

Al Rabeeh School

Inclusion Policy

2025/26



INCLUSION POLICY

This overarching policy is inclusive of:

Additional Learning Needs Policy
Gifted & Talented Policy
English as Additional Language Policy

Implemented October 2013

Review August 2014

Further reviewed September 2015, October 2017, September 2019, August 2021

Further reviewed September 2022, August 2023

Further reviewed and updated August 2024

Review Date: August 2025

Next Review: August 2026

Approved by: School Principal

Inclusion

Policy Statement:

Al Rabeeh School welcomes students with Additional Learning Needs and Students of Determination, and is committed to meeting the diverse learning needs of all students. We welcome, identify, and support Students of Determination, Gifted & Talented learners, and those for whom English is an additional language. Our inclusive ethos ensures every student has equal access to quality education in a nurturing, respectful, and enabling environment.

1. Vision

At Al Rabeeh School, we embrace diversity and commit to creating an inclusive learning community where all students—regardless of their abilities, backgrounds, or needs—are supported to thrive academically, socially, and emotionally. Our vision aligns with ADEK’s strategic goal to ensure equitable access to quality education for all learners, including Students of Determination (SoD), Gifted and Talented (G&T) students, and English as an Additional Language (EAL) learners.

2. Mission

Our mission is to:

- Recognise and celebrate learning diversity.
 - Provide equitable opportunities and access to the curriculum.
 - Collaborate with students, parents, staff, and external agencies.
 - Implement best practices and research-based strategies to support all learners.
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3. Policy Objectives

- To comply fully with ADEK policies, including the most recent ADEK Inclusion Policy, Admissions Policy, Parent Engagement Policy and Educational Risk Policy.
- To ensure early identification and intervention for students with additional learning needs, G&T learners and those requiring additional support for English language.
- To establish a nurturing, flexible, and supportive learning environment.

- To embed inclusive values across the school's culture, policies, and practices.
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4. Definition of Inclusion

Inclusion refers to the process of proactively addressing and responding to the diversity of needs of all learners. This includes students with additional learning needs, Students of Determination, Gifted and Talented students, and those requiring English language support. Inclusive education is a fundamental human right and a key strategy for achieving equity and excellence in education.

5. Student Support Categories

5.1 Students of Determination (SoD)

Students with documented special education needs, disabilities, or learning difficulties who require tailored support. Categories align with ADEK's 13 categories of disability.

5.2 Students with Additional Learning Needs (ALN)

Students who require tailored support to meet their learning needs in the classroom or through additional intervention and may require an individual education plan.

5.3 Gifted and Talented (G&T)

Students with exceptional academic ability or specific talents, identified through data (e.g., CAT4), teacher nomination, or external reports. For further information see [Gifted and Talented Policy](#).

5.4 English as an Additional Language (EAL)

Students whose first language is not English and who require language support to access the full curriculum. For further information see [English as an Additional Language Policy](#).

6. Policy Implementation Areas

6.1 Admissions

The School has an integrated and welcoming approach to students with additional learning needs through admissions and provision of a suitable curriculum and

activities. Al Rabeeh is a non-selective school and welcomes students of all abilities. As per Al Rabeeh's Admissions Policy:

10.1 Al Rabeeh is an inclusive school and gives careful consideration to all applications. Parents are kindly requested to disclose any particular known or suspected circumstances relating to their child which may impact upon their learning to ensure these needs can be fully met within our school. Medical or neurological reports should be submitted during the admissions process. Parents are encouraged to disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties so that the school can provide the best care and educational provision. In line with ADEK guidelines:

- Students of Determination are admitted based on age-appropriate placement and available support.
- Parents are required to disclose any diagnosis and share relevant documentation at the point of admission.
- Admissions assessments are adapted to ensure fairness and accessibility for all learners. This may mean we invite students to come in multiple times or have an adapted admissions assessment to gauge a true reflection of the child.
- Should the school not have the resources or support available, we will provide an 'Inability to Accommodate' notification to ADEK and parents.

6.2 Identification and Intervention

Students are identified through:

- Baseline and ongoing academic assessment data.
- Teacher [observations](#) and [referrals](#).
- Parental input and collaboration.
- External agency recommendations.

