



مدرسة جلوبال الإنجليزية- العين

GLOBAL ENGLISH SCHOOL – AL AIN

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Policy:	Inclusion Policy
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Rationale:	This policy underscores the UAE's dedication to fostering a more inclusive society by empowering all students to realize their full potential. The ADEK Inclusion Policy, implemented across all UAE schools, aligns with Federal Law No. 29 of 2006 and its amendments, which safeguard the rights of individuals with additional learning needs to access quality education. The policy ensures equity, inclusivity, and respect for diversity within educational settings, with a focus on: 1. Equal Opportunities: Ensuring that all students, including those with additional learning needs, have access to quality education tailored to their unique needs and aspirations. 2. Holistic Development: Creating an inclusive environment that promotes the academic, social, and personal growth of every learner. 3. Collaboration: Mandating partnerships between schools, families, and stakeholders to enhance and support inclusive practices. 4. Accountability: Requiring schools to implement clear, fair, and transparent policies that uphold inclusion and comply with federal laws. This approach reflects the UAE's vision of equitable education for all, supporting the development of a diverse and thriving learning community.
Roles of responsibility	BOG, SLT, MLT, Teaching Staff, Administration, Classroom Learning Assistants, Students and Parents

Objectives of the Inclusion Policy Aligned with Global English School (GES) Values

By integrating these values into the objectives of the Inclusion Policy, GES reaffirms its commitment to fostering a learning community where every student is empowered to succeed, respected for their individuality, and supported by innovative and forward-thinking practices:

A. Learning

- Foster a supportive and inclusive learning environment where all students, including those with determination, are provided equitable opportunities to access quality education tailored to their needs.
- Promote differentiated teaching strategies and individualized support to ensure every student actively engages in the learning process and develops essential skills for life-long learning.

B. Achievement

- Enable every student to reach their full potential by setting high yet realistic goals and providing the necessary resources and interventions to ensure success.
- Celebrate and recognize the unique talents and achievements of every learner, fostering confidence and motivation.

C. Respect

- Cultivate a culture of empathy, understanding, and acceptance where diversity is valued, and all students feel respected and included.
- Encourage collaboration among students, teachers, parents, and the community to promote respect for different abilities, backgrounds, and perspectives.

D. Innovation

- Employ innovative practices, tools, and technologies to enhance the inclusion of students with determination and address their individual learning needs effectively.
- Continuously explore and implement creative solutions to overcome barriers to learning and improve the accessibility of the school environment for all students.

Vision and Mission of Global English School (GES)

Vision and Mission of Global English School align seamlessly with the principles and objectives of **ADEK's Inclusion Policy**, demonstrating our commitment to fostering an inclusive, supportive, and high-quality learning environment for all students:

1. Excellence in Learning for All

- Our vision to be a center of excellence by providing a challenging learning environment aligns with ADEK's emphasis on ensuring equitable access to education for all learners, including those with additional learning needs. By fostering innovation and 21st-century skills, GES ensures that every student, regardless of ability or background, is provided with opportunities to thrive academically and personally.

2. Fostering Life-Long Learners

- ADEK's Inclusion Policy prioritizes the holistic development of students, encouraging life-long learning and independence. GES echoes this priority through its mission to nurture confident, successful life-long learners equipped with the skills and knowledge needed to excel in a diverse and evolving world.

3. Core Values and Moral Development

- GES's dedication to helping students understand and uphold core values, academic, personal, social, and moral supports, ADEK's call for an inclusive culture that promotes respect, empathy, and understanding among all students, particularly those with special educational needs.

4. Nurturing Talents and Individual Growth

- Both the Inclusion Policy and the GES mission recognize the importance of identifying and nurturing the unique talents, interests, and passions of every student. By adopting inclusive practices, GES provides the necessary support to enable all students to achieve their fullest

potential, ensuring no child is left behind.

5. **Partnerships and Resources for Inclusion**

- GES's commitment to building partnerships with local and international agencies directly supports ADEK's aim to strengthen collaboration with stakeholders to improve inclusive practices. Additionally, the focus on providing high-quality staffing, resources, and facilities enables GES to effectively meet the diverse needs of all learners.

6. **Governance and Fairness**

- The high-quality governance emphasized in GES's mission aligns with ADEK's requirement for schools to implement clear, equitable policies and procedures for inclusion. GES strives to ensure fairness, transparency, and accountability in meeting the needs of all students, enhancing its reputation for quality and inclusivity.

