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INTERNATIONAL ACADEMY
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AMBASSADOR INTERNATIONAL ACADEMY, MANKHOOL

Inclusion Policy

Whole School

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1. Policy Statement

At Ambassador International Academy – Mankhool (AIA Mankhool), inclusion is integral to the ethos, leadership and educational practice of the school. AIA Mankhool is committed to providing a welcoming, respectful, equitable and ambitious learning environment in which every student is known, valued and supported to achieve their academic, social, emotional and physical potential.

The school recognises that students have different strengths, experiences, abilities, learning profiles and barriers to participation. Equity does not mean that every student receives identical provision. Appropriate adaptations, accommodations, interventions, curriculum adjustments and levels of support will therefore be provided according to individual need.

All students will have meaningful access to high-quality teaching, an appropriately challenging curriculum and the wider life of the school. Inclusion is underpinned by belonging, participation, achievement, wellbeing, independence, equity, dignity and respect.

Inclusion is a shared responsibility. Every member of the school community has a role in identifying and reducing barriers and creating an environment in which diversity is valued and every learner is enabled to participate and flourish.

2. Guiding Legislation and Frameworks

This policy is informed by applicable UAE and Dubai legislation, regulations and guidance relating to inclusive education and the rights of students, including:

- UAE Federal Law No. 29 of 2006 concerning the Rights of People of Determination and subsequent amendments.
- Dubai Law No. 3 of 2022 concerning the Rights of Persons with Disabilities in the Emirate of Dubai and relevant implementing regulations.
- Executive Council Resolution No. 2 of 2017 regulating private schools in Dubai.
- KHDA Administrative Resolution No. 15 of 2026 approving the Dubai Inclusive Education Policy Framework and the Directives and Guidelines for Inclusive Education for Private Schools.
- Relevant KHDA inspection and inclusive education requirements.
- UAE Child Protection Law and relevant safeguarding legislation.
- UAE National Policy for Empowering People of Determination.
- Relevant Ministry of Education guidance.

- Applicable Dubai accessibility, universal design, health and safety requirements.
- United Nations Convention on the Rights of Persons with Disabilities.
- Ambassador Schools Group vision, mission and values.
- Other applicable UAE, Dubai and KHDA legislation, regulations and guidance.

The school will monitor changes to legislation, regulation and professional guidance and amend this policy and associated procedures where necessary.

3. Vision for Inclusion

AIA Mankhool seeks to establish a culture in which every student is known, valued, respected and appropriately supported.

The school is committed to equitable access, high expectations, early identification of barriers, personalised support, meaningful participation, independence and self-advocacy. Students will be encouraged to recognise and develop their strengths, build confidence and resilience, and acquire the skills required for future success.

Inclusion extends beyond students requiring additional support. Students who require additional challenge, enrichment or personalised opportunities will also be identified and supported to achieve their full potential.

4. Definition of Inclusion

Inclusive education is the provision of education within a common learning environment, supported by appropriate teaching, intervention, reasonable accommodation and personalised provision so that students can participate meaningfully and experience success.

Inclusion is an ongoing process of identifying, reducing and removing barriers to learning and participation.

Students may experience needs relating to communication and interaction, cognition and learning, social and emotional development, sensory or physical needs, medical needs, language, transition or previous educational experience. Some students may also require additional challenge because of exceptional ability, giftedness or talent.

A formal diagnosis is not required for a student to receive appropriate educational support. Provision will be determined by identified need, available evidence and the barriers affecting learning, wellbeing and participation.

5. Aims

The purpose of this policy is to provide a consistent framework for identifying and responding to individual learning needs.

AIA Mankhool will identify needs as early as possible, provide timely intervention, maintain high expectations, implement appropriate accommodations, provide additional challenge where required, promote independence, monitor the impact of provision, adapt support in response to evidence and develop staff expertise in inclusive practice.

The school will work in partnership with students, parents and relevant professionals to ensure that provision is purposeful, proportionate and responsive to individual need.