SEN Support Structure



Interventions include:

- Tiered support (Tier 1: Differentiation; Tier 2: Targeted Support; Tier 3: Intensive Support).
- Individual Education Plans (IEPs) for SoD. [Tier 2](#) & [Tier 3](#).
- [Advanced Learning Plans](#) (ALPs) for G&T.
- Individual Language Plans (ILPs) for EAL students.

6.3 Curriculum Access

All students will:

- Access the mainstream curriculum with accommodations or modifications. For those requiring it, a modified curriculum will be provided so students can continue to make progress based on their developmental needs.
- Be encouraged to participate in extracurricular, leadership, and enrichment programs
- Be supported through UDL (Universal Design for Learning), adaptive teaching strategies and differentiated instruction.
- Have access arrangements for assessments and internal or external exams as per ADEK guidelines as well as JCQ guidances and requirements. Further details can be found in the [Assessment Accommodations Policy](#).

6.4 Staffing and Training

- The school employs a qualified Head of Inclusion and SENCo.
 - Inclusion Teachers work with staff to develop inclusive teaching and learning practices as well as support students with necessary intervention.
 - Inclusion Assistants are assigned to students with intensive needs.
 - Individual Assistants are employed to support students 1:1 in class to access learning.
 - All staff receive regular CPD in inclusive practices based on the needs of students and the schools priorities.
 - Teachers are accountable for the progress of all learners in their classroom.
 - All Inclusion staff are trained in Safeguarding and student well being.
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7. Roles and Responsibilities

Role	Responsibilities
Principal	Ensure full policy implementation and resource allocation.
Executive Head of Inclusion	Oversee identification, planning, support, and review of all inclusion-related matters. Liaise with ADEK and external agencies.
SENCo	To coordinate support across the school for students with additional learning needs and direct Inclusion Team support where required.
Inclusion Teacher	To support students through push in and pull out interventions according to their personal goals and targets related to academic as well as personal development.
Teachers	Plan inclusive lessons, track student progress, implement IEP/ALP/ILP strategies, maintain ongoing communication with parents.
Parents	Engage actively in the learning and support process, attend review meetings, and provide updated documentation.
Inclusion Assistants/Individual Assistants	Facilitate interventions, support independence, and report on progress. Individualised support provided to Tier 3 students.

8. External Partnerships

Al Rabeeh understands the importance of links with specialist services and how this can support students and their families. This enables therapy and support sessions from external providers to take place in school. Al Rabeeh collaborates with:

- ADEK-approved therapy and support centers. Monthly Logs will be completed for students receiving in-school therapy services.
- Educational psychologists, speech and occupational therapist services will take place in school based on students needs.
- Support through community services for parental training and advocacy through external agency links.

9. Monitoring and Evaluation

The school regularly monitors the progress and support for students with additional learning needs. This could be through the following.

- Termly reviews of Individual Education Plans, Advanced Learning Plans, and Individual Language Plans.
- Inclusion Register is updated termly as per ADEK requirements and information is recorded on the ADEK Additional Learning Needs System.
- Annual internal and external audits of provision effectiveness through mock or actual inspections.
- Regular feedback from stakeholders (students, staff, parents).

10. Accessibility and Safety

- Al Rabeeh School ensures that students who require additional support in accessing the school and learning spaces are provided with an Accessibility Plan or Risk Assessment including a Personal Emergency Evacuation Plan (PEEP), based on their individual needs which may be physical or otherwise.

11. Fees

- No charges are applied for services provided by the school's Inclusion Team for students on the Inclusion Register.
 - In line with ADEK policy, a 50% cost-sharing arrangement applies if a full-time Inclusion Assistant is required. Individual invoices will be shared on a termly basis.
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12. Parent Collaboration and Communication

We value the important role parents play in the progress and development of our students. This positive collaboration is essential to the well being and progress of students with additional learning needs.

- Parents are informed regularly of progress and updates via meetings and reports.
 - Students with individual plans will have formal review meetings with parents at minimum once per term
 - Those with Individual Assistant support will receive weekly reports.
 - Complaints follow the procedures outlined in the school's [Escalation Policy](#).
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13. References for Further Information and Guidelines

- ADEK Inclusion Policy
- Federal Law No. (29) of 2006
- School for All: UAE Guidelines (2010)
- UK SEND Code of Practice (2014)
- UNESCO: Guidelines for Inclusion (2005)

Concerns and Complaints

Please refer to Al Rabeeh School's Escalation Policy.

