



المدرسة الوطنية الأمريكية
AMERICAN NATIONAL SCHOOL

Inclusion Policy

2024-2025

Document control	
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Inclusion Policy Requirements:

- The school is required to develop and implement an inclusion policy that includes the following:

1.1 Vision:

- Our American National School strives to provide inclusive education that integrates all students without exception, offering them equal opportunities to develop their potential in a motivating and accessible educational environment.

1.2 Mission:

- Our mission is to achieve inclusive education by providing an environment that supports diversity and differences among students, with a focus on enhancing individual abilities and providing the necessary support for each student to ensure their academic and personal success.

1.3 Strategies:

- **Creating an Inclusive Educational Environment:**
Modifying facilities and curricula to be accessible and available to all, including students with special needs.
- **Training Educational Staff:**
Preparing teachers and administrators to ensure their ability to handle the diverse needs of students and provide the necessary support for them.
- **Continuous Assessment:**
Implementing flexible and ongoing assessment mechanisms that align with the individual needs of students and provide them with fair opportunities for success.
- **Partnership with Families:**
Strengthening communication with parents to ensure their involvement in the educational process and support them in monitoring their children's progress

1.4 Target:

- **Supporting Full Inclusion:**
Integrating students with additional educational needs into all academic and non-academic activities.
- **Achieving Equal Opportunities:**
Providing equal opportunities for all students to learn and grow in a safe and encouraging environment.
- **Academic Excellence:**
Enabling all students to achieve their academic potential by providing individualized support that meets their needs.
- **Comprehensive Development:**
Enhancing the development of social and psychological skills in students to ensure their preparation for professional and community life.



2- Admission Policy for Students with Additional Educational Needs:

2.1 Laws and Regulations:

- American National School is committed to applying the provisions of Federal Law No. (29) of 2006 concerning the rights of persons with disabilities, which emphasizes the right of students with additional educational needs to be educated in an environment that is equipped to meet their needs. The school is required to follow the admission policy in accordance with the directives of ADEK (Abu Dhabi Department of Education and Knowledge).

2.2 Admission Procedures

- Our admission process is very friendly and welcoming. We try to make parents and students feel comfortable and supported. The Inclusion Team speaks kindly with parents and asks helpful questions to better understand the student and how we can support them.
- We also do a simple test that matches the student's age to find out their strengths and areas that need support.
- If the student has a recent medical or psychological report, we read it carefully to know how to help the student in the best way. If there is no report, we kindly inform the parents that we may need one later to give better and more effective support to the student.

(Conducting an Internal Assessment):

- The specialized assessment team at the school conducts a comprehensive evaluation of the students to determine their level and needs.

(Determining the Required Support):

- Based on the assessment results, an individual support plan is created that includes the services and resources needed to ensure the student's integration into an inclusive school environment.

2.3 The school supports the transition process for all students with additional educational needs.

2.4 Admission of Students:

- Students with additional educational needs have the right to apply for admission to the school. If there are insufficient places or resources, students may be directed to other schools or educational institutions.
- Parents must be informed of the assessment results and the school's ability to provide the required support.
- If the student is accepted, they are registered in the school's records under the ALN (Additional Learning Needs) unit to track their progress.

2.5 Referrals to Specialized Institutions:



(Student Referrals):

- In cases that require therapeutic or educational interventions that the school is unable to provide, the school refers students to specialized institutions.
- This is done in coordination with the relevant official authorities, in accordance with ADEK guidelines, to ensure the students receive the appropriate care and support.

3- Standard Inclusion Provision:

The inclusion policy at American National School aims to support all students, including those with additional educational needs, in achieving their full potential. The school follows ADEK guidelines in its policy to ensure the application of best practices in the field of inclusion.

3.1 Appointment of Inclusion Teachers:

(Appointment of the Inclusion Teacher):

- American National School has appointed a specialized 2 inclusion teacher to be responsible for supporting the inclusion process for all students with additional educational needs.

(Role of the Inclusion Teacher):

- Work on providing an inclusive educational environment that ensures the active participation of all students in educational activities.
- Design and implement documented Individualized Education Plans (IEP) for each student according to their individual needs.
- Identify barriers to learning and collaborate with teachers to find appropriate solutions.
- Provide consultation to teachers on appropriate teaching strategies for students with additional educational needs.

(Objectives of the Inclusion Teacher):

- Promote equal educational opportunities for all students.
- Support the academic and social development of students with additional educational needs.
- Regularly monitor student progress and update individual learning plans as needed.

