



مدرسة جزيرة أبوظبي العالمية الخاصة
Abu Dhabi Island Int. Private School

Inclusion Policy

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Fourth update of the School Inclusion Policy, in accordance with the latest version (1.3) of the Inclusion Policy issued by (ADEK).

Prepared by:
Dr. Mohammad Abu Al Haija
Head of Inclusion Department

Reviewed by:
Dr. Hisham Hijazeen
School Principal



Introduction:

Abu Dhabi Island International Private School supports inclusive education principles within its educational system, implementing a curriculum that guarantees the rights of all students. The school promotes equity and inclusion across all areas of the community, in accordance with Federal Law No. (29) of 2006 concerning the Rights of People of Determination and its amendments, and the “School for All: General Rules for the Provision of Special Education Programs and Services” (Ministry of Education, undated).

1. Definitions in the Policy:

1.1 Additional Learning Needs: Individual requirements for additional support, modifications, or accommodations within the school environment, either on a permanent or temporary basis, in response to a specific circumstance. This applies to students of determination, those with special educational needs, and/or those facing additional barriers to learning, access, or interaction within this specific context (e.g., students with dyslexia, hearing or visual impairments, or twice-exceptional and gifted students).

1.2 Gifted and Talented: Gifted students are those who demonstrate exceptional ability in one or more areas, while talented students are those capable of translating their gifts into exceptional performance.

1.3 Twice-Exceptional Students: Gifted and/or talented students who also have Additional Learning Needs.

1.4 Teaching Accommodations and Modifications: Any changes in teaching methods, including lesson delivery and behavior management, to suit the needs of students with Additional Learning Needs.

1.5 Assessment Accommodations and Modifications: Any adjustments made to assessment methods that allow students to participate without altering the evaluation requirements. These modifications should align with the student’s needs and any disabilities (e.g., screen reader technologies, time extensions, scribe programs, or font enlargement). External assessment accommodations must comply with the standards of the evaluating bodies/examination boards.

1.6 Adaptive Teaching: An approach to support all students with Additional Learning Needs by using a variety of teaching strategies, resources, and levels of differentiation to meet the diverse needs of all learners in the classroom.

1.7 Annual Review: A meeting involving relevant stakeholders (including external specialists) to discuss the progress of students requiring highly individualized teaching methods and evaluate the effectiveness of their educational programs.



1.8 Assistive Technology: Any device, equipment, software, or system used to enhance, maintain, or improve the functional capabilities of individuals with disabilities (Assistive Technology Industry Association, undated).

1.9 Clinical Evaluation Report: A report assessing a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, physician, or any qualified specialist.

1.10 Continuous Professional Development (CPD): All activities undertaken by staff to regularly improve their knowledge, skills, competencies, and performance. CPD includes in-person and online training (synchronous or asynchronous), coursework, certification programs, peer learning, scientific conferences, research projects, observational visits, and community engagement initiatives. General staff meetings and planning sessions do not qualify as CPD.

1.11 Documented Learning Plan: A plan outlining individual educational goals, curriculum modifications, additional support, or educational tools agreed upon by school staff, parents, and students (where necessary). This includes Individualized Education Plans (IEPs), Individual Support Plans (ISPs), Individual Learning Plans (ILPs), Behavior Support Plans (BSPs), and Advanced Learning Plans (ALPs) to address academic, behavioral, linguistic, or socio-emotional needs.

1.12 Inability to Accommodate: A process in which the school submits a request to ADEK, supported by evidence, stating its inability to accommodate a student's needs. This includes medical/clinical reports, student observations, modified assessments, sensory environment evaluations, and other relevant information. Schools must demonstrate that admitting the student would negatively impact their development, safety, or the well-being of their peers, or place excessive strain on resources beyond what the policy stipulates.

1.13 Inclusive Education: A teaching approach that recognizes and values educational diversity and ensures educational adaptations to enable all students to learn.

1.14 Head of Inclusion: The lead individual responsible for organizing and coordinating educational programs for students with Additional Learning Needs.

1.15 Inclusion Teacher: A specialist working under the direction of the Head of Inclusion to educate students with Additional Learning Needs.

1.16 Inclusion Assistant: A non-teaching staff member supporting the education of students with Additional Learning Needs.

1.17 Inclusion Team: A team led by the Head of Inclusion, comprising inclusion teachers, inclusion assistants, individual assistants, and other staff members supporting inclusive education.



