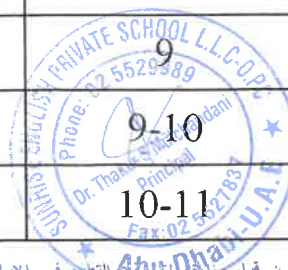




INCLUSION POLICY – ADDITIONAL LEARNING NEEDS

Document Type	Policy
Administering Authority	School
Latest Approval/Amendment Date	June 2025
Previous Approval/Amendment Date	March 2024
Approving Authority	Principal
Indicative Time for the next Review	March 2026

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1. VISION

The vision of Sunrise English Private School (SEPS) – Abu Dhabi is to foster excellence in educating young people through collaboration, informed decision-making and continuous improvement. Our learners will be well-prepared and responsible citizens to meet the further global challenges.

2. MISSION

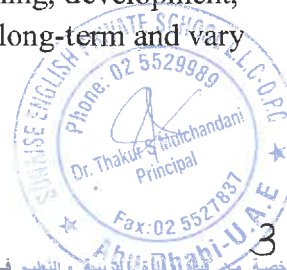
- We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued within a common learning environment.
- We endeavor to promote, protect, and ensure the success of all students by providing relevant learning opportunities, pathways and challenges for all.
- Foster the development of curiosity, critical thinking, creativity, inclusivity, and communication skills among students, equipping them to thrive as adaptable global citizens of the 21st century.
- Instill respect and appreciation for diverse cultures, particularly those rooted in the UAE heritage and Islamic traditions.

3. OBJECTIVES

- To identify and address barriers to learning and participation by implementing effective, individualized solutions that respond to the diverse needs of all students.
- To ensure equitable access to a differentiated and inclusive curriculum that supports meaningful engagement and academic success for every learner.
- To recognize, value, and celebrate the unique strengths, progress, and achievements of all students, fostering a sense of belonging and self-worth. To empower students to stay safe, achieve their full potential, maintain well-being, and develop into confident, responsible individuals who contribute positively to society.

4. ADDITIONAL LEARNING NEEDS (ALN) & CATEGORIES

At Sunrise English Private School (SEPS), students with **Additional Learning Needs (ALN)** are recognized as individuals who require extra support to overcome barriers in learning, development, communication, behavior, or physical access. These needs may be temporary or long-term and vary in severity.





To ensure early identification and appropriate intervention, it is important to understand the different categories of ALN and the common symptoms or indicators associated with each. The table below provides an overview of these categories to support staff in recognizing and responding to diverse learner needs effectively.

Category of ALN	Typical Symptoms/Indicators
Learning Difficulties	Difficulty in reading, writing, math; slow academic progress; poor memory and processing skills.
Speech and Language Impairments	Limited vocabulary; difficulty forming sentences; unclear speech; trouble following instructions.
Autism Spectrum Disorder (ASD)	Difficulty with social interaction, communication challenges, repetitive behaviors, sensory issues.
Attention Deficit Hyperactivity Disorder (ADHD)	Inattention, hyperactivity, impulsiveness, poor focus, restlessness.
Emotional and Behavioral Difficulties	Frequent mood swings, aggression, withdrawal, non-compliance, anxiety, low self-esteem.
Physical and Medical Needs	Fatigue, limited mobility, frequent absences, need for medical support or assistive devices.





5.1 Assessment & Admission Procedure

i. Document Submission

- Parents must submit any existing documentation (e.g., medical reports, psychological evaluations/ IEPs/ therapy reports).
- Honest and full disclosure allows the school to make suitable arrangements and ensure a successful transition.

ii. Collaboration with the Inclusion Department

The Admissions Team will consult the Inclusion Team to:

- Review the submitted documents
- Conduct screening based on both the Observation Form and a verbal interview with the child
- Informally assess the child's developmental and academic needs
- Recommend appropriate accommodations, modifications, or levels of support

iii. Informal Assessment by Inclusion Department

- The Inclusion Team Conducts an informal assessment to evaluate the student's academic readiness, learning style, social-emotional functioning, and any other relevant areas.
- This may include teacher-made tools, checklists, play-based tasks, or one-on-one interaction with the child.

iv. Decision-Making

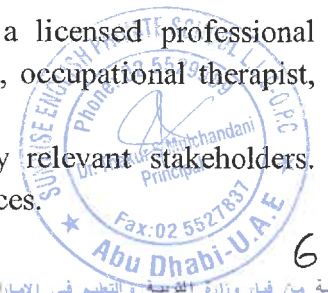
- The decision to admit students with Additional Learning Needs is based on a reasonable evaluation of whether the school can provide appropriate support and resources.
- Admission may include conditions such as the involvement of an Individual Learning Support Assistant and modified learning plans, depending on the student's profile.

v. ESIS Entry Procedure for Students with Additional Learning Needs (ALN)

- A student will be identified as a Student with Additional Learning Needs based on medical, psychological, or educational assessments conducted by certified professionals.