Objective of the Inclusion Policy

Global English School is dedicated to empowering students to reach their full potential by nurturing their strengths, addressing their challenges, and fostering a culture of lifelong learning and success. The Inclusion Policy aims to achieve this by implementing a whole-school initiative, guided by a comprehensive action plan, which includes:

- Providing clear procedures for the referral process to ensure timely and accurate identification of students with additional learning needs and those who are gifted and talented.
- Outlining effective methods for the identification, assessment, and provision of support tailored to the unique needs of each student.
- Ensuring that every student, regardless of ability, is given the opportunity to thrive academically, socially, and personally in an inclusive and supportive learning environment.
- Promoting equity and access to quality education through collaboration among educators, parents, and stakeholders.

Inclusion Services and Provision

At Global English School (GES), students identified with additional learning needs are placed in the least restrictive environment, ensuring they receive most of their instruction within the general classroom setting. To support their individual needs, GES provides inclusive services and provisions, including:

- Differentiated instruction tailored to diverse learning needs.
- Evidence-based classroom accommodations and strategies.
- Appropriate testing accommodations and modifications.
- Use of assistive technology to enhance learning.
- Development of individualized plans, such as IEPs (Individualized Education Plans), ILPs (Individual Learning Plans), ALPs (Advanced Learning Plans), and BIPs (Behavior Intervention Plans).
- Pull-out group support classes for targeted interventions.
- In-class support sessions to assist students within the general classroom.
- Small group and one-on-one intervention sessions for personalized support.
- Inclusion assistants (IAs) for MOE (Ministry of Education) subjects.
- Modified curriculum, if required, to meet the unique needs of students.

Definition of Terms:

Accommodations and Modifications to Teaching	Any modifications to teaching methods, including lesson delivery and behavioral management, to ensure they are appropriate for the needs of students with additional learning needs.
Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to ensure accessibility without altering the demands of the assessment. Accommodations and modifications should be tailored to the needs of the student and any types of challenges (e.g., screen-reading technology, extended time, use of a scribe, or enlarged font). All accommodations and modifications for external assessments must comply with the guidelines set by assessment providers or examination boards.
Adaptive Teaching	An approach aimed at supporting the abilities of all students with additional learning needs, whereby teachers utilize a variety of teaching strategies, resources, and levels of differentiation to address the needs of every learner in the class.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.
Assistive Technology	Any item, piece of equipment, software program, or product system that is used to increase, maintains, or improves the functional capabilities of students with additional needs or challenges.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training, coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.

Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).
Documented Learning Plan	Outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students including Individual Educational Plans (IEP), Additional Learning Needs Plan(ALN), Behavior Support Plans (BSP), Advanced Learning Plans (ALP). This may be to address any specific identified academic, behavioral, language, or social and emotional need
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
Governing Board	The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
Head of Inclusion	The senior leader with responsibility for the coordination of provision for students with additional learning needs.
Inability to Accommodate	The process, where a school applies to ADEK to inform, through a variety of evidence, of their inability to accommodate a student within the school, including, but not limited to, medical/clinical reports, student observations, adapted assessments, physical environments, and any other information available. Schools shall be able to evidence that allowing a student to join the school would negatively impact a student's development or safety, negatively impact peer development or other students' safety, or put a strain on resources beyond what is mandated in policy.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
Individual Assistant	Formerly known as "Learning Support Assistant or/ Shadow Teacher", Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.
Curriculum Modification	Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum
English as a Second Language (EAL)	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Personal Emergency Evacuation Plan (PEEP)	A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.
Pull-out intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
In class Intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
Specialized Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) focused resource allocation due to unique learning and engagement requirements.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Twice Exceptional	Students who are both gifted and/or talented and have other additional learning needs.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

Admission:

As an inclusive institution, Global English School (GES) upholds the principles of equality, acceptance, and tolerance. The school is committed to accommodating the diverse needs of its students throughout the academic year, striving to admit all learners who can benefit from the educational opportunities and support provided.

Admission Process:

In alignment with **Federal Law No. 29 of 2006**, concerning the rights of Persons with Disabilities and its amendments, Global English School (GES) is committed to ensuring that students with Additional Learning Needs (ALN) are provided equal opportunities throughout the admission process. This process reflects GES's dedication to upholding inclusion and equality, ensuring that all students have access to high-quality education:

Application Procedure

- All applicants, including those with ALN, will follow the standard application process.
- Any information regarding a student's additional learning needs will be treated with strict confidentiality and will not influence the admission decision.
- The application review will be conducted by specialist staff and/or the Head of Inclusion.

Documentation of Additional Needs

- Applicants with ALN are encouraged to submit relevant documentation to support their request for accommodations.
- This documentation will be used solely to plan and arrange the appropriate support and accommodations for the student.

Accommodations

- Reasonable accommodations will be provided to ensure that students with ALN can fully participate in the admission process.
- Accommodations may include alternative testing formats, extended time, or other necessary adjustments tailored to the specific needs of the student.

