



Inclusion Policy

This policy has been adopted by the Creative British School Principal and Board of Governors

Policy Created	November 2025
Policy Review date	August 2026

Signed Principal: Ms Julia Flavin

A handwritten signature in black ink, appearing to read 'Julia Flavin'.

Date: 1-11-2025



INCLUSION POLICY AND PROCEDURE GUIDELINES

VISION

At Creative British School, we aspire to be working towards inclusive excellence that meets the requirements of the ADEK Inclusion Policy where every student, regardless of their unique background or abilities, is celebrated and empowered to achieve their full potential in a dynamic and supportive learning environment

MISSION

Our mission at Creative British School is to foster a nurturing and a commitment to provide an inclusive atmosphere where diversity is embraced and all students are provided with the resources, opportunities and support needed to succeed. We are dedicated to cultivating a culture of respect, creativity and continuous learning that prepares every student to contribute meaningfully to a diverse and global society

TARGETS

School-wide inclusivity: Embed inclusive practices in every classroom, with regular reviews and updates to ensure continued progress.

Recognizable achievements for students with additional learning needs (ALN): To monitor significant and measurable improvements in the academic performance and overall school experience of students with additional learning needs.

Inclusive student leadership: Develop and implement leadership opportunities within the school specifically designed for students with additional learning needs, including EAL students and those with learning disabilities. This could involve creating inclusive student councils, peer mentoring programs or leadership roles in school events, ensuring that these students have a voice and are recognized for their contributions to the school community.

STRATEGIES

Staff training/CPD for teachers:

The school commits to ongoing professional development to equip all teachers, the Inclusion Team and support staff with the necessary skills and knowledge to effectively support diverse learners. This includes adaptive teaching strategies, modifying and adapting lesson content, Identification and referral process and collaborating with inclusion teams to develop and implement Documented Learning Plan (DLP)

Curriculum design:

The curriculum will be designed and adapted to ensure accessibility and engagement for all students, with an emphasis on accommodating diverse learning needs.

Student support services:

The school will provide comprehensive, individualised support through specialized resources and the implementation of personalised learning plans for students with additional learning needs.

Parental and community:

The school will actively engage parents and the broader community to support and enhance inclusive learning, fostering strong partnerships for student success.

Inclusive policies:

The school will develop, implement, and regularly review policies that promote equity, accessibility and respect, ensuring all students are supported and valued.

Monitoring and Evaluation:

The effectiveness of inclusive practices will be continuously monitored, with data-driven evaluations guiding ongoing improvements and the recognition of achievements. Data will include GL Assessments, formative and summative assessments.

Regular learning walks, classroom observations, and peer reviews will be carried out to ensure inclusive strategies are consistently applied. Teachers and support staff will record observations of learners' progress, participation and engagement in lessons.

Documented Learning Plan (DLP):

The school shall have the right to ensure that all students identified with ALN are accurately and securely/ documented and uploaded within the ADEK official portal (eSIS), including a statement in the parent-school agreement(signed at admission and at each re-enrollment cycle).

This includes recording their learning profiles (passport), support levels (Tier) and intervention plans.

The data shall be used exclusively for educational, monitoring and safeguarding purposes in accordance with UAE data protection laws

Admission and Enrollment:

The school prioritizes the enrolment of students with ALN and their siblings, ensuring that the students have preferential consideration for available places within the school.

Clinical assessments:

The school may request original clinical assessment reports from parents, provided by relevant specialists such as therapists, psychologists or pediatricians to complete admission, to support the development and implementation of individualized learning plans and to ensure appropriate accommodations are made for students with additional learning needs.

Notification of inability to accommodate:

If Creative British School determines it is unable to meet the needs of a student with additional learning requirements, the school will notify both ADEK (Abu Dhabi Department of Education and

Knowledge) and the concerned parents within 7 days of the admission decision.

Attendance:

Commitment to regular attendance:

Creative British School is committed to ensuring that ALN students have the support necessary to achieve regular attendance, as consistent participation is crucial for their academic success and personal development.