6. Admissions

AIA Mankhool welcomes applications from students with a range of abilities, learning profiles and educational needs.

Admissions decisions will be fair, transparent and non-discriminatory. Decisions will consider the student's strengths, identified needs, previous educational experience, relevant assessment information and professional reports, alongside the school's ability to provide appropriate provision and maintain a safe and effective learning environment.

A student will not be refused admission solely because they have a disability, learning difficulty or additional educational need.

The admissions process may include consultation with parents, review of previous school records and professional reports, observation, assessment and consultation with previous educational settings. Where appropriate, an initial support or transition plan will be developed.

Where information is incomplete, the school may use observation, internal assessment and parent consultation to establish an initial understanding of need.

Admissions and Inclusion staff will work collaboratively to support informed decision-making and successful transition. Information obtained during admissions will be handled confidentially and in accordance with safeguarding and applicable data protection requirements.

7. Identification, Assessment and Referral

Additional educational needs may become apparent at any stage of a student's education. Identification may arise through classroom observation, assessment, progress monitoring, teacher or parent concerns, student voice, previous educational records, screening, targeted assessment or external professional reports.

Teachers are responsible for identifying potential barriers to learning and raising concerns through the school's agreed referral procedures.

Where concerns arise, the school will seek to understand the underlying barrier and determine an appropriate response. This may include observation, targeted assessment, consultation with parents and staff, review of progress data and specialist advice.

Slow progress or low attainment alone will not automatically indicate a special educational need. The student's strengths, circumstances, learning history and environment will be considered as part of a holistic assessment.

Assessment will be used primarily to understand the learner and inform effective provision rather than to label the student.

8. More Able, Gifted and Talented Students

AIA Mankhool recognises that inclusion encompasses students who require additional challenge as well as those who require additional support.

Students demonstrating exceptional ability, high attainment, gifted potential or talent will be identified through a range of evidence, including:

- Attainment and progress data.
- Teacher assessment.
- Standardised assessment.
- Subject-specific performance.
- Portfolios and products of learning.

- Creativity and problem-solving.
- Leadership and personal qualities.
- Achievement in areas such as sport and the arts.

Appropriate provision may include:

- Curriculum enrichment.
- Greater depth and complexity.
- Extension and acceleration where appropriate.
- Independent or inquiry-based learning.
- Specialist programmes.
- Competitions and external opportunities.
- Leadership opportunities.
- Mentoring.
- Personalised learning pathways.

Students requiring additional challenge will be appropriately identified, monitored and supported to achieve their potential.

9. Levels of Support and Graduated Response

AIA Mankhool adopts a graduated approach to support, aligned where appropriate with the KHDA Levels of Support.

Level 1: Universal Provision

High-quality inclusive teaching is the first response to learner diversity. Teachers will use adaptive teaching, appropriate differentiation, scaffolding, modelling, explicit instruction, flexible grouping, visual and practical support, technology, assessment for learning, clear routines and positive classroom management.

Teachers remain responsible and accountable for the progress and development of all students in their classrooms.

Level 2: Targeted Support

Where universal provision does not sufficiently address an identified barrier, targeted support may be provided through small-group or individual intervention, literacy and numeracy support, communication programmes, social development, emotional regulation support or targeted classroom provision.

Support may be coordinated by Inclusion Teachers or other appropriately qualified staff and recorded through an appropriate Student Profile or Pupil Profile. Targeted interventions will have clear objectives and will be monitored for impact.

Level 3: Specialised Support

Students requiring intensive or specialist provision may receive an Individual Education Plan, individual support plan, specialist teaching, individualised intervention, ILSA or LSA support, specialist professional input, assistive technology, risk assessments, Personal Evacuation Plans, Behaviour Support Plans, curriculum modification or appropriate assessment access arrangements.

The level of support will be reviewed regularly and adjusted according to evidence of progress, changing need and increasing independence.