1.18 Individual Assistant: Previously known as a "shadow teacher," this is a school-appointed staff member funded by the parents to provide direct, individualized support for a student's logistical, behavioral, medical, social-emotional, and safety needs. This support is required for at least 50% of the school day.

1.19 General Education System: The inclusive learning environment where all students study alongside their peers in a regular classroom setting.

1.20 Modified Curriculum: A curriculum allowing for alternative or multiple ways of engagement in the learning process, achieving competencies alongside traditional instruction. It may be suitable for students with Additional Learning Needs but might not equate to standard curriculum competencies.

1.21 Multilingual Learners: Students learning in a language different from their native language, requiring additional support to overcome language barriers in their education.

1.22 National Qualification Center (NQC): supports the quality assurance and delivery of national professional standards and qualifications within the Technical and Vocational Education and Training (TVET) system in the UAE.

1.23 People of Determination (PoD): Every person suffering from a temporary or permanent, full, or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational, or psychological abilities to an extent that limits their possibility of performing the ordinary requirements (Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments).

1.24 Personalized Emergency Evacuation Plan (PEEP): An individual plan for students requiring short-term or long-term support, outlining the type of assistance needed for a safe evacuation in case of an emergency.

1.25 Pull-Out Intervention: A specialized intervention addressing cognitive, social, or psychological needs provided outside the regular classroom by a specialist.

1.26 Push-In Intervention: A specialized intervention addressing cognitive, social, or psychological needs provided within the regular classroom by a specialist to facilitate inclusive learning.

1.27 Specialized Educational Services: A structured educational process tailored to meet the unique learning needs of students requiring specialized support (a combination of education and therapy) with designated resources.

1.28 Resource Base: A dedicated classroom or set of classrooms within a mainstream setting that provides tailored ongoing specialized instruction and support (individualized, small-group, modified curriculums, or alternative pathways) to students with additional learning needs, enabling integration into the wider school environment, where appropriate.



1.29 Student of Determination (SoD): A student (who is a Person of Determination) that must have a medical report proving a disability within the categories specified by the UAE National Standard Classification of Disabilities (DCD, 2020).

1.30 Student with an Additional Learning Need: A student of determination or any other student that may have an undiagnosed or undetermined learning need that has not been diagnosed but is considered a barrier to accessing the curriculum without accommodations or modifications.

1.31 Graduated Support Model: A structured approach to meeting students' diverse needs, recognizing that teachers can accommodate most needs (Tier 1: Universal Support), while some students require targeted intervention programs (Tier 2: Targeted Support), and a few need highly individualized support, sometimes with external specialists (Tier 3: Intensive Individualized Support). This model includes frameworks such as Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI).

2. School's Vision of Inclusion:

Abu Dhabi Island International Private School is committed to providing an inclusive educational environment that embraces diversity and promotes a culture of respect and appreciation for all students, regardless of their abilities or needs. The school is dedicated to removing barriers to learning and enabling every student to reach their full potential, becoming active members of society, ready for a bright future, and contributing to the building of a peaceful, sustainable community where equal opportunities for academic, personal, and social growth are provided.

3. School's Mission of Inclusion:

Abu Dhabi Island International Private School is committed to implementing global best practices in inclusive education and complying with relevant local legislation, including the guidelines set by the Abu Dhabi Department of Education and Knowledge (ADEK). The school provides comprehensive education that meets the needs of all students, including those with additional learning needs and gifted and talented students, through effective collaboration between teachers, administrators, and parents. The school develops and implements flexible and responsive educational programs that ensure academic success, promote student independence, and empower them to advocate for their educational rights. This approach aims to prepare students to achieve their academic and career aspirations and to participate effectively in their communities now and in the future.



4. School's Strategy for Promoting Inclusive Education:

The school's strategy for enhancing inclusive education is based on a set of core principles aimed at creating an inclusive and equitable learning environment for all students. These principles include:

4.1 Creating an Inclusive Learning Environment:

- Removing barriers that hinder learning and active participation for all students.
- Providing supportive facilities and infrastructure, including assistive technology and specialized learning tools.
- Embedding a culture of respect and appreciation for diversity within the school community.

4.2 Individualized and Inclusive Teaching Practices:

- Applying flexible teaching strategies that respond to students' diverse needs.
- Developing and implementing Individualized Education Plans (IEPs) for students with additional learning needs.
- Designing advanced enrichment programs to support gifted and talented students.

4.3 Academic, Social, and Emotional Support:

- Providing tiered levels of support tailored to the varying needs of students.
- Offering academic and psychological counseling services to foster self-confidence and emotional well-being.
- Engaging students in life and social skills development programs to promote independence.