Flexible attendance arrangements:

The school offers flexible attendance arrangements where appropriate, including adjusted schedules or modified school hours, to accommodate the specific needs of ALN students.

Parental communication:

The school maintains open and regular communication with parents or guardians regarding their child's attendance. Parents are encouraged to inform the school of any factors affecting their child's ability to attend regularly and to work collaboratively on solutions.

Review and adjustment:

Attendance policies and practices are reviewed regularly to ensure they effectively support students with additional learning needs and make necessary adjustments based on feedback and evolving needs.

Assessment Accommodations:

The school will accommodate/modify or make any necessary adjustments required by students with additional learning needs to ensure they can complete termly summative assessments that form part of the assessment process. The Head of Inclusion liaises with the Examinations Officer or representative and is responsible for ensuring the appropriate procedures for online applications for access arrangements for external examinations is in accordance with current examination regulations.

Transition:

The school will provide comprehensive support during the transition process for all students with additional learning needs. This includes targeted assistance for:

- a) Students entering school for the first time or transitioning from alternative early education settings.
- b) Students transferring from specialized provisions, home-schooling, or other educational environments.
- c) Students participating in exchange programs.

Standard Inclusive Provision & Support Staff Arrangements:

The school has a designated Head of Inclusion to oversee the implementation and effectiveness of inclusive practices. Additionally, Inclusion Teachers are assigned per cycle to provide targeted support and ensure that the needs of students with additional learning needs are effectively met throughout the academic year.

Individual Assistants (formerly referred to as shadow teachers)

Individual assistants (IAs) can be appointed (parent funded, employed by the school) for additional individualised assistance and support to access the school curriculum. IAs need to obtain ADEK PASS approval and related documents uploaded on the student's file. The Individual Assistant shall be effectively communicate with school staff and be efficiently trained in the school's Student protection and safeguarding procedures.

Inclusion Assistants The school will provide/shall appoint Inclusion Assistants to provide additional support to teachers for students with additional learning needs and any student requiring 1:1 support.

One-to-One Support Provision. Dedicated 1:1 support shall be provided to individual students where required, in accordance with their Documented Learning Plan(DLP) and or relevant Clinical Assessment Reports.

Inclusion Assistants shall be appointed for students of determination who are identified as requiring Tier 3 level support , particularly within FS2, year 1, Year 2 and Year 3, to ensure appropriate support, access to learning, safe and individualised support.

Confidentiality:

At CBS, confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled students 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.

Accessibility of learning spaces/requirement:

Classrooms are made accessible to students with additional needs, with desks and chairs adjusted to provide appropriate seating options for those with specific needs.

The school will ensure equitable and safe access to both the learning and physical environment, making reasonable adjustments as needed to support students with additional learning needs.

The school shall provide accessible bathrooms equipped with appropriate sanitary provisions for students with physical disability.

Accessibility of specialist support services:

The students with additional learning needs have equitable access to specialized support facilities, including resource rooms, therapy spaces, and any other designated areas. This access will be facilitated by making necessary adjustments to the physical environment and providing dedicated support staff to assist with individualized needs.

Inclusive teaching and learning support:

At CBS, we are dedicated to creating an inclusive and supportive learning environment that meets the diverse needs of all our students. To achieve this, we have implemented a 3-tiered Pyramid of Intervention Plan and strive to align our practices with the principles of Universal Design for Learning (UDL).

Universal Design for Learning (UDL)

This is an educational framework that emphasises developing flexible learning environments to accommodate individual learning differences. Although we have not adopted the exact UDL framework, we align with its core principles by providing multiple means of representation, engagement, and expression. This approach helps us address varied learning needs and ensures more equitable access to educational opportunities.

