

Inclusion Policy

Created on	September 2022
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Approved by	Suheir Salah Hussein: Principal

Disclaimer: This policy has been developed in accordance with the school's national identity policy.

School Vision

To be a leading private school in Al-Ain that provides an exemplary learning environment in line with the vision of ADEK.

School Mission

To provide an exemplary learning environment which

- Develop student abilities.
- Augment self-confidence.
- Prepares world-class learners.
- Enables students to meet the challenges of the 21st century.
- Increase productivity and self-esteem.
- Inculcates values required to become responsible members of society.

1. Introduction

Future International Academy (FIA) is committed to providing an exemplary, inclusive learning environment that ensures equitable access to high-quality education for all students. Guided by ADEK's Inclusion Policy (2023), Federal Law No. 29 (2006) concerning the Rights of People of Determination, and Ministerial Resolution No. 647 (2020), FIA recognizes diversity as a strength and inclusion as a right.

2. Admissions

FIA does not discriminate against any student with additional learning needs (including Students of Determination, Gifted & Talented, or Multilingual Learners). Admissions assessments, where used, are for informing provision only and not for denial of entry.

FIA prioritizes equitable transition support for:

- Students entering school for the first time.
- Students transferring from specialized provision, homeschooling, or international systems.
- Parents are required to share any clinical or educational assessment reports during the admissions process.

Where FIA lacks the capacity to accommodate a student's needs, an Inability to Accommodate Notification will be submitted to ADEK and parents within 7 days, in line with ADEK requirements.

3. Standard Inclusive Provision

3.1 Staffing

- Head of Inclusion: Member of the leadership team with max 10% teaching load.
- Inclusion Teachers: At least one per cycle (KG, Cycle 1, Cycle 2, Cycle 3).
- Inclusion Assistants: Provide push-in, pull-out, and small group support.
- Individual Assistants: Parent-funded, where required, to support logistical, behavioral, or personal needs.

3.2 Accessibility

FIA is committed to Universal Design principles. Facilities include accessible entry points, bathrooms, ramps, signage, and emergency evacuation procedures. Personal Emergency Evacuation Plans (PEEPs) are developed for students requiring additional support.

3.3 Inclusive Teaching & Learning Support

FIA follows a tiered model of support:

- Tier 1: Universal classroom strategies and differentiated teaching.
- Tier 2: Targeted small-group or individualized interventions.
- Tier 3: Highly personalized provision, including IEPs and specialist support.
- Documented Learning Plans (IEPs, ILPs, ALPs, BSPs) are created and reviewed at least three times per year.
- Progress is tracked every 4–6 weeks and shared with parents.
- Students with additional learning needs access the full curriculum, extracurricular activities, and modified pathways when appropriate.
- Assessment accommodations (e.g., extended time, assistive technology, scribe, enlarged print) are applied consistently and in line with exam board requirements.

4. Additional Fees

- Inclusion provision is part of FIA's standard education.
- Where exceptional needs require services beyond FIA's provision (e.g., 1:1 therapy, individual assistant), additional fees may be charged, with ADEK approval, and must not exceed 50% of tuition fees.
- Itemized fee breakdowns and impact reviews will be shared with parents termly.

5. Roles and Responsibilities

Board of Trustees

- Set strategic direction for inclusive education.
- Allocate budget for inclusion staffing and resources.
- Nominate a Board member responsible for inclusion oversight.

School Principal

- Ensure inclusion is a standing agenda item in leadership and governance meetings.
- Appoint qualified staff for inclusion, G&T, and multilingual learners.
- Ensure professional development for staff on adaptive teaching and safeguarding.
- Oversee compliance with ADEK's inclusion requirements.

Head of Inclusion

- Coordinate all aspects of inclusive education, including teaching, learning, behavioral, social, and emotional support.
- Maintain the register of students with additional learning needs.
- Oversee IEPs, ILPs, ALPs, BSPs, and ensure regular reviews.
- Support teachers through training, co-planning, and monitoring of inclusive practice.

Teachers

- Deliver adaptive teaching and differentiated instruction.
- Implement IEP/ILP targets in daily classroom practice.
- Collaborate with the Inclusion Team and parents to support student progress.

Parents

- Participate in meetings and reviews.
- Support implementation of home strategies aligned with school-based plans.
- Partner with FIA to promote student success and well-being.

6. Gifted & Talented (G&T)

- FIA identifies and supports G&T students through assessments, teacher/parent referrals, and committee review.
- Individualized Learning Plans (ILPs) are developed for each identified G&T student.
- Provision includes enrichment, extension, leadership opportunities, and extracurricular activities.
- Progress is monitored termly and reviewed annually.

7. Multilingual Learners (MLL)

- FIA provides targeted English as an Additional Language (EAL) support.
- Differentiated strategies, scaffolding, and visual aids are embedded in all classrooms.
- Progress of MLL students is tracked, and additional interventions are provided where necessary.

8. Compliance and Review

- This policy is aligned with ADEK's Inclusion Policy (2023).
- Full compliance is required by AY 2025/26.
- The policy will be reviewed annually by the Inclusion Team and leadership.
- Non-compliance will be addressed in line with ADEK regulations.

References

- Abu Dhabi Department of Education and Knowledge (2023). Inclusion Policy.
- Federal Law No. 29 of 2006 Concerning the Rights of People of Determination.
- Ministerial Resolution No. 647 of 2020 on Inclusive Education.