Gifted & Talented Policy

Al Rabeeh School

Review Date: August 2025

Next Review: August 2026

Approved by: Principal

1. Vision

At Al Rabeeh School, we are committed to nurturing the potential of all students, including those who exhibit exceptional talents or academic abilities. We believe every child deserves to be challenged, inspired, and supported to reach their highest potential, in line with ADEK's inclusive education framework.

2. Definition of Gifted and Talented

In accordance with ADEK's definition:

- Gifted students demonstrate or have the potential to demonstrate significantly higher than average performance in academic disciplines.
- Talented students show outstanding abilities in creative, artistic, musical, sporting, leadership, or technical fields.

Gifted and Talented learners are those whose performance or potential lies significantly beyond that of their peer group.

3. Mission and Aims

- To ensure early and accurate identification of G&T learners.
- To provide personalised, enriching, and challenging learning experiences.
- To promote high aspirations and personal growth.
- To monitor progress and ensure measurable outcomes.
- To create a culture of excellence where G&T learners feel valued and empowered.

- To comply with ADEK Inclusion Policy and relevant local and international guidelines.
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4. Identification of G&T Students

Identification is continuous and uses a broad range of tools:

4.1 Quantitative Methods

- CAT4 scores and baseline assessments
- Internal academic data (subject mastery, high achievement scores)
- External standardised tests
- NACE Guidance

4.2 Qualitative Methods

- Teacher [referrals](#) and observations
- Student work portfolios
- Parental input
- Talent in extracurricular areas (e.g., music, sport, performance)

Students are identified as G&T if they are within the top 10% of achievement or demonstrate exceptional aptitude or talent in a specific area.

5. Provision for G&T Learners

Provision is based on enrichment, acceleration, and extension:

5.1 In-Class Strategies

- Differentiated tasks and higher-order thinking questions
- Curriculum compaction or extension activities
- Flexible grouping and peer mentoring
- Problem-based and inquiry-led learning

- Adaptive teaching strategies

5.2 Beyond the Classroom

- [Advanced Learning Plans](#) (ALPs) for personalised challenge and individualised targets
- Participation in competitions, KENKEN, Olympiads, and events
- Enrichment clubs (e.g., STEM, Innovation Team, Debate, Creative Writing, Arts)
- Leadership opportunities (e.g., student council, mentoring roles)
- Showcasing talents in school performances, exhibitions, and tournaments

6. Advanced Learning Plans (ALPs)

All identified G&T students will have an Advanced Learning Plan (ALP) which:

- Is co-created with teachers, the student, and parents
- Sets clear goals and enrichment targets tailored to individual students strengths
- Details support strategies and opportunities
- Is reviewed at least once per term

7. Roles and Responsibilities

Role	Responsibilities
Principal	Ensure the policy is implemented and resourced; monitor G&T provision.
Executive Head of Inclusion	Oversee identification, ALP creation, monitoring, and staff training.
G&T Coordinator (SENCo)	Maintain the G&T Register, liaise with teachers and parents, monitor progress.

Inclusion Teachers	To support teachers in ensuring there is challenge within lessons
Teachers	Identify G&T students, differentiate planning, implement ALPs, and track progress.
Parents	Engage with and support their child's learning journey and ALP.
Students	Take ownership of their learning and engage with enrichment opportunities.

8. Monitoring, Evaluation & Data Tracking

- Student progress is tracked through academic and qualitative metrics.
 - G&T Register is updated termly and moderated in year group teams with the Inclusion Team using NACE guidance.
 - ALPs are monitored and reviewed, at minimum, every term.
 - Group data is analysed termly to ensure students continue to make above expected progress as well as attainment.
 - Student voice and feedback are used to evaluate provision effectiveness.
 - Data is shared with ADEK as per regulatory requirements e.g through eSIS.
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9. Staff Training and Capacity Building

- All staff receive annual CPD in G&T identification and differentiation.
 - Training includes how to enrich curriculum content and use higher-order questioning techniques.
 - New teachers are briefed during induction on the school's G&T framework.
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10. Inclusivity and Equal Access

- G&T identification considers diverse backgrounds, EAL learners, and those with dual or multiple exceptionalities (e.g., G&T and SEND).