10. Assess–Plan–Do–Review Cycle

The school uses an Assess–Plan–Do–Review cycle to ensure that provision is purposeful, responsive and evidence-informed.

Assess: Information will be gathered from assessment, observation, progress data, parent and student views, teacher feedback, screening, specialist reports and external recommendations.

Plan: Appropriate outcomes, strategies, accommodations and interventions will be agreed, identifying strengths, needs, barriers, desired outcomes, responsible staff and review arrangements.

Do: Teachers and relevant support staff will implement agreed strategies consistently.

Review: Progress and the effectiveness of provision will be evaluated. Provision may be maintained, adapted, increased, reduced, replaced or discontinued where it is no longer required.

11. Consulting and Involving Students and Parents

Parents are valued partners in supporting their child's education and development. They will be involved appropriately when additional needs are identified, significant changes to provision are proposed, individual plans are developed or reviewed, external professional involvement is required or significant concerns arise.

Communication will focus on strengths, needs, barriers, outcomes and agreed strategies. Students will be encouraged to participate in decisions concerning their education and support at an age- and developmentally appropriate level.

12. Individual Education Plans and Student Profiles

Where required, students will have an Individual Education Plan, Student Profile or other appropriate individual support document.

Plans will provide relevant staff with clear information regarding:

- Student strengths.
- Identified needs and barriers to learning.
- SMART outcomes where appropriate.
- Reasonable accommodations.
- Teaching strategies and interventions.
- Independence targets.
- Communication and regulation strategies.
- Relevant professional recommendations.
- Risk management arrangements.

Students and parents will be involved appropriately in the development and review of individual plans. Plans will be reviewed regularly and amended when evidence indicates that provision should change.

13. Inclusion Register and Provision Mapping

The Head of Inclusion will maintain an accurate and up-to-date Inclusion Register.

The register will support the identification and monitoring of students receiving targeted or specialised provision and will record relevant information regarding areas of need, level of support, key accommodations, individual planning, interventions, professional involvement and access arrangements.

The Inclusion Register and provision mapping will inform staffing, intervention planning, resource allocation, professional development, strategic planning and monitoring of student progress. Access to sensitive information will be appropriately restricted and managed.

14. Students of Determination

Students of Determination are full members of the AIA Mankhool community and will be supported to access education and participate meaningfully alongside their peers.

The school will provide reasonable accommodations and appropriate support according to individual need. Provision may include individual planning, environmental adaptations, assistive technology, communication and sensory support, additional adult assistance, specialist teaching, professional recommendations, access arrangements and curriculum modification where appropriate.

Support will reduce barriers while promoting independence, participation and self-advocacy. Adult support will not be used unnecessarily where a student can reasonably complete an activity independently or with less intrusive assistance.

15. Areas of Additional Educational Need

AIA Mankhool recognises a range of additional educational needs.

Communication and Interaction needs may include autism, speech and language difficulties and social communication differences. Cognition and Learning needs may include dyslexia, dyscalculia, dysgraphia, dyspraxia and general or specific learning difficulties. Social, Emotional and Behavioural Development needs may include difficulties with attention, emotional regulation, anxiety, social development and behaviour. Sensory and Physical needs may include visual or hearing impairment, physical disability, sensory processing differences, motor difficulties and medical conditions affecting access to learning.

Students may experience more than one area of need. Provision will therefore reflect the whole learner rather than a single category or diagnosis.

16. Creating an Inclusive Classroom

Teachers are responsible and accountable for the progress and development of all students in their classrooms. High-quality teaching is the foundation of the school's inclusive approach.

Teachers will adapt teaching and resources, reduce barriers, implement agreed accommodations, monitor progress and wellbeing, contribute to individual planning, provide appropriate challenge and promote independence.

Appropriate adaptations may include visual support, concrete resources, scaffolding, modelling, guided practice, manageable stages, additional processing time, reduced unnecessary language, adapted recording methods and assistive technology.

Curriculum adaptations will be proportionate and purposeful while maintaining appropriate challenge and high expectations.

