses the academic, social, emotional, and behavioral needs of all students.

The Pyramid of Intervention

Tier 3

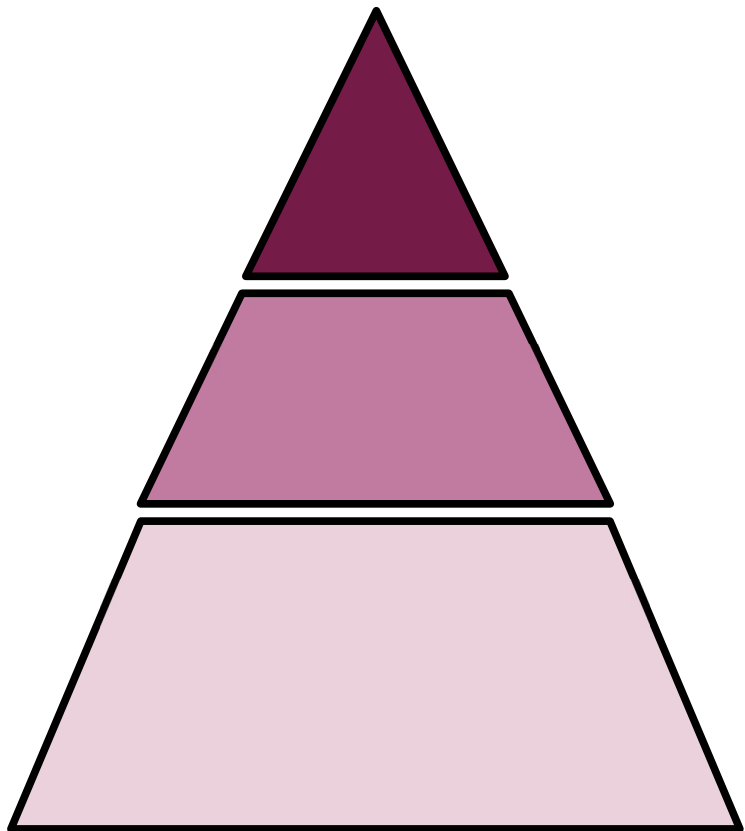
(Intensive and Individualized).
This includes models such as the Multi-Tiered System of Supports (MTSS),
Graduated Approach Model, and DLP

Tier 2

(Targeted) and a few may require a high degree of personalization and possibly external support by specialists, At risk support

Tier 1

(Tier 1: Universal), whilst some may require specific interventions



What kinds of solutions can the Pyramid of Interventions provide?

Tier 1

Refers to the foundational level of support provided universally to all students.

Academic	Behavioral
<ol style="list-style-type: none"> 1. General academic performance: This includes monitoring students' overall academic progress and ensuring they are meeting grade-level standards. 2. Basic understanding of concepts: Ensuring students grasp fundamental concepts taught in the classroom and addressing any general comprehension issues. 3. Encouraging class participation: Creating an engaging learning environment that encourages active participation from all students. 4. Promoting good study habits: Providing guidance on time management, organization, and study skills to help students stay on track with their assignments and tasks. 5. Language support: Offering additional language support or resources to students who may face language-related barriers in learning. 	<ol style="list-style-type: none"> 1. Establishing classroom expectations: Clearly defining and reinforcing positive behavior expectations within the classroom setting. 2. Promoting a positive classroom environment: Fostering a supportive and inclusive atmosphere that encourages respect and cooperation among students. 3. Encouraging social interaction: Facilitating activities that promote peer relationships and positive social interactions among students. 4. Teaching conflict resolution: Providing guidance on conflict resolution strategies and promoting peaceful problem-solving techniques among students. 5. Preventing bullying: Implementing anti-bullying measures and promoting kindness and empathy within the school community.

Tier 2 – For targeted groups of students

In the tiered support system, Tier 2 interventions target students who require more targeted and specialized support beyond the universal strategies provided at Tier 1. Here's how academic and behavioral concerns might manifest at Tier.

Academic	Behavioral
<ol style="list-style-type: none"> 1. Supplemental instruction: Providing additional small-group instruction or tutoring sessions to address specific academic challenges or gaps in learning. 2. Focused skill development: Offering targeted interventions to improve specific skills, such as reading comprehension, math problem-solving, or writing proficiency. 3. Intervention Plan: Developing learning intervention plans to address the unique academic needs of students who require extra support. 4. Progress monitoring: Regularly assessing students' academic progress to track their growth and identify areas that need further attention. 5. Collaborative problem-solving: Working closely with students to identify learning obstacles and collaboratively develop strategies for improvement. 	<ol style="list-style-type: none"> 1. Social skills training: Providing targeted interventions to enhance social skills, promote positive peer relationships, and improve social interactions. 2. Counseling or mentoring: Offering individual or group counseling sessions to address specific behavioral concerns and promote emotional well-being. 3. Behavioral contracts: Establishing behavior contracts to define expectations and reinforce positive behavior while addressing specific concerns. 4. Small-group interventions: Implementing small-group sessions to address behavioral challenges and provide additional support for students struggling with behavior management. 5. Conflict resolution support: Providing guidance and support for students to effectively resolve conflicts and develop positive conflict resolution skills.