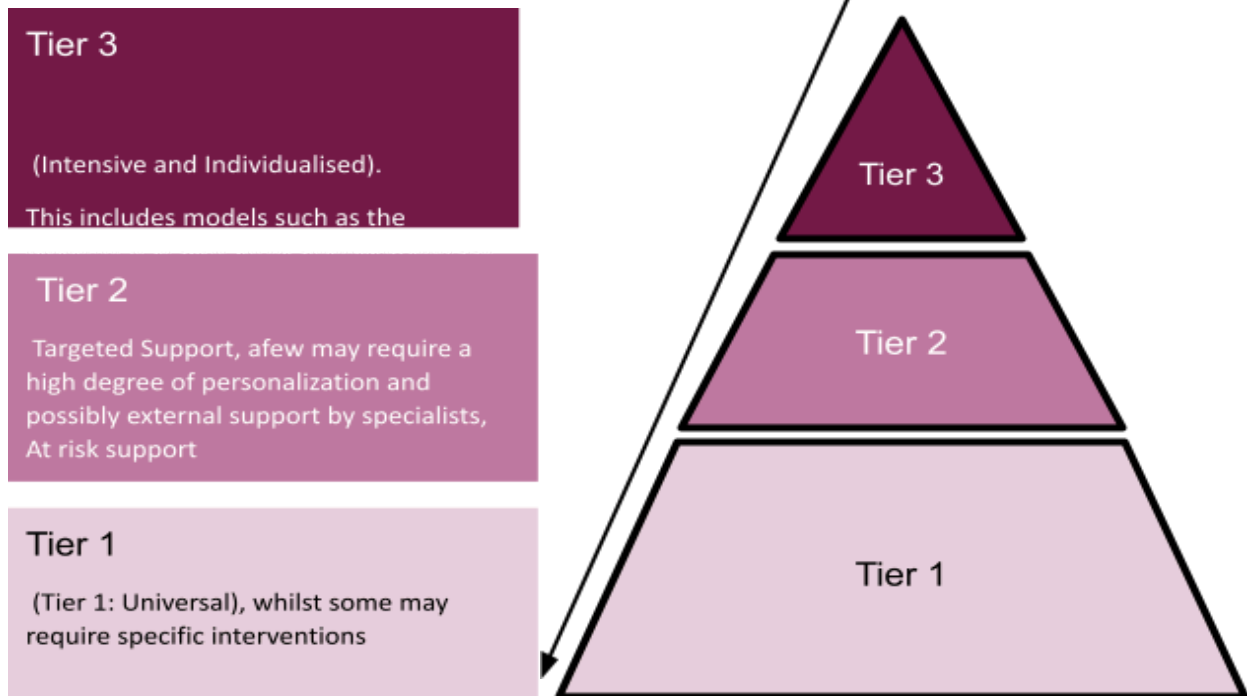
Pyramid of Intervention Tier 1 Support:

The primary goal of tier 1 support is to create an environment where the majority of students can succeed academically and behaviourally without the need for additional interventions from the learning support unit.

Teachers will:

- Provide a foundation level of support (Tier 1 support) to all students.
- Identify the additional needs of students in each class
- Implement Universal Design for Learning (UDL)*
- Use a variety of teaching methods to meet the needs of all students.

Pyramid of Intervention Tier 2 Support:

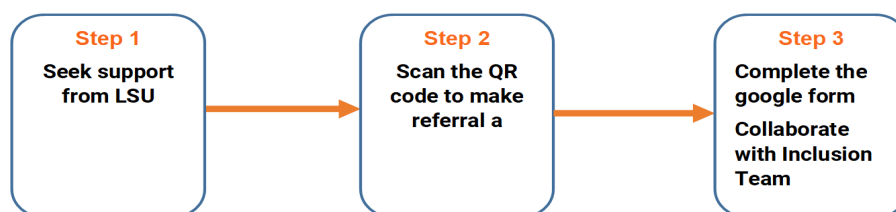


Tier 2 support is designed to address specific learning or behavioural challenges.

The goal of Tier 2 is to prevent the escalation of difficulties by offering timely and strategic intervention.

Pre-tier monitoring will be carried out based on teacher referrals for students who are not on the ALN Register.