Notification of Inability to Accommodate

- If the school determines that it cannot meet the needs of a student with ALN, both ADEK and the parents will be notified within seven days of the admission decision.
- This notification will clearly outline the school's inability to provide the required support or accommodations.

No Additional Fees for ALN Services

- GES does not charge additional fees for students with ALN for services provided by the Inclusion Department, as long as the school is able to support the required accommodations.

This structured approach reflects GES's commitment to inclusivity and equity, ensuring that all students have the opportunity to thrive in a supportive educational environment.

Re-enrollment Policy

- In accordance with the ADEK Student Administrative Affairs Policy, Global English School (GES) will re-enroll all students for the upcoming academic year.

Facilities and Resources

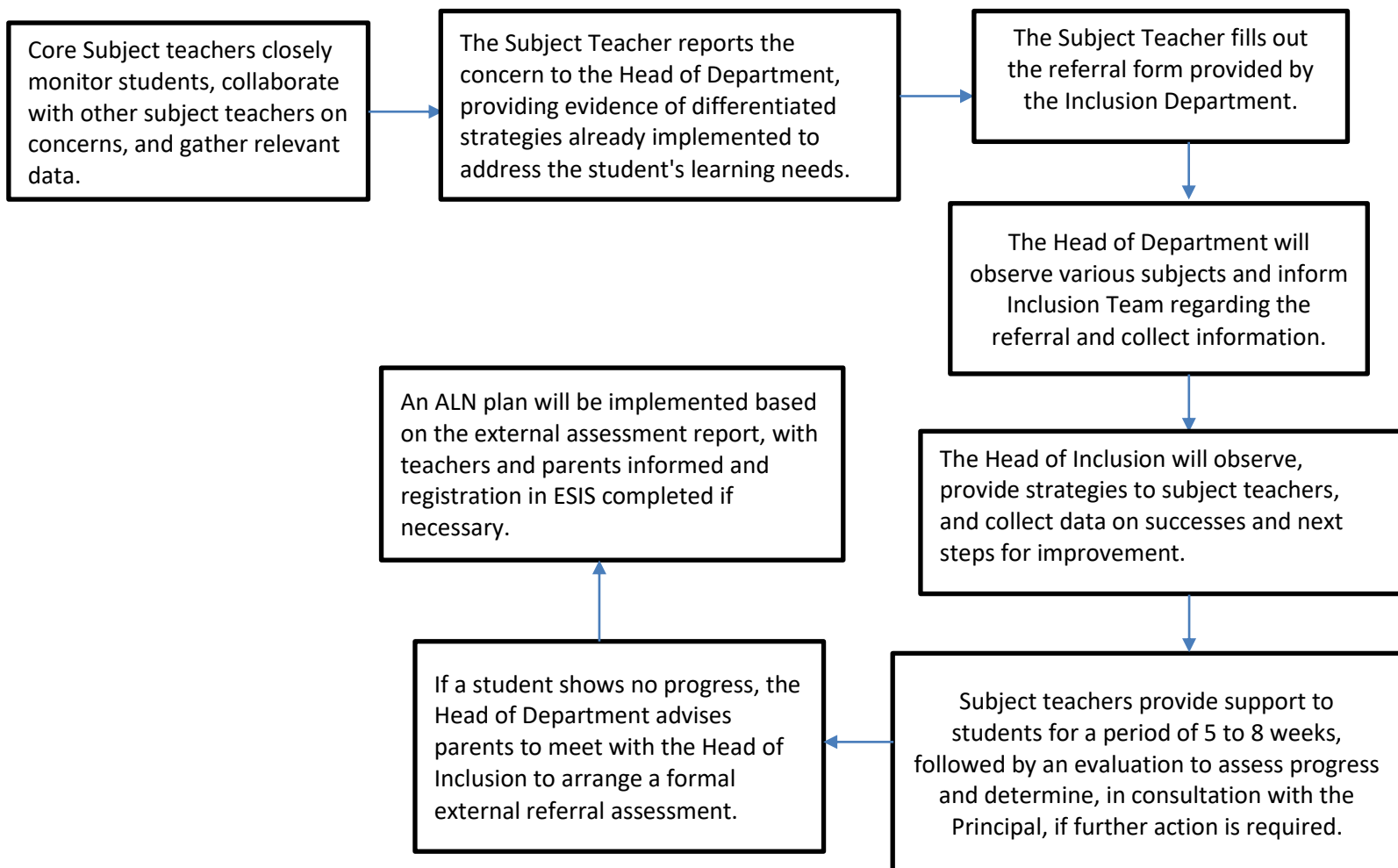
The school is committed to supporting students with Additional Learning Needs (ALN) through dedicated facilities and resources. Significant investments are made in equipment, materials, and subscriptions that are essential for the needs of ALN students. Additionally, the Head of Inclusion manages a dedicated budget specifically allocated to enhancing the school's Inclusion provision.