Tier 3 – Intensive Support for Individual Students

Tier 3 interventions are designed for students who require intensive and individualized support beyond the universal and targeted strategies provided at Tiers 1 and 2.

Academic	Behavioral
<ol style="list-style-type: none"> Intensive academic interventions: Providing one-on-one or small-group intensive interventions tailored to the specific learning needs of the student. Individualized education plans (IEPs): Developing comprehensive plans outlining specific academic goals, accommodations, and specialized instruction for students with diverse learning needs. Assessment Modifications: Conducting in-depth assessments to identify the root causes of academic challenges and inform targeted interventions. Special education services: Offering specialized instruction and support for students with exceptional learning needs, including those with learning disabilities or other exceptionalities. Collaboration with specialists: Working closely with specialists, such as special education teachers or educational psychologists, to develop and implement specialized academic interventions. 	<ol style="list-style-type: none"> Individual counseling or therapy: Providing individualized counseling or therapy sessions to address complex behavioral issues and promote social-emotional well-being. Behavior intervention plans (BIPs): Developing comprehensive behavior plans that outline specific strategies and interventions to address challenging behaviors and promote positive alternatives. Family involvement and support: Involving families in the intervention process and providing them with resources and support to address behavioral concerns at home. Collaboration with external agencies: Working in partnership with external agencies or mental health professionals to provide comprehensive support for students with complex behavioral needs. Specialized behavior support: Offering specialized behavior support services, including structured interventions and positive behavior reinforcement strategies tailored to the individual student's needs.

Gifted and Talented	Twice Exceptional
Develop a comprehensive identification process that recognizes exceptional abilities across various domains and facilitates tailored educational interventions accordingly.	Establish a comprehensive assessment process that identifies both the exceptional abilities and additional learning needs of twice-exceptional students, facilitating personalized support and accommodations.
Implement specialized enrichment programs that foster the development of advanced skills and talents, enabling gifted students to excel in their areas of expertise	Implement individualized educational plans that address the specific strengths and challenges of twice-exceptional students, fostering a supportive and inclusive learning environment.
Foster a supportive and stimulating learning environment that encourages the exploration and application of advanced concepts and creative thinking among gifted students.	Provide targeted social and emotional support, along with specialized interventions, to help twice-exceptional students overcome obstacles and thrive academically and personally.
Provide equitable access to resources and opportunities, ensuring that gifted students have the necessary support and guidance to maximize their intellectual potential and academic growth.	Foster a culture of understanding and acceptance within the school community, promoting a holistic approach that recognizes and values the unique abilities and potential of twice-exceptional students.

Regularly assess and refine the curriculum and instructional strategies to meet the evolving needs of gifted students, promoting a challenging and enriching educational experience that aligns with their advanced capabilities.

Continuously evaluate and adjust support services and accommodations to ensure that twice-exceptional students receive the necessary resources, equipping them with effective strategies and support tools.

Inclusive Learning Support Team Members and responsibilities

Inclusive Learning Support Team work together to provide comprehensive support and services for students with diverse learning needs. This team aims to create an inclusive and accommodating learning environment that meets the individual requirements of all students.



LEARNING SUPPORT UNIT



Towards an Inclusive, Accessible, and Sustainable School

The Principal

Ensure that senior leadership oversees inclusive provision, while implementing comprehensive staff training programs on adaptive teaching, student protection, and safeguarding, with a specific focus on identifying and addressing concerns for students with additional learning needs, and recording and resolving any incidents of maltreatment.



Senior Leadership Team

Coordinate with in-school specialists for specialized services, ensuring effective push-in and pull-out interventions, while maintaining consistent communication with parents and teachers to monitor

SOCIAL WORKER

A social worker in an inclusion learning support team approaches their responsibilities with empathy, aiming to understand and address the unique challenges and needs of each student, providing personalized emotional support and guidance



INCLUSION TEAM

Create and implement strategies that promote a welcoming and accessible environment for individuals of all abilities, backgrounds, and identities, fostering a culture of respect, understanding, and equal opportunity within the educational setting

SCHOOL NURSE & HEALTH AND SAFETY OFFICER

Promoting the health and well-being of students and providing medical care for students with additional needs. safety officer focuses on maintaining a secure and hazard-free school setting, implementing safety protocols (PEEPS)



Further Guidance

- Abu Dhabi Education Council (ADEC). Child Protection.
- Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.
- Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education
- Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).

Training

As a minimum, all staff will receive regular training about recognising and responding to additional learning needs and related issues as part of their regular CPD to enable them to provide appropriate inclusion strategies in teaching and learning . Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

This policy should be used in conjunction with other policies

- Health and Safety Policy
- Child Protection Policy

Monitoring the Policy

- The Principal and Learning Support Team monitors the effectiveness of this policy on a regular basis.Next annual review September 2024.