Teachers will:



Inclusion Team will:

- Observe the learning environment
- Identify the barriers to learning
- Create support strategies to eliminate the barriers and make a Documented Learning Plan
- Make referral for Tier 3 support if needed

Pyramid of Intervention Tier 3:

Highest level of support provided to students who require intensive, individualised interventions. This tier is designed for a small percentage of students who demonstrate significant academic, behavioural, or emotional challenges that cannot be adequately addressed through Tier 1 (universal) or Tier 2 (targeted) interventions alone.

Teachers will:

- Collaborate with the inclusion team.
- Implement the interventions outlined in the student's individualised plan.
- Modify instructional strategies and materials to meet the specific learning needs of the students
- Make necessary modifications and accommodations to support the student's learning and behaviour

The Inclusion Team will:

- Ensure support through continuum of support.
- Ensure monitoring of students
- Work with teachers, parents and professionals for the Documented Learning Plan (DLP).
- Apply focused interventions, updating parents regularly.
- Advocate for resources to enhance the student's learning.

What is the continuum of support?

The Inclusive Learning Support Unit will continuously track the progress of each student 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 behavioural needs of all students.



What kinds of solutions can the Pyramid of Interventions provide?

Tier 1

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

Tier 1
<p>General academic performance: This includes monitoring students' overall academic progress and ensuring they are meeting grade-level standards.</p> <p>Basic understanding of concepts: Ensuring students grasp fundamental concepts taught in the classroom and addressing any general comprehension issues.</p> <p>Encouraging class participation: Creating an engaging learning environment that encourages active participation from all students.</p> <p>Promoting good study habits: Providing guidance on time management, organization, and study skills to help students stay on track with their assignments and tasks.</p> <p>Language support: Offering additional language support or resources to students who may face language-related barriers in learning.</p>

Tier 2 – For targeted groups of students

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

Tier 2
<p>Supplemental instruction: Providing additional small-group instruction or tutoring sessions to address specific academic challenges or gaps in learning.</p> <p>Focused skill development: Offering targeted interventions to improve specific skills, such as reading comprehension, math problem-solving, or writing proficiency.</p> <p>Intervention Plan: Developing learning intervention plans to address the unique needs of students who require extra support.</p> <p>Progress monitoring: Regularly assessing students' progress to track their growth and identify areas that need further attention.</p> <p>Collaborative problem-solving: Working closely with students to identify learning obstacles and collaboratively develop strategies for improvement.</p>

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.

Tier 3
<p>Intensive academic interventions: Providing one-on-one or small-group intensive interventions tailored to the specific learning needs of the student.</p> <p>Documented Learning plans (DLPs): Developing comprehensive plans outlining specific academic goals, accommodations, and specialised instruction for students with diverse learning needs.</p> <p>Assessment Modifications: Conducting in-depth assessments to identify the root causes of challenges and inform targeted interventions.</p> <p>Special education services: Offering specialised instruction and support for students with exceptional learning needs, including those with learning disabilities or other exceptionalities.</p>

Collaboration with specialists: Working closely with specialists, such as special education teachers or educational psychologists, to develop and implement specialised academic interventions.

Inclusion based professional development (CPD/ 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.

All staff will receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion as appropriate.

Additional Fees:

Creative British School is committed to providing necessary support to students with additional learning needs to ensure their educational success within the school fee structure.

- Parents are responsible for hiring and funding for individual assistant teachers if required. The school can assist by recommending qualified candidates as per ADEK Inclusion Policy.
- The school will ensure that the candidate has ADEK pass approval.
- Parents are also responsible for any costs associated with therapy services, including but not limited to speech therapy, occupational therapy, and psychological services.
- The Learning Support Unit will offer guidance and support to the individual support teachers and therapists, but parents are responsible for any associated costs.
- Parents are responsible for the cost associated with external assessments.

Roles and responsibilities:

The Inclusion Learning Support Team works 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.

