



Shining Star  
International School

مدرسة شيننج ستار أنترناشونال

**Shining Star International School, Abu Dhabi**

## **Our Vision**

To be a school of innovation & creativity; preparing students for global challenges.

## **Our Mission**

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

## **Core Values**

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude  
We ensure that the entire SSIS family follows these values.

<b>SCHOOL INCLUSION POLICY</b>	
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Authorized by	Ms. Abhilasha Singh Principal
Authored by	Dr. Aby Daniel A. Head of Inclusion

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**1. Purpose & Objective** The purpose of this policy is to establish a structured framework for ensuring a safe, inclusive, and high-quality learning environment at Shining Star International School Abu Dhabi. It aims to uphold excellence in education, promote inclusivity, and ensure compliance with the regulatory requirements set forth by ADEK and other governing bodies.

**2. Scope** This policy applies to all staff, students, parents, and stakeholders associated with Shining Star International School Abu Dhabi. It covers academic guidelines, student conduct, staff responsibilities, safety measures, and adherence to inclusion and accessibility standards.

### **3. Definitions**

#### **1. Accommodations and Modifications to Teaching**

- a. Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.

#### **2. Accommodations and Modifications of Assessments**

- a. Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with the guidelines of assessment providers/examination boards.

#### **3. Adaptive Teaching**

- a. An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

#### **4. Additional Learning Needs**

- a. 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.

#### **5. Annual Review**

- a. 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.

**6. Assistive Technology**

- a. Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities (ATIA, n.d.).

**7. Clinical Assessment Report**

- a. A report arising from the assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

**8. Continuing Professional Development**

- a. All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), 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.

**9. Documented Learning Plan**

- a. A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

**10. Equitable Access to Education**

- a. 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.

**11. Gifted and Talented**

- a. Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

**12. Governing Board**

- a. The governing body of a school, appointed by the school owners, and includes qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.

**13. Head of Inclusion**

- a. The senior leader with responsibility for the coordination of provision for students with additional learning needs.

**14. Inability to Accommodate**

- a. 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.

**15. Inclusion Assistant**

- a. A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.

**16. Inclusive Education**

- a. An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.

**17. Inclusion Teacher**

- a. A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

**18. Inclusion Team**

- a. Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.

**19. Individual Assistant**

- a. Formerly known as "Shadow Teachers", 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.

**20. Mainstream Education**

- a. The learning environment where all students learn alongside their peers in an inclusive school environment.

**21. Modified Curriculum**

- a. 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.

**22. Multilingual Learners**

- a. Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

**23. Personal Emergency Evacuation Plan (PEEP)**

- a. 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.

**24. Pull-out intervention**

- a. Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.

**25. Push-in intervention**

- a. 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.

**26. Specialized Provision**

- a. Educational provision that meets the individual needs of students who require specialist attention (a blend of teaching and therapy) and a Tiered Model of Support focused resource allocation due to unique learning and engagement requirements. 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.

**27. Twice Exceptional** Students who are both gifted and/or talented and have other additional learning needs.

**28. Universal Design for Learning**

- a. An approach to teaching and learning that promotes equitable access to education for all students regardless of their differing needs.

**4. Policy Statement**

Shining Star International School Abu Dhabi is committed to fostering an inclusive and high-performing educational environment. The school shall implement policies and procedures that ensure academic excellence, student well-being, and staff professional development while maintaining compliance with ADEK regulations.