Required supporting documents include:

- A recent diagnostic report (within 2 years) from a licensed professional (psychologist, psychiatrist, speech/language therapist, occupational therapist, etc.)
- An Individualized Education Plan (IEP), signed by relevant stakeholders. Parental consent form for data entry and support services.





5.2 Post-Admission Monitoring

Once enrolled, students with Additional Learning Needs are monitored during the initial weeks of school to assess:

- Their interaction with peers and teachers
- Their comfort in the school setting
- Their academic and emotional adjustment

Support strategies are revised as needed to ensure a smooth integration into the school community.

5.3 Support and Provisions

Students with will receive appropriate levels of support, including:

- Accommodations (e.g., extra time, alternative formats)
- Modifications to the curriculum, if necessary
- Access to inclusive classrooms and specialist support
- All students will have **equal access to learning opportunities** and are encouraged to participate fully in school life.

5.4 Provision for Individualised Learning Support Assistant (ILSA)

As part of our commitment to inclusive education and in accordance with ADEK regulations, the school may recommend the hiring of an Individual Learning Support Assistant (ILSA) for students who require additional academic, behavioral, or physical support to access the curriculum effectively. This recommendation will be based on assessments conducted by the school's Inclusion Support Team or supported by external diagnostic reports. In such cases, the parent/guardian will be responsible for the recruitment and financial obligations related to the Individualised Learning Support Assistant (ILSA), subject to the school's approval of the candidate's qualifications and background checks. The appointed ILSA will operate under the supervision of the Inclusion Department and classroom teachers, adhere to the school's code of conduct, and participate in any required training or orientation. The need for continued ILSA support will be reviewed periodically based on the student's progress and changing needs.

5.5 Inability to Accommodate Notification:

If unable to meet the needs of any students with additional learning requirements, SEPS will submit a notification to ADEK within 7 days.





6. REFERRAL AND IDENTIFICATION PROCESS

Concerns regarding a student's academic or developmental progress may be raised by teachers or parents. Once identified, the concern is documented and forwarded to the Section Supervisor, who consults with the Head of Inclusion. The referral process includes:

Step 1: Teacher Referral

Teacher notices ongoing concerns about a student (academic, behavior, emotional, or developmental). Teacher fills out the ALN Referral Form

Step 2: Inclusion Team Review

The Inclusion Team checks the form and confirms next steps. If appropriate, move to the observation phase.

Step 3: Classroom Observations

The Inclusion Team conducts 2–3 classroom observations to gather more information.

Step 4: Parent Meeting

A meeting is held with the student's parents. Observations and teacher concerns are discussed

Step 5: Decide Next Steps

Based on the meeting, the team may:

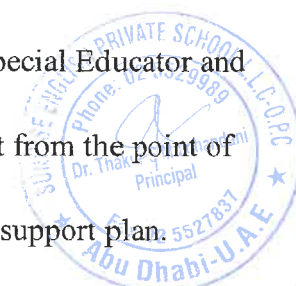
- Monitor the student
- Provide short-term support
- Recommend formal assessment

7. EXTERNAL EVALUATIONS AND INTERVENTIONS

7.1 External evaluations

External evaluations are recommended to identify possible learning or developmental challenges. Upon submission of a formal medical report:

- Students become eligible for intensive one-on-one support from the Special Educator and Counselor.
- Students entering SEPS with an existing diagnosis receive IEP support from the point of admission.
- Reassessments are required every two years to maintain an up-to-date support plan.





7.2 In-School Specialist Services

Sunrise English Private School (SEPS) has effectively implemented a structured policy for in-school specialist services in line with ADEK requirements. A clear referral process is in place, starting from the identification of students in need of additional support to the initiation of specialist services on campus. We have established formal agreements with approved external therapy centers, ensuring that all roles and responsibilities of the school, the center, and parents are clearly defined and agreed upon. Dedicated spaces within the school are provided for these sessions, ensuring privacy, accessibility, and alignment with individual student needs. SEPS strongly recommends in-school specialist services to ensure better coordination, continuous monitoring, and seamless integration with the student's educational program.

8. ADEK Registration

All students with Additional Learning Needs are registered with ADEK, based on external medical reports submitted to the school.

9. INDIVIDUALIZED SUPPORT PLANS

9.1 Individualized Education Plan (IEP)

The IEP is a personalized plan for Tier 2 and Tier 3 students with a formal diagnosis. It includes:

- Identified challenges, strengths, goals, and objectives.
- Specific instructional accommodations, modifications, and interventions.
- Parent involvement strategies for home-based support.
- A schedule for review and progress monitoring.
- Recommendations for allied therapies, if necessary.