17. Additional Support and Interventions

Additional support may be provided within the classroom or through small-group or individual intervention delivered by Inclusion staff, specialist teachers or appropriately coordinated external professionals.

Interventions will have a clear rationale, identified outcomes, appropriate timescales, responsible staff and regular monitoring.

Withdrawal from the classroom will be used only where educationally appropriate and where it does not unnecessarily restrict access to the common learning environment.

18. Assessment and Examination Access Arrangements

AIA Mankhool is committed to ensuring that assessment arrangements do not create unnecessary barriers to demonstrating knowledge, skills and understanding.

Access arrangements will be considered individually and informed by evidence of need, professional recommendations, assessment information and the student's normal way of working.

Internal arrangements may include additional time, rest breaks, a separate room, adapted papers, enlarged print, a reader, a scribe, assistive technology or alternative recording methods where

appropriate. The school will maintain appropriate evidence demonstrating identified need and the use of relevant accommodations.

For external examinations, applications will follow the requirements of the relevant examination or awarding body.

The Head of Inclusion will work with curriculum leaders, examinations staff and programme coordinators to ensure that evidence and documentation are appropriately maintained.

19. Individual Learning Support Assistants

Individual Learning Support Assistants (ILSAs) will be parent-funded. Parents will be involved in the recruitment process and may support the school in identifying and interviewing suitable candidates.

All ILSA appointments will be subject to the school's approval procedures, including an appropriate interview process, safeguarding checks, required training and final school approval.

The ILSA, parent(s)/guardian(s) and the school will enter into and sign a Memorandum of Understanding (MOU) setting out the shared expectations, roles, responsibilities and communication arrangements to support the student's educational and wellbeing needs.

All ILSAs m

The ILSA's role is to facilitate access to learning and participation while promoting independence and engagement with teachers, peers and the wider school community.

ILSAs may support classroom access, communication, positive peer interaction, emotional regulation and implementation of agreed strategies. They may also contribute relevant observations to the student's review process and support participation in wider school activities where appropriate.

The classroom teacher remains responsible for teaching, learning and student progress. ILSA support complements and does not replace high-quality teaching.

Clear communication and accountability will be maintained between parents, the ILSA, teachers and the Inclusion Team. ILSA provision will be reviewed regularly to ensure that support remains appropriate, effective and focused on developing independence.

20. Learning Support Assistants

Learning Support Assistants support students' access, participation and independence across the school. They implement agreed strategies, support individuals and groups, facilitate participation, assist with appropriate resources and provide relevant observations to teachers and Inclusion staff.

LSAs do not replace the role of the teacher and will work under the direction of teachers and relevant Inclusion staff. LSAs will receive appropriate induction, training, supervision and opportunities for professional development.

21. Partnerships with External Professionals

AIA Mankhool will work collaboratively with relevant external professionals where appropriate. These may include educational psychologists, speech and language therapists, occupational therapists, physiotherapists, behaviour specialists, medical professionals, mental health practitioners and specialist educational consultants.

Where appropriate, professionals may contribute to a Team Around the Child approach. Recommendations will be considered carefully and incorporated into educational planning where feasible and appropriate.

22. Staff Expertise and Professional Development

Effective inclusion depends on staff having the knowledge, skills and confidence to respond appropriately to learner diversity. The Inclusion team to staff development through appropriate guidance, consultation, coaching and collaboration, working with colleagues to strengthen inclusive practice across the school.

Opportunities for learning may include areas such as inclusive and adaptive teaching, communication and interaction, learning difficulties, sensory needs, wellbeing and positive behaviour support, assistive technology, assessment access arrangements, safeguarding and promoting student independence.

Professional development will reflect the needs of students and the school community, as well as relevant feedback, quality assurance findings, school improvement priorities and developments in legislation, guidance and educational practice.

Effective inclusion is supported by staff having the knowledge, understanding and confidence to respond to the diverse needs of learners. AIA Mankhool will promote ongoing professional learning and opportunities for staff to develop their inclusive practice.