4.4 Partnership with Parents and the Community:

- Involving parents in planning, monitoring, and evaluation processes to ensure comprehensive support.
- Collaborating with local community institutions and specialized centers to provide additional services.
- Organizing awareness and training workshops for parents and teachers on inclusive education practices.

4.5 Continuous Monitoring and Evaluation:

- Regularly assessing the effectiveness of inclusion policies and programs and working to improve them.
- Using diverse assessment tools to measure progress and adapt educational strategies based on the results.
- Preparing periodic reports that document student performance and their achievement of educational goals.



5. School Goals in Promoting Inclusive Education:

5.1 Develop and implement Individualized Education Plans (IEPs).

5.2 Support gifted and talented students by providing opportunities to participate in academic competitions and creative initiatives.

5.3 Comply with ADEK's inclusion policies and regulations while continuously developing educational practices in line with international best standards.

6. National Identity in Inclusion Policy:

Abu Dhabi Island International Private School is keen to instill the UAE national identity as an integral part of its inclusion policy, ensuring that all students, including those with additional learning needs, feel a strong sense of belonging and pride in their national culture. The school provides an inclusive educational environment that promotes values of tolerance, respect, and positive citizenship by integrating elements of national identity into curricular and extracurricular activities, teaching methods, and assessment approaches, tailored to the abilities and needs of all students. The school is also committed to recognizing the cultural diversity within the country while maintaining the core Emirati identity of each student, enabling them to be active and contributing members of their community in line with the UAE's vision for a tolerant and opportunity-rich society.

7. Admission of Students with Additional Educational Needs to the School:

7-1. General Admission Policy for Students with Additional Educational Needs:

The school strives to provide fair and inclusive educational opportunities for all students, including students with additional educational needs, in accordance with the principles of inclusive education approved by the Abu Dhabi Department of Education and Knowledge (ADEK). The admission of these students is an integral part of the school's policy to promote diversity, equality, and equal opportunities, in a manner that serves the student's educational and psychological well-being.

7-2. Admission and Registration Procedures:

The school is committed to implementing clear and fair admission procedures for students with additional educational needs, which include the following:

7-2-1. The school welcomes all students with additional educational needs without discrimination and commits to reviewing each case on an individual basis in a way that serves the student's educational and psychological interests.

7-2-2. The school applies clear referral and assessment procedures to accurately identify the student's needs prior to admission, in cooperation with the inclusion team, parents, and relevant specialists.



7-2-3. Decisions related to student admission are made in light of the resources available at the school, including human and material resources, to ensure the provision of appropriate support.

7-2-4. All admission processes are documented in official records, with assessment reports and correspondence with parents retained.

7-2-5. Families are provided with a clear report outlining the level of support the school can offer and any special arrangements necessary for the student's success in the classroom environment.

7-3. Transparency and Partnership with Parents:

In full compliance with ADEK directives, Abu Dhabi Island International Private School is committed to implementing a clear and transparent admission process for students with additional educational needs and their families, which includes the following:

7-3-1. Transparency and Equal Opportunities: Admission applications from students with additional educational needs are treated using the same criteria and procedures applied to all students, without discrimination or exception.

7-3-2. Disclosure and Accurate Information: The school is committed to providing parents with clear, written information regarding admission procedures, available inclusive services, and the levels of support that can be provided within the school.

7-3-3. Partnership with Parents: The school involves parents at all stages of the admission process, from the initial application through to final registration, through interviews and discussions aimed at identifying the student's educational needs and ensuring alignment between school services and those needs.

7-3-4. Pre-Admission Assessment: Prospective students undergo an initial assessment by the inclusion team to determine the type and level of support required. This assessment is not used as a tool for rejection, but rather to ensure advance planning for appropriate support programs.

7-3-5. Documentation and Record Keeping: All stages of the admission process are documented in the student's file, including correspondence with the family, results of initial assessments, and any decisions or adjustments related to support services.

7-3-6. Notification of Parents: The school is committed to formally informing parents of the admission outcome or any decision not to admit, with justified reasons provided and—when necessary—reference to possible alternatives in coordination with ADEK.



7-4. Assessment during Admission and Registration:

7-4-1. Students with additional educational needs are treated in the same manner as other students with regard to assessment procedures during admission and registration at Abu Dhabi Island International Private School>

7-4-2. For students from Kindergarten to Grade 7, a personal interview is conducted by the Head of Inclusion, and the appropriate developmental assessment form for the relevant age group is applied as follows:

Category One: 4–5 years

Category Two: 6–8 years

Category Three: 9–12 years

This is conducted to assess developmental aspects in the following domains: motor, language, social, emotional, and cognitive development.