9.2 Modified Curriculum Plan

Developed for students requiring substantial curricular adjustments due to learning difficulties or delays. It outlines:

- Modified learning goals.
- Realistic, functional targets.
- Regular updates based on student progress.





9.3 Individualized Behavior Plan (IBP)

Designed for students exhibiting behavior that impacts learning or social interactions. It outlines:

- Target behaviors and goals.
- Reinforcement strategies.
- Intervention steps.

9.4 Individualized Advanced Plan

Developed for students with exceptional abilities who require enrichment and challenge. It includes:

- Project-based learning.
- Independent research.
- Special program participation aligned with student interests.

9.5 Accommodations and Modifications

To ensure equitable learning experiences, SEPS may provide:

- Modified assessments.
- Alternative seating arrangements.
- Extended exam time.
- Sensory aids, tailored materials, or adaptive tools.

10 INCLUSIVE TEACHING & LEARNING APPROACHES:

- The school ensures that teaching and learning approaches reflect the following elements:
- Incorporate inclusive teaching strategies into lesson planning.
- Personalize the teaching content for students with additional learning needs according to IEP targets.

10.1 Assessments

The school ensures that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, the school:

Evaluates the needs of all students with additional learning needs to:

- SEPS ensures that all accommodations and modifications reflect the student's normal way of working in the classroom.
- Ensures permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.



- The school has outlined the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).
- Assessment of accommodations align with internal and external standards.

CBSE Accommodation:

SEPS follows CBSE guidelines to offer appropriate accommodations for students with special educational needs during school assessments and board examinations. These accommodations may include extra time, the use of a reader or scribe, exemption from specific subjects, and permission for assistive technology use. The Inclusion Team supports the documentation and approval process, ensuring all accommodations are provided respectfully and confidentially to promote student success.

10.2 Teaching Practices

- The curriculum is broad, balanced, and recorded in ESIS.
- Lessons incorporate inclusive strategies to support diverse learners.
- Teachers use differentiated teaching methods tailored to individual student needs.
- Auditory and visual learning tools are used to enhance understanding.
- Lesson plans are modified to suit varying ability levels.
- Activities and worksheets are adapted for students with Additional Learning Needs.
- Teachers provide flexible pacing and personalized support when needed.
- Peer support and collaborative learning are encouraged.
- Cycle-Wise Support and Pull-Out Sessions

Here at SEPS, we Provide cycle-wise support through Inclusion Teachers and conduct structured pull-out sessions based on individual student needs to provide targeted interventions and skill development.





11. TIERED SUPPORT FRAMEWORK

Level	Support Type	Description	Key Personnel
Tier 1	Universal Support	Inclusive teaching for all students Differentiated instruction within the classroom Regular academic and behavioral monitoring Positive, Supportive learning environment	Class/Subject Teachers, Inclusion Teachers, ILSA (If Required)
Tier 2	Targeted Support	Small group or one-to-one interventions Short-term support for emerging needs Progress monitoring over 6–8 weeks Use of informal assessments as needed	Class/Subject Teachers, Counselor, Social Worker, Inclusion Team, ILSA
Tier 3	Intensive Individualized Support	Individualized Education Plans (IEPs) Based on formal assessments or diagnosis One-on-one or specialized support ILSA Support, In-School Specialist Services (If Required)	Class/Subject Teachers, Inclusion Team, Counselor, Social Worker, External Specialists (If Required), ILSA

12. ACCESSIBILITY AND LEARNING SUPPORT

12.1 General Accessibility

- Accessible washrooms and evacuation chairs are available.
- Staff are trained in Personal Emergency Evacuation Plans (PEEPs).
- Adjustments are coordinated with transportation services.
- Risk assessments inform the School Accessibility Plan.

12.2 Learning Spaces

- Inclusive classrooms with adaptive seating.
- Accessible labs and sports facilities.
- Sensory-aware design (lighting, acoustics).
- Universal Design for Learning (UDL) implemented.





12.3 Specialist Support Spaces

- Dedicated inclusion room for intervention.
- Sensory-supportive design.
- Digital and non-digital resources available.
- Participation in extracurricular activities is promoted.

13 INCLUSIVE STAFFING FRAMEWORK

1. **Head of Inclusion** – Provides strategic oversight and ensures inclusive practices across the school.
2. **Inclusion Teachers** – One per cycle; provides pull-out and push-in sessions; supports G&T students.
3. **Inclusion Assistants** – Supports teachers with classroom accommodations.
4. **Individual Assistants** – Offers personal care and individualized learning support to students.