23. Accessibility and Reasonable Accommodations

The school will take reasonable steps to ensure that students can access the curriculum, assessment, physical environment, communication systems, technology and wider school experiences.

Reasonable accommodations will be determined according to individual need and may include adjustments to the learning environment, resources, communication, recording methods, assessment arrangements, sensory environments, technology or adult support, where appropriate, a temporary or phased adjustment to the school day.

Accommodations will address identified barriers while maintaining appropriate expectations and promoting independence, promoting independence and supporting the student's participation in school life to the greatest extent possible.

24. Medical Needs and Personal Evacuation Plans

The school will work with parents and relevant professionals to support students whose medical needs affect their education, safety or participation.

Where required, appropriate healthcare arrangements and risk management procedures will be established.

Students requiring additional evacuation assistance because of disability or medical need will have a Personal Evacuation Plan where appropriate. Relevant staff will be informed and arrangements reviewed regularly.

25. Participation in School Life

AIA Mankhool is committed to ensuring that all students have equitable opportunities to participate in the wider life of the school, including extracurricular activities, sport, performances, assemblies, educational visits, workshops, leadership opportunities and student voice.

Reasonable accommodations will be considered to facilitate meaningful participation.

26. Wellbeing, Positive Behaviour Support and Inclusion

AIA Mankhool recognises that wellbeing, belonging and positive relationships are fundamental to effective learning and participation.

All students are expected to follow the school's Behaviour Policy. However, the school recognises that behaviour may be influenced by unmet needs, communication differences, sensory factors, emotional regulation difficulties or other barriers.

Where appropriate, support may include Behaviour Support Plans, regulation strategies, environmental adaptations, positive reinforcement, restorative approaches, risk management and specialist advice.

Responses to behaviour will consider individual circumstances and agreed accommodations while maintaining appropriate expectations, safety, dignity and accountability.

The school is committed to respecting the dignity, privacy and wellbeing of all students. Where intimate care is required, it will be provided in accordance with the school's Intimate Care Policy by appropriately trained staff, ensuring safe, respectful and age-appropriate support at all times

27. Student Voice and Self-Advocacy

Students will be encouraged, according to their age and developmental level, to express their views, communicate their needs, contribute to target setting, understand relevant accommodations, make informed choices and develop self-advocacy skills.

The school will promote increasingly independent learners who understand their strengths, needs and the strategies that support their success.

28. Transition Between Settings

The school recognises that transitions between classes, year groups, phases and educational settings may present additional challenges.

Transition arrangements will be planned according to individual need and may include meetings, visits, visual resources, individual transition plans, peer support and the timely transfer of relevant information, strategies and accommodations.

29. Securing Support, Equipment and Resources

The school will use established identification, referral and assessment procedures to determine students' requirements for additional support, equipment or specialist resources.

The Head of Inclusion may coordinate assessment, specialist referrals, intervention planning, resource recommendations, parent meetings and professional consultation.

Where provision is additional to the school's standard offer, parents will be informed clearly of its nature, purpose and relevant arrangements.

30. Monitoring and Evaluating Inclusion Provision

The effectiveness of inclusion provision will be monitored through student progress, individual plan reviews, intervention outcomes, provision mapping, Inclusion Register reviews, classroom observations, learning walks, ILSA and LSA monitoring, parent feedback, student voice and staff feedback.

The Head of Inclusion and Senior Leadership Team will evaluate the impact of provision and identify priorities for development. Where provision is not achieving the intended outcomes, it will be reviewed and adapted as appropriate.

31. Inclusion Team and Operational Review

AIA Mankhool will maintain an appropriately structured Inclusion Team to coordinate and support inclusive provision.

The team may include the Head of Inclusion, Inclusion Teachers, Learning Support Assistants, Individual Learning Support Assistants, relevant members of Senior Leadership and other appropriately qualified professionals.