7-4-3. For students from Grade 8 to Grade 12, the developmental assessment form for Category Four (13–17 years) is applied to assess the same developmental domains.

7-4-4. All students from Grade 1 to Grade 12 are required to undertake placement tests in Arabic, English, and Mathematics to assess their academic levels in order to provide appropriate support during the academic year. These tests are administered by the school's academic counselor.

7-4-5. The school is committed to providing any necessary accommodations students may require during assessments (such as additional time or assistive tools). Assessment results are used solely to determine the type of educational support required after registration and may not be used as a reason to refuse student enrollment, in accordance with the "Student Administrative Affairs in Schools" policy approved by ADEK.

7-5. Additional Fees Policy and Financial Transparency for Support Services:

In order to uphold principles of fairness and transparency in providing educational support services to students with additional educational needs, the school commits to the following:

7-5-1. No additional fees shall be charged to parents for educational or support services provided to students with additional educational needs, as long as these services fall within the framework of inclusive education implemented at the school.

7-5-2. All core inclusion services are included within the tuition fees approved by ADEK, including school-based assessments, development of Individual Education Plans (IEPs), in-class support, and regular monitoring of student progress.

7-5-3. If additional specialized services outside the scope of core school-based support are required (such as individual therapeutic sessions: speech therapy, occupational



therapy, psychological therapy, or advanced assessments), parents are formally and in writing informed in advance of the service details, cost, and approved service provider. These services are optional and not a condition for the continuation of the student's enrollment.

7-5-4. All fees and financial services related to students with additional educational needs are documented in the school's official records and made available upon request to ADEK to ensure transparency and accountability.

7-5-5. The school is fully committed to not rejecting or excluding any student due to their additional educational needs or for any financial reason related to the provision of support services.

7-6. Procedures in Cases of Inability to Accommodate:

In the event that the school is unable to meet a student's educational needs or provide appropriate support, the following procedures shall be followed in alignment with the ADEK Inclusion Policy:

7-6-1. Holding a formal meeting with parents and the inclusion team to discuss the educational or technical reasons preventing the fulfillment of the identified needs.

7-6-2. Documenting the decision in writing in an official record, clearly outlining educational justifications and not based on any form of discrimination.

7-6-3. Providing appropriate alternatives or referring the family to relevant authorities or schools capable of delivering the required support.

7-6-4. Ensuring transparency in communication with parents and respecting the privacy of the student and family at all stages of the process.

7-6-5. Internally reviewing the decision by the school administration and the Head of Inclusion prior to final approval, to ensure fairness and compliance with ADEK's Inclusion Policy.

8. Re-enrollment of Students with Additional Learning Needs at the School:

Abu Dhabi Island International Private School is committed to re-enrolling all students for the next academic year, as per ADEK's "Student Administrative Affairs in Schools" policy. If a parent wishes to retain their child in the same grade/year, they must obtain ADEK's approval. The school must submit a request for retention, along with the student's medical report and documented learning plan.

9. Referral of Students with Additional Learning Needs to Specialized/Alternative Programs:

9.1 When Abu Dhabi Island International Private School determines that a student with Additional Learning Needs requires more specialized care, the school will contact ADEK



before engaging with parents to determine if the student qualifies for specialized education and to identify the most suitable placement, if available.

9.2 If a UAE national student is clinically diagnosed with severe autism, and this is the only identified need, the school may recommend specialized education only if all the following conditions are met:

- (a) ADEK, the school, and the parent agree that the student would benefit more from specialized education than from the general education setting.
- (b) The student requires intensive therapy (e.g., occupational therapy, speech and language therapy, applied behavior analysis) or other services that are difficult to provide within the general education system.
- (c) The school ensures that the parent understands the criteria for specialized education and consents to the referral to ADEK.

9.3 The school has the right to charge up to **10% of the applicable grade-level tuition** if a parent brings a specialist/therapist to provide specialized services for the student within the school.

10. Advancement of Students with Additional Learning Needs to Secondary School:

10.1 When a student with Additional Learning Needs transitions to secondary school, the school conducts an interview with the parent and requires them to sign a placement condition form.