- Equal access is ensured regardless of gender, nationality, or socioeconomic status.
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11. Parental Engagement

- Parents are informed of their child's G&T identification and involved in ALP planning.
 - Regular communication includes progress reports, parent-teacher meetings, and enrichment opportunities.
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12. Supports, Concerns or Complaints

Concerns about G&T identification or provision should follow the school's Escalation and Complaints Policy, starting with the class teacher and, if unresolved, the Head of Inclusion or Principal.

13. Related Policies and Documents

- ADEK Inclusion Policy
- ADEK Policy 48 (G&T)
- ADEK Policy 56 (Parental Engagement)
- UAE Federal Law No. (29) of 2006
- Inclusion Policy (Al Rabeeh School)
- Teaching and Learning Policy (Al Rabeeh School)

English as an Additional Language (EAL) Policy

Al Rabeeh School

Review Date: August 2025

Next Review: August 2026

Approved by: Principal

1. Vision

Al Rabeeh School is committed to inclusive, equitable education where every student—regardless of language background—can achieve academic, social, and emotional success. We recognise linguistic diversity as an asset and aim to empower all English as an Additional Language learners to thrive through a supportive and language-rich environment.

2. Definition

An English as an Additional Language learner is a student whose first language is not English and who is developing proficiency in English in order to access the full curriculum. This includes new to English students, as well as those who may have lived in English-speaking environments but still require targeted support to achieve academic fluency.

3. Mission and Aims

- Ensure early identification of students who require EAL support.
- Provide access to the curriculum while developing English language skills.
- Foster academic achievement, cultural integration, and social confidence through EAL in class adaptive teaching strategies.
- Enable collaboration with families and empower parents as partners and be involved in the Language Plan process.
- Monitor progress to ensure effective support and equity in attainment using the school's EAL strand framework across Listening, Speaking, Reading and Writing. Each student is assessed against clear progression codes that inform next steps and intervention planning.

- Promote inclusive practices in line with ADEK Policy.
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4. Identification and Assessment

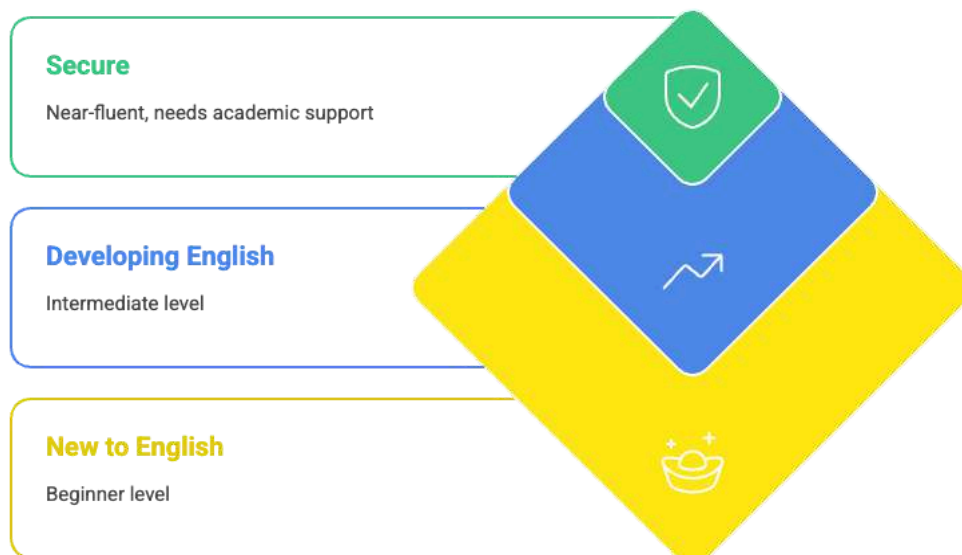
4.1 Initial Identification

- Language background is gathered on admission.
- Baseline assessments determine current English proficiency using the Bell Foundation assessment framework.
- Observational data and teacher referrals support identification.
- Student Voice allows us to better understand EAL learners' experiences and ensure our teaching is responsive and inclusive.