**5. Guiding Principles**

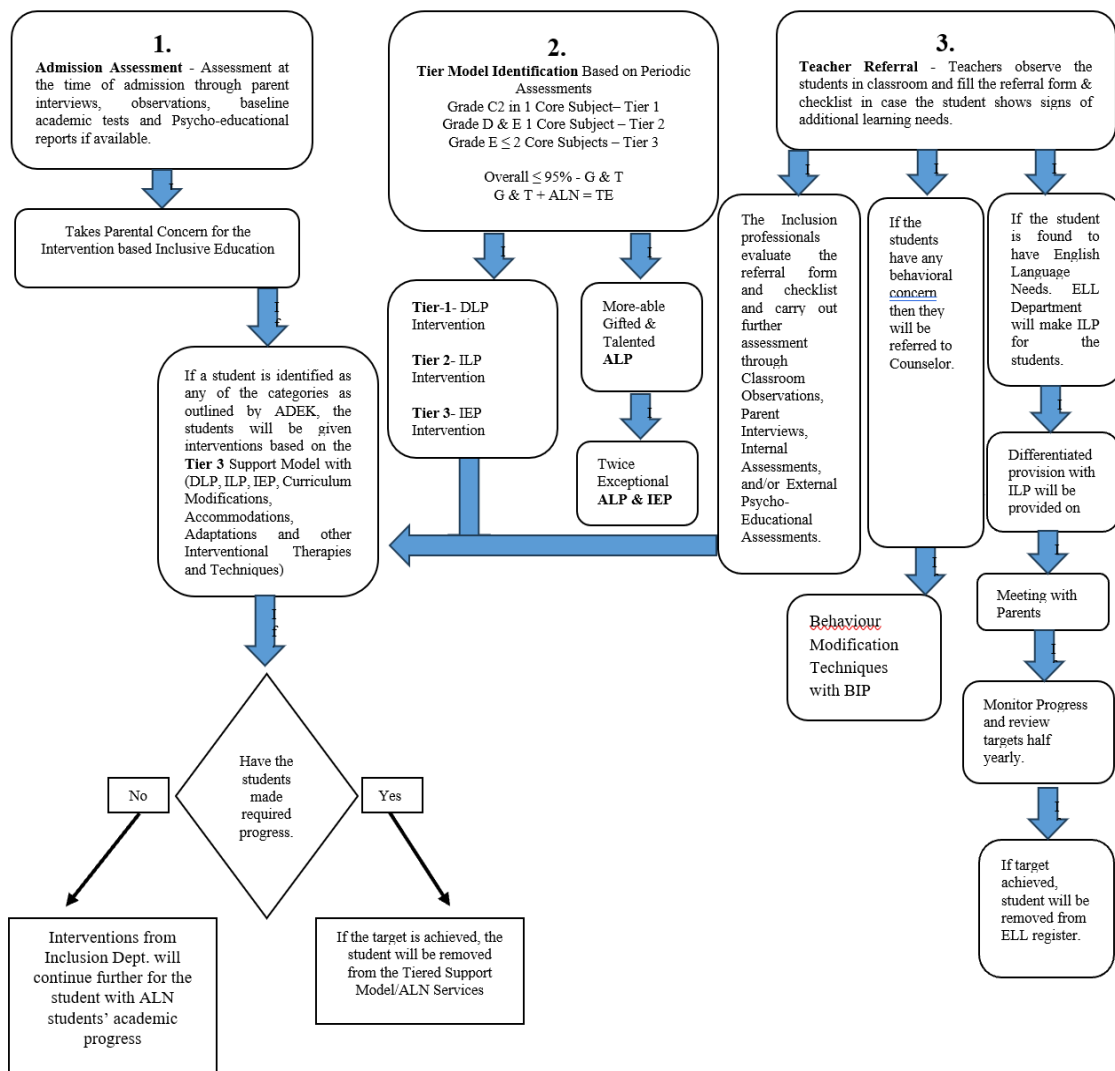
- Promote an inclusive and equitable learning environment for all students.
- Uphold high academic and ethical standards.
- Ensure student safety, well-being, and holistic development.
- Support professional development and well-being of teachers and staff.
- Encourage active parental involvement and community engagement.
- Implement technology-integrated learning to enhance education.

## 6. Responsibilities

- **School Leadership:** Oversee policy implementation, ensure regulatory compliance, and foster continuous improvement.
- **Teachers:** Deliver high-quality education, maintain inclusive classrooms, and support student development.
- **Students:** Adhere to the school code of conduct and actively participate in the learning process.
- **Parents & Guardians:** Collaborate with school authorities to support their child's educational journey.

## 7. Procedures

- **Admissions:** Ensure an inclusive admissions process that supports students of all abilities.
- **Curriculum Implementation:** Develop and follow an ADEK-approved curriculum that caters to diverse learning needs.
- **Assessment & Evaluation:** Implement fair and transparent student evaluation practices.
- **Behavioral Guidelines:** Establish and enforce a code of conduct promoting respect and discipline.
- **Safety & Emergency Protocols:** Maintain procedures for health, safety, and emergency preparedness.
- **Professional Development:** Conduct regular training programs for staff on inclusive education and teaching methodologies.
- **Identification of Students with Additional Learning Needs (ALNs)**



## 8. Compliance & Enforcement

- Adherence to ADEK's inclusion policy and other regulatory requirements.
- Regular audits and inspections to ensure compliance.
- Corrective actions for policy violations, including disciplinary measures if necessary.

## 9. Review & Revision

This policy shall be reviewed annually to ensure its relevance and effectiveness. Revisions will be made in alignment with ADEK guidelines, school development plans, and stakeholder feedback.

## 10. References

- ADEK Inclusion Policy (2023)
- Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities
- Ministry of Education Guidelines
- School for All: General Rules for the Provision of Special Education Programs and Services (MOE)