11. Supporting Inclusive Teaching and Learning in the School:

11-1. Identification, Referral, and Monitoring System:

Abu Dhabi Island International Private School is committed to developing a robust system for identifying, referring, and monitoring students that ensures:

11-1-1. Clarifying how teachers and staff can report any academic, social, psychological, behavioral, or developmental concerns about students through tools such as the case study form, Individualized Education Plan (IEP), observation cards, and monthly student performance evaluation forms.

11-1-2. Identifying student needs through assessments overseen by the Head of Inclusion and taking appropriate actions to enhance learning abilities, as well as determining which students require additional assessments.

11-1-3. Developing documented learning plans that plan, monitor, and evaluate learning and teaching programs tailored to each student. The school utilizes information from internal and external assessments and ensures it is shared with staff to identify students needing psychological, social, or behavioral support or where there are potential risks.



11-1-4. Ongoing communication with parents regarding their child's Additional Learning Needs and providing them with guidance on how to support learning at home.

11-1-5. Recording details of students with Additional Learning Needs in the Student Information System (eSIS), in line with ADEK's requirements.

11-1-6- Updating accurate records for students with additional learning needs on the eSIS ALN module, including a statement in the parent-school agreement (signed at admission and at each re-enrollment cycle) that:

a. The school is required by ADEK regulations to upload and maintain accurate ALN-related data on eSIS.

b. This data is used exclusively for educational planning, compliance monitoring, and safeguarding purposes in accordance with UAE data protection laws.

11-2. Monitoring Progress of Students with Additional Learning Needs:

11-2-1. Using the tiered support model to indicate the level of support students with Additional Learning Needs receives.

11-2-2. Developing a documented learning plan for all students receiving Tier 2 or 3 supports.

11-2-3. Ensuring progress data for students with Additional Learning Needs and others receiving support is reviewed each term, and parents are informed. The documented learning plan must be reviewed three times per year, and progress toward goals must be tracked at least biweekly.

11-2-4. Conducting an annual review (at minimum) for students receiving Tier 2 or 3 support, including any student with a learning support assistant or individual aide, to ensure the educational program remains suitable and beneficial long-term.

11-2-5. Ensuring subject teachers monitor the progress and engagement of students with Additional Learning Needs in their subjects to align with the learning outcomes in the IEP.

11-2-6. Customizing achievement and progress reports for students with Additional Learning Needs when needed, based on their IEP to fairly reflect their progress from their individual starting points.

11-3. Inclusive Teaching and Learning Approaches:

Abu Dhabi Island International Private School ensures the following elements are reflected in its teaching and learning practices:

11-3-1. Integrating inclusive teaching strategies during lesson planning to support students with Additional Learning Needs as part of adaptive teaching practices.



11-3-2. Customizing content for students with additional needs and ensuring alignment with the tiered support model and the goals of the IEP.

11-3-3. Providing professional development and awareness sessions on inclusive teaching strategies (including adaptive teaching strategies to meet IEP goals) to staff, led by the Head of Inclusion and specialists.

11-3-4. Ensuring the Head of Inclusion allocates support team members according to the specific needs of students with Additional Learning Needs.

11-3-5. Providing guidance on professional development for inclusion assistants or individual aides who seek it.

11-3-6. Adopting a tiered support model responsive to interventions to ensure progress for all students with Additional Learning Needs.

11-3-7. Ensuring the Head of Inclusion coordinates specialized inclusion intervention programs from external agencies (e.g., speech-language therapists, occupational therapists, psychologists, counselors) and logs them in the Student Specialized Services System, in line with ADEK's therapeutic support policy in schools.

11-3-8. Supporting students with educational needs in using assistive technology, when necessary, to improve access to learning. The school may apply for financial support from ADEK if assistive technology is needed.

11-3-9. Ensuring teachers explore all adaptive teaching strategies and seek guidance before referring a student to the Head of Inclusion.

11-3-10. Ensuring parents are informed early of any observations regarding their child's progress or engagement with lessons to support early intervention.

11-4. Modified Curriculum for Students with Additional Learning Needs:

If students require a curriculum adapted to their abilities, the school is committed to providing a systematically modified curriculum to enable access to learning and academic progress. A modified curriculum involves:

- **Content:** Reducing or simplifying information.
- **Learning Objectives:** Setting alternative or lower-level goals.
- **Assessment Methods:** Using alternatives like projects or practical evaluations instead of written exams.
- **Teaching Methods:** Employing visual, hands-on, or individualized strategies.
- **Activities:** Adjusting class and extracurricular activities to suit physical, cognitive, or behavioral needs.