Roles	Responsibilities
Principal	The Principal shall ensure inclusive provision is integrated into leadership meetings, school development plans, and staff roles, appointing key personnel for oversight and coordination of education for students with additional learning needs. Additionally,

Inclusion Committee Members:

To ensure fair and equitable access to the Inclusion department the school has formed an inclusion committee. This committee meets fortnightly to review cases on an individual basis where the Inclusion team requires additional support. This support may be to aid in difficult cases where the decision is not clear, support the Inclusion leader with Parental issues or more general support to ensure high quality provision for the students.

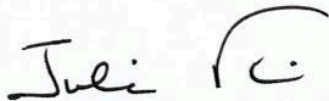
Ms Julia Flavin - Principal

Mr Vincent Walters - Vice Principal

Mr Ebow Sam - Brew – Head of Inclusion

Ms Jiji Joseph - Social Worker

We the undersigned agree to support and develop the Inclusion team and ensure all students at CBS receive equitable access to the support and development the team can offer. We will form an impartial committee to review difficult or complex cases and ensure the needs of the child and school are kept in primary consideration.



Ms Julia Flavin- Principal



Mr Vincent Walters – Vice Principal



Ms Jiji Joseph – Social Worker



Mr Ebow Sam - Brew – Head of
Inclusion

	the Principal must ensure staff training, risk assessments, and emergency procedures are in place to support and protect all students, including those with additional needs.
Inclusion Team	Coordinate and oversee all educational, behavioural, and social provisions for students with additional learning needs, ensuring effective collaboration with teachers, secure documentation, regular evaluations, and communication with parents. They will also maintain and update relevant registers, emergency plans, and accessibility measures, while coordinating specialist interventions and services as needed.
Teachers	<p>Accommodate, Modify, and Differentiate the Curriculum: For students with a formal diagnosis, ensure that the curriculum is adapted to meet their specific needs. For students who are not meeting academic or behavioural expectations, differentiate the curriculum to support their learning and development.</p> <p>Identify and Refer: Bring students who may need additional support to the attention of the Learning Support Unit promptly.</p> <p>Progress Reporting: Clearly identify any modifications, services provided, and progress made in the student's report, including students with additional needs or those identified as gifted/talented.</p> <p>Examination Support: Implement access arrangements during examinations as required to ensure all students have the necessary support.</p>
Parents	<p>Attend Meetings: Attend regular meetings, including the start of term and End-of-term reviews, and DLP meetings to discuss their child's progress and needs.</p> <p>Inform the School: Provide the school with specific information and documentation related to any diagnosed needs their child may have.</p> <p>Seek External Guidance: If recommended by the Head of Inclusion, seek external guidance and support for their child.</p> <p>Collaborate with the School: Work in partnership with the school to provide the best possible support for their child.</p> <p>Honor Agreements: Honor any agreements made with the school, including therapy provisions outside of school. Ensure that individual assistants employed to support their child are paid in line with the terms of their agreement.</p>

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Ms Julia Flavin, Principal

Mr. Vincent Walters, Vice Principal

Mr. Ebow Sam-Brew, Head of Inclusion

Ms. Jiji Joseph, Social Worker

Monitoring the Policy:

- The Principal and Learning Support Team monitors the effectiveness of this policy on a regular basis. Next annual review September 2026.

This policy should be used in conjunction with other School and ADEK policies

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Gifted and Talented Policy

Further Guidance

- ADEK Inclusion Policy (2023)
- 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)

Definitions:

Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Additional Learning Needs	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 gifted and/or talented).
Accommodations and Modifications	Any adjustments to how teaching takes place, including lesson delivery and behaviour management, so that it is suitable for the needs of students with additional learning needs. Any adjustments to the way assessments are conducted to enable access without changing the demand of the assessment (e.g. Screen reading, Extended time, scribe, enlarged fonts)
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
Individual Assistant	Formerly known as “Shadow Teachers”, 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 4 needs.
Twice Exceptional	Students who are both gifted and/or talented and have other additional learning needs.