For the Academic Year 2024–2025, the school has implemented the following:

- Installation of access ramps in the Early Years building;
- Availability of a fully-equipped School Medical Team; and
- Establishment of an ALN Resource Room for pull-out sessions.
- Improved-accessibility toilets for ALN school facilities

Identification Process

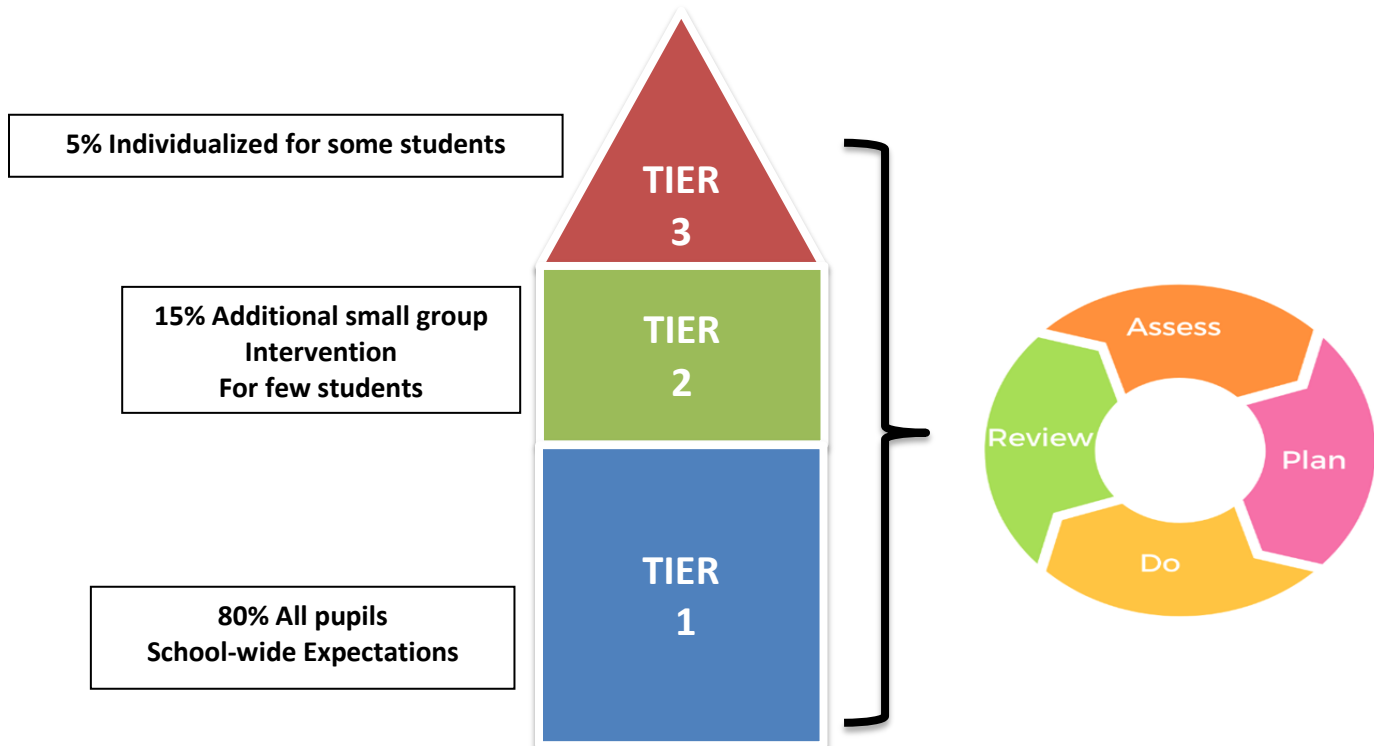
Global English School employs a Graduated Response system designed to regularly monitor, evaluate, and document the progress of all students, ensuring early identification of those who may require additional support. This structured approach follows a comprehensive process to determine eligibility for inclusion support services:



ALN Registration

All ALN students are listed on the confidential ALN Register, which includes their main challenges, additional needs, level of support, external specialist reports, access arrangements, and details of individual or group support provided.

Provision for Additional Learning Needs:



Identification Registrar	Description
Tier 1	All students must be acknowledged, with teachers providing support through differentiation and standard practices. The Inclusion Team will provide additional assistance, supported by a monitoring system following the Assess, Plan, Do, Review cycle.
Tier 2	A tailored intervention strategy is created through an IEP, Academic Support Plan, or Behavioral Support Plan. The teacher drafts the plan with input from the Head of Inclusion, Special Education Teacher, and parents. Support plans are reviewed each semester during progress meetings, with updates provided to parents.
Tier 3	Involves focused intervention both within and beyond the school environment. The Head of Inclusion coordinates with teachers, ensuring consistent tracking of Individualized Education Plan (IEP) advancement and organizing parent gatherings. It prioritizes comprehensive parental engagement, including the potential recruitment of Learning Support Assistants selected by parents, alongside active involvement of students.