14 LEADERSHIP & RESPONSIBILITIES

Role	Responsibilities
Principal	Oversees and promotes inclusive education throughout the school by ensuring necessary staffing and resources are in place. The principal fosters a school-wide culture of inclusion and regularly monitors the effectiveness of inclusive practices.
Vice Principal	Plays an active role in supporting the daily implementation of inclusive strategies. The vice principal collaborates with staff across departments and ensures inclusive learning practices are consistently applied.



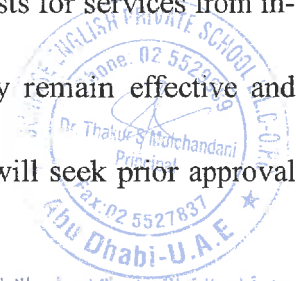


15. INCLUSION COMMITTEE MEMBERS

- Governing body Member
- Principal
- Vice Principal
- Head of Inclusion
- Lead Teachers
- Supervisors
- School Social Worker
- School Counselor
- Psychology Teacher
- OSH Officer
- School Nurse
- Inclusion Teachers
- Inclusion Assistants
- Individual Learning Support Assistants
- Class Teachers of Students with ALN
- Parents of Students with ALN

16. ADDITIONAL FEES

- The school believes that every student, including those with additional learning needs, has the right to equal access to education.
- At present, the school does not collect any extra fees for specialist support or inclusive services beyond the regular tuition fees.
- All necessary support services are provided within the standard tuition fee, without any hidden costs for parents.
- There are no extra charges for interventions, specialist sessions, or any other support provided within the school.
- Since no additional fees are collected, there is no requirement for separate justifications, breakdowns of charges, or updates on eSIS.
- There are no extra charges up to 50% of tuition fees, and no added costs for services from in-school specialists.
- The school regularly reviews its inclusive practices to ensure they remain effective and accessible without creating financial pressure on families.
- If any changes about additional fees arise in the future, the school will seek prior approval from ADEK and clearly inform all parents and guardians.





17. PROGRESS TRACKING AND REVIEW

- End-of-term review meetings are conducted to evaluate each student's progress.
- Necessary adjustments are made to the IEPs and intervention plans based on the review outcomes.
- Progress tracking sheets are shared with respective subject teachers.
- Teachers use these sheets to assess and record the student's level of attainment.
- Continuous feedback helps ensure that the support provided remains relevant and effective.

18. EXIT PROCESS

When a student is deemed ready to transition to mainstream learning:

- A formal medical report is required.
- Parents must sign an exit undertaking after counseling.
- A one-month observation precedes the exit decision.

19. GIFTED AND TALENTED PROVISION

Sunrise English Private School (SEPS) has a comprehensive Gifted and Talented (G&T) policy in place to identify, support, and nurture students who demonstrate exceptional abilities or potential in academic, creative, artistic, or leadership domains. Students identified as gifted or talented benefit from a range of targeted strategies and enrichment opportunities, including:

- **A Differentiated Curriculum:**
Lessons are tailored to challenge high-achieving students, with advanced content, flexible pacing, and opportunities for independent research and inquiry-based learning.
- **Enrichment and Extension Activities:**
Students are provided with complex and open-ended tasks that promote higher-order thinking, problem-solving, creativity, and innovation.
- **Advanced Learning Plan (ALP):**
Each identified student has an individualized Advanced Learning Plan, developed and monitored collaboratively by the G&T Coordinator and the Department of Inclusion. The ALP outlines specific goals, strategies, and resources to support the student's intellectual and personal growth.





● Cross-Curricular Opportunities:

Gifted and talented learners are encouraged to participate in school-wide competitions, clubs, academic fairs, and leadership initiatives to further cultivate their strengths and interests.

● Teacher Training and Monitoring:

Staff receive ongoing professional development to identify G&T students effectively and to implement classroom strategies that challenge and support them appropriately.

● Parental Involvement:

Parents are engaged in the development and review of their child's ALP and are regularly updated on progress and achievements.

Through this structured provision, SEPS ensures that gifted and talented students are given the opportunities and support they need to excel, while also maintaining their emotional and social well-being.

20. COMPLIANCE AND REVIEW

Sunrise English Private School (SEPS) is committed to achieving full compliance to the policy by September 1, 2025. It is recognized that failure to comply may result in legal accountability and sanctions in accordance with ADEK's regulations, policies, and requirements, as well as the penalties outlined in Federal Law No. 31 of 2021 (Crimes and Penalties Law), or any other applicable legislation. ADEK reserves the right to intervene if the school fails to meet its obligations.



Dr. Thakur.S.Mulchandani,
School Director/Principal,