(Collaboration with Relevant Authorities):

- The school collaborates with medical and therapeutic centers to provide any informational support regarding the student's condition for easier evaluation and provision of appropriate support.
- The school facilitates communication with these relevant authorities to ensure the continuity of support and evaluation for students as needed.

(Responsibilities of the Inclusion Teacher):



- Collaborating with teachers and assistants to implement individual learning plans.
- Coordinating ongoing training for teachers on inclusion strategies.
- Maintaining continuous communication with parents to update them on their children's progress and ensure appropriate support is provided at home.

3.2- Recommendation for Providing a Personal Assistant:

(Personal Assistant):

- If a student requires additional non-academic support that the school is unable to provide, the school will recommend that the parent arrange for a personal assistant funded by the parents specifically for the student. This assistant works under the teacher's supervision to support the student in the classroom and outside of it as needed.

(Role of the Personal Assistant):

- Provide direct personal support to the student in daily activities.
- Implement the educational guidelines specified in the documented Individualized Education Plan (IEP).
- The provision of logistical services for the student.

Progress Evaluation:

(Periodic Evaluation):

- The school will conduct an annual evaluation of the progress of students with additional educational needs based on their documented learning plans. The plans will be updated regularly to ensure the required academic and social progress.

(Review of Goals):

- Based on the evaluation results, educational goals and plans will be adjusted to support the continuous development of the students.

Small Group Support:

(Additional Support):

- If students require additional support to achieve the goals of their Individualized Education Plans (IEPs), the school will provide dedicated small group support sessions to ensure academic goals are met.

Appointment of Additional Inclusion Assistants and Teachers:



- If the number of students with additional educational needs exceeds the capacity that can be effectively supported by the current inclusion teachers, the school will promptly appoint additional assistants and inclusion teachers to ensure that adequate support is provided to all students.

Physical Accessibility:

- (General Accessibility):
American National School aims to provide an inclusive and safe educational environment for all students, including those with special needs, to ensure equitable access to education and school facilities.
- (Provision of an Elevator):
An elevator has been provided to serve students with mobility impairments and individuals experiencing movement difficulties, ensuring their easy and safe access to all floors of the school buildings.
- (Provision of Special Bathrooms):
Special bathrooms have been equipped to suit the specific needs of people of determination, with the provision of specialized tools and facilities to ensure their comfort and safety according to the highest quality standards.
- (Provision of Equipped Stairs):
Prominent signs with contrasting colors have been placed on the stairs to ensure easy movement for people of determination, along with tactile indicators on the edge of each step.
- (Lighting and Signage)
Clear lighting and directional signs have been installed to guide students and school staff, taking color contrast into account to facilitate visibility for individuals with visual impairments.
- Alarm devices have been equipped, including lights and both auditory and visual signals, suitable for students with hearing or visual impairments.

(Comprehensive Evacuation Plan):

- A comprehensive evacuation plan has been developed to ensure the safe exit of students and staff with disabilities in emergencies. The plan includes the provision of 2 dedicated staff members to personally accompany students who are unable to move, with training on how to assist in such situations.

(Access to Educational Facilities):

- All classrooms, laboratories, and sports facilities are equipped in a way that allows easy access for individuals of determination.
- The school is committed to continuous review of its infrastructure to ensure that all school facilities are accessible to everyone without exception.

Access to Learning Spaces:

American National School is committed to applying inclusive education principles in accordance with best educational practices, aiming to provide a learning environment that meets the needs of all



students, including those with additional learning needs, through a set of procedures that ensure equitable and inclusive access to education.

- (Accessible Learning Environment):
The school is committed to providing an accessible learning environment for everyone by equipping classrooms with furniture that suits the needs of students, including chairs and desks. The classrooms have been designed to be flexible in terms of seating arrangements and providing assistive tools that support all students.
- (Diversity of Educational Resources):
The school provides a variety of educational resources, including printed and visual materials, and utilizes educational technology to ensure the participation of all students in ways that suit their diverse learning needs. These resources aim to support the learning process in an inclusive manner and enable students to fully benefit from educational programs.
- (Adaptations to Teaching Methods):
The school follows an approach of adapting to students' needs by modifying teaching methods to align with their abilities. Advanced technological tools, such as smart boards, are provided to support students in classrooms. Universal Design for Learning (UDL) has been integrated and designed to empower students to learn and engage with academic materials in multiple ways.