Process of Developing Support Plan

After completing the ALN pre-referral, referral, evaluation, and eligibility stages, the Inclusion Department develops the individualized support plan. The Head of Inclusion then meets with the Student Support Team; comprising the Inclusion Teacher, Individual Assistant (if required), Subject Teachers, and Department Head, with the Nurse and Social Worker included as needed. A follow-up meeting is then scheduled with the parents to discuss and finalize the plan.

Access Arrangements

For certain assessments, students may receive support to help them succeed, provided there is sufficient evidence to justify it. This support is referred to as an "Access Arrangement" or "Assessment Modification." In some instances, the decision to grant an access arrangement is made solely by the school. However, in other cases, additional evidence may be required by exam boards, which will have the final authority to approve the arrangement. Any documents submitted by external agencies must be in English and clearly state the qualifications of the prescribing professional.

Support Team Responsibilities

I. Board of Governors:

- Ensure compliance with ADEK's policies and guidelines regarding inclusion.
- Approve the school's inclusion policy and monitor its effective implementation.
- Allocate appropriate resources and funding to support students of determination and inclusion initiatives.
- Oversee the development and implementation of an inclusive curriculum and environment.
- Ensure that the school leadership team promotes inclusion as a core value.
- Monitor the progress and outcomes of students of determination.
- Support the professional development of staff in inclusive practices.
- Engage with stakeholders, including parents and the community, to promote awareness and understanding of inclusion.
- Ensure the appointment and effectiveness of the Head of Inclusion or equivalent leadership role.
- Review regular reports on inclusion from the school leadership team to assess the impact of initiatives.

II. Senior Leaders Team (SLT)

- Ensure the school's inclusion policies align with ADEK requirements and are effectively implemented.
- Allocate budgets, resources, and staffing to support inclusive education.
- Provide leadership in promoting inclusive practices and ensure staff receives adequate training.
- Oversee the progress and effectiveness of inclusion programs and ensure compliance with ADEK standards.
- Facilitate collaboration with parents, teachers, specialists, and external agencies to support students with additional needs.
- Ensure the proper identification of students requiring inclusion support and provide necessary interventions.
- Approve and monitor access arrangements for assessments in line with ADEK guidelines.
- Maintain accurate records of ALN students, monitor their progress, and report to ADEK as required.
- Advocate for a whole-school inclusive approach and foster a supportive environment for all

students.

III. Line Manger (Head of Secondary)

- Ensure the school's policies and practices align with ADEK's guidelines for inclusion.
- Promote an inclusive culture that supports all students, including those with Additional Learning Needs (ALN).
- Oversee the implementation and monitoring of the Inclusion policy across the school.
- Allocate appropriate resources, including staffing, budgets, and facilities, to support inclusion efforts.
- Support the Head of Inclusion in planning and delivering effective support programs for students.
- Foster collaboration between staff, parents, and external agencies to address the needs of ALN students.
- Ensure regular professional development opportunities for teachers and staff to enhance inclusive practices.
- Monitor and evaluate the progress and outcomes of ALN students to ensure their needs are being met effectively.
- Ensure compliance with ADEK's regulations and reporting requirements related to inclusion.
- Act as a key advocate for inclusion within the school community and beyond.

IV. Head of Inclusion

- Develop and oversee the implementation of the school's Inclusion Policy.
- Ensure the identification and assessment of students with Additional Learning Needs (ALN).
- Coordinate the creation and implementation of Individual Education Plans (IEPs) for students requiring support.
- Manage the Inclusion Support Team, including Learning Support Assistants (LSAs) and other specialists.
- Collaborate with teachers to ensure differentiation and accommodations are applied in the classroom.
- Provide training and professional development opportunities for staff on inclusive practices.
- Monitor and evaluate the effectiveness of Inclusion strategies and interventions.
- Maintain and update the confidential ALN Register in line with ADEK requirements.
- Act as the primary liaison between the school, parents, and external agencies regarding ALN support.
- Allocate and manage the Inclusion budget to enhance the provision of resources and services.
- Ensure compliance with ADEK policies and guidelines on Inclusion and accessibility.
- Advocate for a whole-school approach to Inclusion, promoting an inclusive and supportive environment for all students.