4.2 Language Proficiency Levels

EAL students are assessed using the Bell Foundation and/or school-based language frameworks. They are categorised as:

EAL Student Language Proficiency



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5. EAL Provision and Support

5.1 In-Class Support

- Inclusion team support teachers to ensure differentiated instruction by subject and class teachers as well as adaptive teaching strategies.
- Visual aids, scaffolding, and language-sensitive resources allow students to access learning with their peers.
- Peer support and use of home language when helpful to bridge language gaps and understanding.
- All teachers are expected to integrate EAL strategies into their planning and use the strand framework to differentiate tasks and track language development

5.2 Pull-Out or Targeted Support

- FS are immersed in a language-rich environment where EAL support is embedded in daily routines. Teachers work with the EAL team to implement strategies that nurture early English development through play, visual support and peer interaction.
- From Year 1 and above Group or 1:1 sessions will take place based on level of need and proficiency.
- During EAL intervention sessions, there is a focus on key literacy skills: speaking, listening, reading, writing.
- Planning is integrated with class topics where possible but adapted in order to develop English language skills.

5.3 Language Plans & Intervention

- Students identified as 'New to English' from Year 1 upwards requiring targeted support will receive an Individual Language Plan (ILP).
 - Students identified at the 'developing' stage who require intervention will take part in group interventions and be provided with a Group Language plan.
 - Language Plans are reviewed termly in collaboration with teachers, Inclusion team, and parents.
 - They are aligned with curriculum goals and language targets using the Bell Foundation as reference.
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EAL Support Tier Comparison

Characteristic	Tier 1	Tier 2	Tier 3
 Target Band	Bands D and E	Band C	Bands A or B
 Support Type	Inclusive Classroom	Targeted In-Class	Intervention
 Support Delivery	Embedded EAL strategies	Small-group, co-teaching	Targeted group sessions
 Staff Involvement	All staff	Teachers, EAL staff	Inclusion Team

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6. Curriculum Access

All EAL students are provided:

- Access to the full curriculum with appropriate adaptations led by the class teacher.
- Support to engage in discussions, projects, and assessments based on their level of need.
- Modified assessments or extra time if needed (as per Access Arrangements).
- Encouragement to maintain and value their home language(s).

7. Early Years Foundation Stage (EYFS)

In FS1 and FS2, English language acquisition is integrated into play-based learning:

- Rich oral language environment.
- Songs, storytelling, and role play.
- Support from classroom staff with guidance from EAL leads.

- Pull-out support is generally not used at this stage; immersion is prioritised.
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8. Roles and Responsibilities

Role	Responsibilities
Principal	Ensure compliance with ADEK policy and adequate staffing and resources.
Head of Inclusion / EAL Coordinator	Coordinate identification, support planning, training, and progress tracking.
Class/Subject Teachers	Deliver inclusive lessons, use differentiated strategies, liaise with EAL staff.
EAL Teacher	Assess language needs, deliver interventions, monitor progress, maintain records.
Parents	Share relevant information, support home learning, attend progress meetings.
Students	Engage with learning and support activities, share feedback on their experience.

9. Staff Training and Capacity Building

- Regular CPD for all staff on EAL strategies, language acquisition, and inclusive pedagogy, including the use of the EAL strand framework based on the Bell Foundation, visual scaffolds and strategies.
 - Staff are also introduced to assistive technologies such as Texthelp and Widgit, which support inclusive access to language and content.
 - Access to planning support, visual tools (with use of our whole school communication system Widgit), and scaffolding techniques.
 - Training in culturally responsive teaching practices and adaptive teaching strategies.
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10. Cultural Inclusion and Student Wellbeing

- Celebrate linguistic and cultural diversity through events and displays.

- Facilitate peer mentoring, buddy systems, and inclusive school activities.
 - Support integration and combat isolation or discrimination.
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11. Monitoring and Review

- EAL student data tracked termly via ILPs and academic performance.
 - Student progress reviewed during parent-teacher meetings and inclusion reviews.
 - EAL Register updated termly and students tracked.
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12. Communication with Parents

- Communication in accessible formats and languages where possible.
 - Translators or bilingual staff used during meetings as needed.
 - Parents informed of their child's language development and involvement in support planning.
 - Aligned with ADEK Policy for parent engagement.
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13. Complaints and Concerns

Any concerns about EAL provision should follow the school's Escalation Policy, beginning with the class teacher and, if necessary, progressing to the EAL Coordinator or Principal.

14. References

- ADEK Inclusion Policy: Inclusive Education
- ADEK Policy 56: Parental Engagement

- UAE Federal Law No. (29) of 2006
- School for All (2010) - UAE Ministry Guidelines
- UK DfE EAL Support Frameworks
- Bell Foundation Assessment Framework