Distinctions:

- **Accommodation:** Support without changing the learning goals (e.g., extended time).
- **Modification:** Changes to goals or content level, referred to as a "modified curriculum."

This curriculum is applied:

- When severe learning challenges prevent following the general curriculum, even with accommodations.
- With prior agreement from the parent, documented in the IEP.

The school ensures:

11-4-1. All students with Additional Learning Needs access a broad and balanced curriculum, including extracurricular activities, modified as needed.

11-4-2. If any modified curriculum does not meet equivalency requirements, parents are informed and must sign an acknowledgment.

11-4-3. Updating student information in eSIS to reflect modified curriculum status.

11-5. Assessment Accommodations:

Abu Dhabi Island International Private School ensures that students with Additional Learning Needs are not disadvantaged in any form of assessment by:

11-5-1. Reflecting the student's typical classroom functioning in any accommodations or modifications.

11-5-2. Obtaining the necessary permissions and adhering to policies required by external test providers or examination boards (where applicable).

11-5-3. Developing an assessment accommodation policy that outlines procedures and authority to implement modifications, aligning with requirements from external assessment providers where needed.

12. Inclusion of Gifted and Talented Students in the School's Mainstream Education:

The school emphasizes the importance of differentiated learning experiences for gifted and talented students, while integrating them into the standard curriculum. Core features of gifted education include individualized instruction, flexible skill-based grouping, complex problem-solving challenges, future skills focus, and inquiry-based research projects tailored to each student's level. The program is enhanced with additional enrichment activities and opportunities.

The school's definition of gifted and talented students aligns with the UAE Ministry of Education:

A gifted or talented student is one with exceptional abilities or high potential in one or more areas of intelligence, creativity, academic achievement, or special talents such as public speaking, poetry, art, crafts, sports, drama, or leadership. These students often perform at a level that necessitates specialized educational arrangements and additional support from special education teachers.



13- Roles and Responsibilities of Stakeholders in Inclusive Education within the School:

Abu Dhabi Island International Private School is committed to clearly defining the roles and responsibilities of all parties involved in implementing the Inclusive Education Policy to ensure transparency, enhance accountability, and maintain alignment with the Department of Education and Knowledge (ADEK) policies.

Defining the administrative and organizational hierarchy within the Inclusion Department is an essential element to ensure effective implementation and coordination among all stakeholders.

13-1. Administrative Hierarchy of the Inclusion Department:

13-1-1. School Principal:

The Principal is the highest authority responsible for the overall supervision of the Inclusion Policy implementation, ensuring full compliance with ADEK requirements, and providing the necessary human and material resources to support all students.

13-1-2. Head of Inclusion Department:

Leads and oversees the implementation of inclusion programs and services across the school in collaboration with all Heads of Departments, teachers, and social workers. His/Her responsibilities include:

- Developing and updating inclusion-related policies and procedures.
- Coordinating referral, assessment, and Individual Education Plan (IEP) processes.
- Monitoring the implementation of In-Class Support Plans.
- Preparing periodic reports and submitting performance and progress data to the school administration and ADEK.
- Organizing professional development workshops for teaching staff.

13-1-3. Teachers:

Teachers are responsible for implementing inclusive education strategies within classrooms, including:

- Applying differentiated instruction methods.
- Collaborating with the Inclusion Department to implement individualized support plans.
- Documenting student progress and submitting regular feedback to the Head of Inclusion.

13-1-4. Social Workers:

Social workers contribute to supporting the social and emotional well-being of students with additional educational needs and collaborate with the Inclusion Department and teachers to design suitable interventions that enhance student welfare.

13-1-5. Parents:

Parents are key partners in the inclusive education process through their participation in developing the Individual Education Plan (IEP), providing feedback on the student's



progress at home, and maintaining ongoing collaboration with the school to support the student's growth.

13-1-6. Students:

Students are encouraged to take an active role in their learning, understand their strengths and challenges, and develop self-reliance skills in line with their individual abilities.

13-2. School Commitment to Transparency and Accountability:

The school is committed to annually reviewing and documenting the roles and responsibilities of all stakeholders, sharing them with all staff members and parents to ensure clarity of duties and effective collaboration in implementing the Inclusion Policy.

References:

- Federal Decree Law No. (29) of 2006 on the Rights of Persons with Disabilities.
- ADEK Policy on Inclusive Education in Schools, Version 1.3, Dec 2025.
- ADEK Policy on Administrative Affairs of Students in Schools, Version 1.1, September 2024.
- ADEK Policy on Staff Hiring Standards in Schools, Version 1.3, September 2024.