V. Inclusion Teacher (Cycle 1,2,3)

A. Cycle 1 (KG1 to G2):

- Identify students with Additional Learning Needs (ALN) and ensure their inclusion in the ALN register.
- Develop, implement, and regularly update Individual Education Plans (IEPs).
- Provide tailored in-class and pull-out support to meet individual student needs.
- Collaborate with homeroom and subject teachers to adapt lesson plans and teaching strategies.
- Monitor and document students' progress and share updates with parents and relevant stakeholders.

B. Cycle 2 (Grade 3 to Grade 7):

- Assess and support students with ALN through targeted interventions and accommodations.
- Work closely with subject teachers to provide differentiated instructional strategies.
- Maintain accurate records of students' progress, interventions, and outcomes.
- Facilitate small-group or individual pull-out sessions as needed.
- Act as a liaison between parents, teachers, and external specialists to ensure comprehensive support.

C. Cycle 3 (Grade 8 to Grade 12):

- Assist students with ALN in preparing for standardized tests, exams, and future academic or career goals.
- Provide access arrangements (e.g., extended time, modified materials) for assessments as needed.
- Support students in developing independence, self-advocacy, and study skills.
- Collaborate with career counselors and subject teachers to align support with future pathways.
- Ensure compliance with ADEK guidelines for inclusion practices and documentation.

VI. Inclusion Assistant/ Intervention Teacher

- Provide tailored support to students with ALN in both pull-out sessions and within the classroom.
- Implement individualized learning plans (ILPs) under the guidance of the Head of Inclusion.
- Assist teachers in adapting lesson plans and teaching strategies to meet the needs of students with ALN.
- Maintain accurate records of interventions and provide reports to the Head of Inclusion.
- Support students during assessments by implementing approved access arrangements or modifications.
- Ensure students understand the accommodations provided and how to use them effectively.
- Attend training sessions and workshops to stay updated on inclusion practices and ADEK guidelines.
- Continuously improve skills and knowledge to enhance the quality of support provided.

VII. Teaching Staff

- Monitor and identify students requiring inclusion support.
- Work closely with the Inclusion department to implement support strategies and individualized learning plans.
- Modify teaching methods, materials, and activities to meet the diverse needs of students.
- Regularly assess and document the progress of students with additional needs.
- Maintain open communication with parents to provide updates on student progress and gather insights to enhance support.
- Ensure proper implementation of approved access arrangements during lessons and assessments.
- Provide targeted support through individual or group sessions, as outlined in student plans.
- Participate in training sessions and workshops to enhance knowledge and skills in inclusive practices.
- Ensure all information regarding students with additional needs is treated with the utmost confidentiality.
- Assist in maintaining accurate and updated records of students listed on the ALN Register.

VIII. Classroom Learning Assistant

- Assist students of determination in accessing the curriculum by providing individual or small group support during lessons.
- Support the implementation of Individualized Education Plans (IEPs) or Action Plans under the guidance of the Inclusion Teacher or Head of Inclusion.
- Modify or adapt learning materials and resources to meet the specific needs of students of determination.
- Observe and document the progress of students, providing feedback to the Inclusion Teacher for regular monitoring and evaluation.
- Encourage and support students in developing independence and self-confidence in their learning activities.
- Work closely with classroom teachers to ensure the inclusion of students in all classroom activities and provide input on differentiated instruction.
- Assist in managing classroom behavior by promoting positive reinforcement and ensuring a safe and supportive learning environment.
- Attend training sessions and professional development programs related to inclusion practices and strategies.
- Act as a liaison between the student, teacher, and parents when necessary, ensuring open communication about the student's needs and progress.
- Support in creating an accessible and inclusive classroom environment for students with diverse needs.
- Offer emotional and social support to students of determination to enhance their overall well-being and engagement in school activities.

IX. Admission Officer:

- Ensure the admission process is inclusive and adheres to ADEK's guidelines for students with Additional Learning Needs (ALN).
- Verify and evaluate all required documentation, including external reports, assessment records, and medical evidence related to ALN.
- Collaborate with the Inclusion Team to organize and conduct initial assessments for prospective ALN students.
- Act as a liaison between the school and parents, providing clear and accurate information about the inclusion process and available support services.
- Ensure all admitted ALN students are registered in the school's ALN database and, if required, in ADEK's ESIS system.
- Uphold and implement ADEK's Inclusion policies throughout the admission process.
- Maintain strict confidentiality of all ALN-related student records and information.
- Work closely with the Head of Inclusion and other stakeholders to ensure proper placement and support for incoming ALN students.
- Stay updated on ADEK's inclusion requirements and participate in relevant training or professional development programs.
- Assist in gathering information necessary for the creation of ALN plans for new students.