(Specialized Support Spaces):

The school provides specialized support spaces, including the two resource rooms, medical clinic, and social worker's room, to offer individual counseling. These spaces are equipped with everything necessary to ensure that each student receives the appropriate intervention based on their specific needs.

(Specialized Support Services within the School):

- The school provides specialized support services through collaboration with a medical center to deliver specialized services.

3.3 Inclusion Teaching And Learning Support:

Identification, Referral, and Tracking System:

American National School is committed to developing a comprehensive system for identification and follow-up, aiming to accurately determine students' educational needs. This system provides mechanisms for continuous assessment, ensuring the appropriate support is provided to each student at the right time.

(Identifying Students' Needs):

We use comprehensive assessment tools to identify students' educational needs, which helps improve the learning process and adapt to their individual requirements. These tools are implemented periodically to ensure the effectiveness of the support provided.

(Teacher Support):

The school develops a comprehensive support plan for teachers, including the necessary training and resources to teach students with additional educational needs efficiently and effectively. The plan includes regular workshops and ongoing professional guidance to enhance teaching skills.



(Progress Assessment):

The school conducts an annual review to assess students' progress. This includes evaluating educational outcomes and identifying additional educational needs, ensuring the improvement of the effectiveness of the educational programs provided.

(Effective Communication):

We establish effective communication channels between teachers and parents regarding additional educational needs. This includes regular meetings and direct communication methods to ensure that appropriate support is provided to students.

(Record Keeping):

American National School is committed to recording the details of students with additional educational needs in a dedicated information system. This system allows for accurate tracking and comprehensive assessment of their support, making it easier to make appropriate educational decisions.

Inclusive Teaching and Learning Curricula:

- The school is committed to integrating inclusive teaching strategies at all stages of lesson planning and implementation to ensure that students with additional educational needs benefit from an effective learning environment.
- Teaching content is tailored to align with the educational needs of students with additional educational needs, with an emphasis on fulfilling the objectives of the Individualized Learning Support Program (DLP).

(Implementation Procedures):

- Teachers are required to design lesson plans that include inclusive teaching strategies that respond to the diverse needs of students.
- The school monitors the implementation of inclusive teaching strategies periodically to ensure the quality of education.

Curriculum:

- The school ensures that the curriculum provides the necessary flexibility to accommodate the needs of all students, with a focus on developing the abilities of students with additional educational needs.
- Teachers receive continuous training on diverse teaching methods to meet the students' requirements and guide them towards achieving their educational goals.

(Implementation Procedures):

- The curriculum is modified periodically to align with the needs of students with varying abilities, providing the necessary support during the acquisition and progression stages.
- Regular training sessions are organized for teachers on the use of diverse teaching strategies that enhance the integration of students with additional educational needs.

Assessment Accommodations:

The school provides appropriate assessment accommodations for students with additional educational needs to ensure their performance is evaluated fairly.



Customized assessment tools and methods are developed, taking into account the abilities and needs of students, contributing to the improvement of their academic performance.

(Implementation Procedures):

- Customized assessment methods are adopted to match the abilities of students with additional educational needs.
- Necessary adjustments are made to assessment methods (such as extra time or the use of assistive technology) to ensure fairness in evaluation.

4. Additional Fees

The American National School follows the principle of inclusion, which states that equitable access to education is the right of all students. Efforts are made to meet the needs of students with additional learning needs within the school's fee structure.

5- Leadership

As part of the school's commitment to implementing the inclusive education policy, which aims to integrate students with additional educational needs, the school defines clear roles and responsibilities for the leadership team, which includes the Board of Directors, the Principal, and the Head of the Inclusion Team. This framework aims to enhance an integrated learning environment that supports the needs of all students.

5-1 The Governing Board Shall:

Although these responsibilities usually belong to the Governing Board, at this school, **Ms. Honey** is the person in charge of these tasks related to inclusion.

(Strategic Direction):

- Ms. Honey is in charge of setting the school's vision and main policies to make sure all students with additional educational needs are fully included. She makes sure inclusion is part of the school's plans and everyday activities.

(Providing Financial Resources):

- Ms. Honey makes sure there is enough money for the inclusion policy. This includes budgeting for learning tools, assistive technology, and extra services that help support students.

(Monitoring and Evaluation):

- Ms. Honey checks regularly to see how well the inclusion policy is being followed by reviewing performance reports. She gives advice on what needs to be changed or improved to make sure all students get the support they need.