Regular Inclusion Team meetings will review student progress, provision, interventions, staffing, emerging concerns, transition arrangements, professional recommendations and improvement priorities.

32. Inclusion Governance and Leadership

Principal: The Principal has overall responsibility for ensuring that inclusion is embedded within the school's culture, strategic planning and operational practice.

Senior Leadership Team: The Senior Leadership Team will support the strategic development of inclusive practice, monitor provision and ensure that inclusion is reflected in school improvement planning and resource allocation.

Head of Inclusion: The Head of Inclusion has day-to-day responsibility for implementing this policy and coordinating inclusive provision, including identification and assessment, referral, individual planning, intervention oversight, Inclusion Register and provision mapping, external professional involvement, staff guidance, record keeping and monitoring.

Inclusion Teacher: The Inclusion Teacher will deliver and coordinate targeted interventions for individual students and small groups, monitor and evaluate student progress, and contribute to ongoing assessment and review processes. They will provide practical strategies and guidance to teachers, Learning Support Assistants (LSAs) and Inclusion Learning Support Assistants (ILSAs) to support inclusive classroom practice. The Inclusion Teacher will also identify, develop and share appropriate resources, accommodations and intervention materials to meet students' diverse learning needs and promote successful access to the curriculum.

Teachers: Teachers are responsible for all learners in their classrooms. They will provide high-quality inclusive teaching, implement agreed accommodations, monitor progress and collaborate with Inclusion staff and parents.

Learning Support Assistants and ILSAs: Support staff will implement agreed strategies, promote participation and independence, work collaboratively with teachers and contribute relevant observations to monitoring and review.

Parents: Parents are encouraged to share relevant information, participate in meetings and reviews and work collaboratively with the school.

Students: Students are encouraged to participate actively in their learning, develop independence and self-advocacy, respect diversity and contribute positively to the school community.

33. Complaints Regarding Inclusion Provision

The school is committed to addressing concerns regarding inclusion provision promptly, respectfully and constructively.

Parents should initially raise concerns with the Head of Inclusion. Where concerns cannot be resolved at this stage, they will be managed in accordance with the school's formal Complaints Policy.

The school will maintain appropriate communication with parents throughout the process and seek to resolve concerns in the best interests of the student.

34. Confidentiality and Record Keeping

The school will maintain accurate and up-to-date records relating to students receiving additional educational support. These may include assessments, reports, individual plans, intervention records, review documentation, risk assessments, Personal Evacuation Plans, access arrangements and professional recommendations.

Information will only be shared with staff and professionals who require access for legitimate educational, safeguarding or operational purposes.

All information will be managed in accordance with relevant confidentiality, safeguarding and data protection requirements.

35. Links with Other School Policies

This policy should be read alongside the following school policies and procedures:

- Safeguarding and Child Protection Policy.
- Admissions Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Accessibility Plan.
- Health and Safety Policy.
- Student Wellbeing Policy.
- Assessment Policy.
- Curriculum Policy.
- Educational Visits Policy.
- Complaints Policy.
- Data Protection and Confidentiality Procedures.
- Any relevant policy concerning gifted, talented and high-achieving students.
- Memorandum of Understanding (MOU) between ILSA, Parents and School
- Intimate Care Policy

36. Monitoring and Review of this Policy

The Inclusion Policy will be reviewed annually by the Head of Inclusion and Senior Leadership Team and approved by the Principal and the Board.

The policy may also be reviewed during the academic year in response to changes in legislation, KHDA requirements, inspection expectations, school provision, inclusion systems or feedback from students, parents or staff.

Substantive amendments will be communicated to relevant members of the school community.

37. Commitment to Inclusion

AIA Mankhool is committed to embedding inclusion within the culture, leadership, teaching and everyday experiences of the school.

Inclusion is a shared responsibility across the entire school community. The school recognises that equitable provision may look different for different learners and is committed to understanding individual strengths and needs, reducing barriers, providing appropriate support and challenge, and

creating meaningful opportunities for every student to participate, achieve and develop independence.