X. Individual Assistant (if needed)

- Modify or adapt learning materials under the guidance of the classroom teacher or Inclusion team.
- Promote positive behavior by implementing behavior management strategies aligned with the student's support plan.
- Encourage the student's independence while providing necessary supervision.
- Work closely with the classroom teacher, Inclusion team, and school staff to support the student's academic, social, and emotional needs.
- Provide feedback on the student's progress, challenges, and achievements.
- Support the student in participating in classroom activities, school events, and peer interactions.
- Encourage social engagement and help foster a sense of belonging within the school environment.
- Assist in the preparation and implementation of the IEP or other support plans.
- Adhere to ADEK's guidelines, school policies, and procedures for supporting students with additional learning needs.
- Maintain confidentiality regarding the student's personal and educational information.

XI. School Medical Team

- Conduct regular health assessments to identify medical conditions that may impact learning.
- Collaborate with the Inclusion team to support students with medical needs.
- Develop Individual Healthcare Plans (IHPs) for students requiring medical attention during school hours.
- Provide first aid and emergency care for students with additional learning needs.
- Ensure the safe administration of prescribed medication to students with additional needs.
- Maintain confidential medical records and share relevant information with the Inclusion team as needed.
- Participate in multidisciplinary meetings to discuss the needs and progress of students.
- Train school staff on managing medical conditions and emergency protocols for students with additional needs.
- Support parents in accessing external medical services or specialists for their children.
- Ensure compliance with ADEK regulations regarding the health and safety of students with additional learning needs.

XII. Parents

- Collaborate with the school to support their child's education and inclusion.
- Attend regular meetings with teachers and the Inclusion department to discuss their child's progress and needs.
- Provide any relevant medical, psychological, or educational reports to the school to support the development of their child's ALN plan.
- Participate in the creation, review, and implementation of Individualized Education Plans (IEPs) or ALN plans.
- Ensure their child attends school regularly and adheres to the agreed support strategies.
- Encourage their child's participation in school activities and foster a positive attitude toward learning.
- Communicate promptly with the school regarding any changes in their child's needs or circumstances.
- Follow ADEK's policies and guidelines related to inclusion and access arrangements.
- Advocate for their child's rights while respecting the school's processes and policies.
- Provide feedback to the Inclusion department on the effectiveness of the support provided to their child.

Gifted and Talented

In alignment with the UAE Ministry of Education, Global English School defines gifted and talented students as individuals who demonstrate exceptional abilities or a strong aptitude in one or more areas, including intelligence, creativity, academic achievement, or specific talents. These talents may include oratory, poetry, drawing, handicrafts, sports, drama, or leadership skills.

Areas of Gifted and Talented

A. Creative Thinking/Expressive Arts

- Demonstrates independent and original thinking in both oral and written expression.
- Generates multiple solutions to a given problem.
- Displays a strong sense of humor.
- Engages in creating and inventing.
- Thrives on challenges involving creative tasks.
- Frequently improvises and adapts.

B. General Intellectual Ability

- Demonstrates strong abstract thinking skills
- Processes information in sophisticated and complex ways
- Highly observant and perceptive
- Enthusiastic about exploring new ideas
- Enjoys forming hypotheses and exploring possibilities
- Learns quickly and efficiently
- Possesses an extensive vocabulary
- Highly curious and eager to learn
- Proactive and takes initiative independently

C. Specific Academic Ability:

- Exceptional memorization skills
- Advanced level of comprehension
- Quickly acquires foundational skills and knowledge
- Extensive knowledge in areas of special interest
- Consistently achieves high academic performance in areas of interest
- Demonstrates enthusiasm and dedication toward pursuing special interests

D. Leadership Abilities:

- Takes responsibility effectively.
- Sets high standards for themselves and others.
- Communicates fluently and concisely.
- Anticipates consequences and implications of decisions.
- Demonstrates sound judgment in decision-making.
- Prefers organization and structure.
- Earns respect and admiration from peers.
- Displays self-confidence.
- Maintains strong organizational skills.