5.2 The Principal Shall :

(Leading Cultural Transformation within the School):

- The Principal is responsible for building an inclusive culture within the school that focuses on educational values supporting inclusion. This includes guiding all staff towards respecting individual differences and promoting principles of equality and justice in all aspects of school life.
- The Principal leads meetings and training workshops aimed at raising awareness of inclusion among the entire school community, including teachers, students, and parents.

(Participatory Leadership and Motivation):

- The Principal plays a motivating role in supporting and encouraging the teaching staff to adopt the inclusion policy and dedicate themselves to its achievement.
- The Principal fosters a collaborative learning environment among teachers, students, and parents, where ideas and experiences are shared to improve the inclusion experience.
- The Principal promotes a culture of shared leadership by appointing team leaders from teachers and specialists and encouraging them to take on additional responsibilities in monitoring student progress and supporting the implementation of individual plans.

(Supervision of Implementation):

- The principal is responsible for overseeing the implementation of the inclusive education policies and ensuring that all teachers and staff comply with them.

(Developing an Inclusive Strategy):

- The Principal develops and implements a long-term inclusive strategy, which includes setting clear goals for integrating students with additional educational needs in all aspects of school life, both in the classroom and in extracurricular activities.
- The principal supervises the development of innovative and flexible curricula that cater to the needs of all students, including inclusive students, to ensure they receive an education suitable for their abilities.

(Balancing Academic Education and Mental Well-being):

- The Principal is responsible for creating a balanced learning environment that focuses on both academic achievement and the mental and social well-being of students.
- The Principal supports the implementation of programs that promote mental health, with specialists in this field, and organizes workshops and guidance sessions to help students cope with stress and psychological challenges.

(Continuous Evaluation and Performance Improvement):

- The Principal is responsible for supervising the continuous evaluation mechanisms for implementing the inclusion policy, focusing on monitoring student progress and analyzing data related to their academic and social performance.



5-3 The Head of Inclusion Shall

1. **Overseeing the implementation of Individual Education Plans (IEPs):**
The Inclusion Team Leader is responsible for the overall supervision of the implementation of Individual Education Plans for students with additional educational needs. The focus is on ensuring that these plans are practical and flexible to meet the needs of the students. The team leader coordinates efforts with teachers and specialists to review the progress of the plans, ensuring accurate measurement of goals and their effective achievement.
2. **Supporting Teachers and Providing Educational Guidance:**
The team leader serves as the main point of contact for providing support and guidance to teachers on adaptive teaching strategies and classroom modifications. This includes offering tools and knowledge to help teachers engage effectively with students with special needs, thus fostering an inclusive learning environment.
3. **Ongoing Monitoring and Evaluation:**
The outcomes of the inclusion policy are monitored and evaluated regularly to ensure that set goals are being achieved and the best possible results are attained. Necessary adjustments are made as needed to ensure the policy remains effective and progresses in line with the students' needs.

5-4 Shared and Ongoing Roles Between the Three Parties

1. **Continuous Coordination:**
The Board of Directors, the School Principal, and the Inclusion Team Leader work together to ensure the effective implementation of the inclusion policy. Regular meetings are held to review the progress in achieving the inclusive education goals and to ensure alignment among all parties involved.
2. **Providing a Supportive Learning Environment:**
Everyone works towards ensuring that the school environment is inclusive and safe for all students, with an emphasis on equality and respect for individual differences. Efforts are made to promote a learning environment that values diversity and guarantees equal learning opportunities for all students.
3. **Ongoing Monitoring and Evaluation:**
The outcomes of the inclusion policy are monitored and evaluated regularly to ensure that the set goals are achieved, and the best possible results are attained. Necessary adjustments are made as needed to ensure the continued effectiveness and progress of the policy in line with the students' needs.

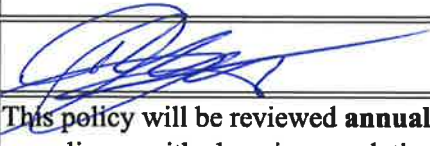
6- References

- Federal Law Decree No. (29) of 2006 regarding the Rights of Persons with Disabilities and its amendments.
- Federal Law Decree No. (31) of 2021 on the issuance of Crimes and Penalties and its amendments.
- Ministerial Decision No. (647) of 2020 regarding the Inclusive Education Policy.



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Section	Details
Effective Date	This policy will be effective as of August, 2024 .
Approval/Authorization	Approved by: Dr. Denis Peters
	Title: Principal
	Date of Approval: August 15, 2024
Signature	
Review and Revision	This policy will be reviewed annually , or as needed, to ensure compliance with changing regulations.