E. Psychomotor Ability

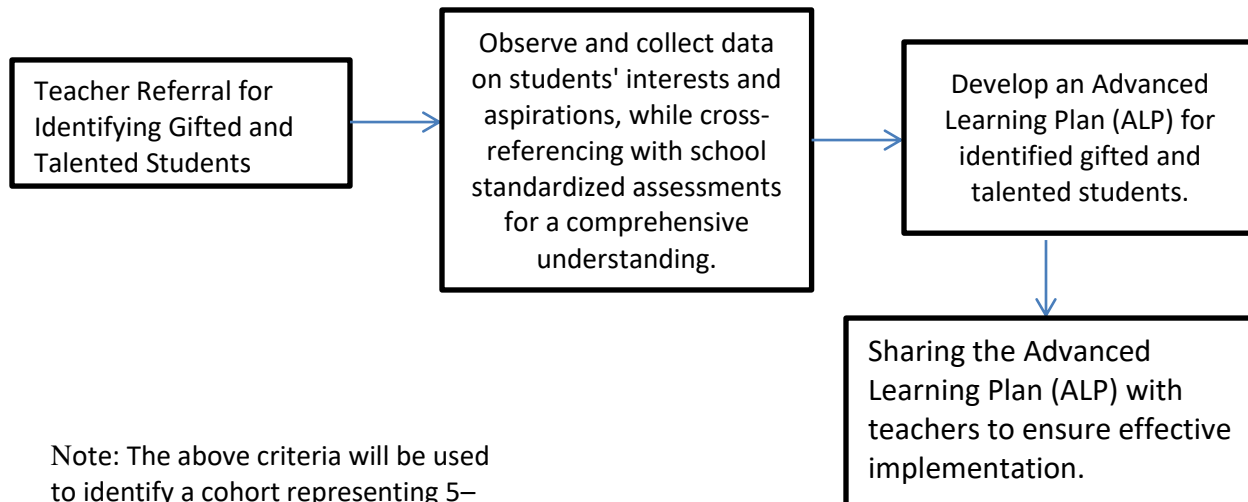
- Thrives when engaged in challenging athletic activities.
- Demonstrates precision and control in movement.
- Actively participates in a variety of athletic opportunities.
- Shows exceptional proficiency in motor skills.
- Exhibits strong coordination.
- Possesses excellent manipulative skills.

F. Visual and Performing Arts

- Demonstrates exceptional understanding of spatial relationships.
- Shows remarkable ability to express emotions, feelings, and moods through dance, drama, music, or other art forms.
- Displays excellent motor coordination.
- Expresses creativity through mediums such as drawing, painting, sculpting, and similar activities.
- Exhibits a strong sense of creative expression.
- Prefers creating original works rather than replicating existing ones.
- Highly observant and detail-oriented.

Practices and Procedure

Students identified as gifted and talented exhibit exceptionally high capabilities in one or more academic subjects or in areas of personal interest, such as sports, visual arts, or performing arts. To cater to their unique abilities and interests, they require advanced educational programs that go beyond the general curriculum and provide opportunities for high-level enrichment activities. To address these needs, the gifted and talented team will develop a comprehensive written document, known as an Advanced Learning Plan, designed to support their abilities, interests, and creativity.



Note: The above criteria will be used to identify a cohort representing 5–10% of the total school population. If the criteria are met, the child's name will be added to the Gifted and Talented (G&T) register, and parents will be invited to the school to discuss strategies for addressing the child's needs and providing appropriate support.

Gifted and Talented Students may exhibit the following:

- Strong all-around performance.
- High achievement in one area while underperforming in another.
- Exceptional ability accompanied by low motivation.
- Advanced verbal skills but limited written expression.
- Exceptional ability with a short attention span.
- High cognitive functioning but poor social skills.
- Significant abilities masked by a learning difficulty or disability.

- Behavioral challenges.

Implementation Process for Supporting Gifted and Talented Students:

- **Develop an Advanced Learning Plan (ALP):** Tailored to address the individual needs and strengths of the student.
- **Monitor Student Progress:** Regularly evaluate the student's development and adapt the ALP as necessary.
- **Review and Update the ALP:** Ensure the plan remains relevant and effective in meeting the student's needs.

Monitoring and Evaluation:

The performance of identified students is regularly monitored through various strategies, including:

- In-class assessment results
- Collegial discussions on individual student progress and the effectiveness of teaching programs
- Anecdotal records and observations
- Interviews with parents and students
- Standardized tests
- Work samples
- Advanced Learning Plans (ALPs)

Note: According to ADEK, an Advanced Learning Plan (ALP) outlines how the unique needs of gifted and talented students, capable of high performance in one or more areas, will be addressed.

Appendices

- A. **The following policies play a vital role in fostering inclusivity at Global English School, Al Ain**
 - Admissions Policy
 - Assessment Policy
 - Anti-Bullying Policy
 - Safeguarding Policy
 - Curriculum Planning Policy
- B. **The UAE Federal Law 29 (2006)**
 - <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/United-Arab-Emirates-The-Rights-of-People-with-Special-Needs.pdf>
- C. **The UAE School Inspection Framework**
 - https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/frameworkbook_en.pdf
- D. **ADEK Policy**
 - https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Teaching-and-Learning/ADEK_S_Inclusion-Policy_EN.pdf

The Inclusion and Gifted and Talented Policy of Global English School, Al Ain, will be monitored annually by the Senior Leadership Team and reviewed by the Head of Inclusion.

Review Date:	28 th January,2025
Principal's Approval:	
Next Review Date:	July 2025

