



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.

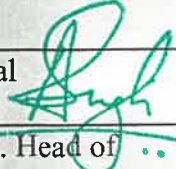
Inclusion Policy	
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Authorized by	School Principal 
Authored by	Dr. Aby Daniel A. Head of Inclusion



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1. Purpose & Objectives

This policy establishes a comprehensive framework to ensure equitable access to education for all learners at Shining Star International School (SSIS), Abu Dhabi. It aligns with ADEK School Inclusion Policy (latest updates December 2025) and relevant UAE legislation, ensuring high-quality inclusive practices, safeguarding student well-being, and promoting academic excellence.

2. Scope

This policy applies to all students, including Students of Determination (SoD), students with Additional Learning Needs (ALN), Gifted and Talented students, multilingual learners, staff, parents, Individual Assistants, and all stakeholders associated with SSIS.

3. Definitions

(Aligned with ADEK Inclusion Policy v1.3)

Key definitions include, but are not limited to:

- **People of Determination (PoD):** As defined by Federal Decree Law No. (29) of 2006 and its amendments.
- **Student of Determination (SoD):** A student with a verified medical report aligned to the UAE National Standard Classification of Disabilities (DCD, 2020).
- **Student with an Additional Learning Need (ALN):** A student who may or may not have a formal diagnosis but experiences barriers to accessing the curriculum without accommodations or modifications.
- **Documented Learning Plan (DLP):** A personalized plan (IEP, ISP, BSP, ILP, ALP, etc.) outlining learning targets, accommodations, modifications, and interventions.

- **Inclusion Assistant:** A school-appointed staff member providing targeted or 1:1 support as required by a student's DLP and clinical documentation.
 - **Individual Assistant:** A parent-funded, non-teaching support staff member providing personal, medical, safety, or logistical support, trained in safeguarding procedures.
 - **Resource Base:** A dedicated specialized provision within a mainstream school offering tailored instruction and support for students requiring intensive intervention.
 - **Universal Design for Learning (UDL):** A framework promoting flexible learning environments to accommodate individual learning differences.
 - **Inability to Accommodate:** A formal ADEK-notified process evidencing that a school cannot meet a student's needs despite reasonable accommodations.
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4. Policy Statement

SSIS is committed to providing a fully inclusive learning environment that values diversity and ensures every student is supported to achieve their full potential. The school complies with ADEK regulations, maintains accurate ALN records on the eSIS ALN module, and ensures all inclusion-related data is used solely for educational planning, compliance, and safeguarding in line with UAE data protection laws. Parents acknowledge this requirement through signed admission and re-enrolment agreements.

5. Guiding Principles

- Equity and access to education for all learners
 - High expectations and academic excellence
 - Student well-being, dignity, and safety
 - Early identification and intervention
 - Collaborative partnerships with parents and specialists
 - Continuous professional development of staff
 - Evidence-based inclusive practices
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6. Responsibilities

School Leadership

- Ensure full compliance with ADEK Inclusion Policy
- Allocate resources for inclusive provision
- Monitor quality assurance and reporting

Head of Inclusion

- Lead inclusive practices and provision
- Oversee identification, assessment, and DLP implementation
- Coordinate Inclusion Teams and external specialists



Teachers

- Deliver adaptive teaching using UDL principles
- Implement accommodations and DLP strategies
- Collaborate with Inclusion Teams

Inclusion Assistants

- Provide targeted or 1:1 academic and functional support
- Support Tier 3 students in KG–Grade 2 where required

Parents & Guardians

- Share accurate information and documentation
 - Collaborate in DLP planning and reviews
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7. Procedures

7.1 Identification & Support

- Use standardized screening and referral processes
- Implement a Tiered Model of Support (MTSS / Graduated Approach)

7.2 Admissions & Inability to Accommodate

- SSIS follows an inclusive admissions approach
- Any decision of inability to accommodate is formally submitted to ADEK with evidence
- Failure to notify ADEK constitutes non-compliance

7.3 Curriculum & Assessment

- Adaptive teaching and assessment accommodations provided
- Modified curriculum pathways offered only with MoE and NQC approval

7.4 1:1 and Specialist Support

- Inclusion Assistants appointed based on DLP and clinical reports
- Resource Base or specialist provision may incur ADEK-approved additional fees (not exceeding 50% of tuition)

7.5 Individual Assistants

- Permitted where personal care or non-teaching support is required
- Must be trained in safeguarding and communication protocols

7.6 Staff CPD

All teachers participate in CPD covering:

- Inclusive and adaptive teaching
- Assessment modification

- Early identification (Autism, ADHD, Dyslexia)
- Collaborative DLP planning

7.7 Facilities & Accessibility

- Accessible classrooms, evacuation plans (PEEPs), and adapted bathrooms for children with physical disabilities

7.8 Marketing & Communication

- SSIS uses inclusion-related terminology only in line with verified ADEK compliance status

8. Compliance & Enforcement

- Regular internal audits and ADEK inspections
- Corrective action plans for non-compliance
- Disciplinary procedures where required

9. Review & Revision

This policy is reviewed annually or as required by ADEK updates. SSIS commits to full compliance with ADEK Inclusion Policy v1.3 by Academic Year 2026/27.

10. References

- ADEK School Inclusion Policy (v1.3, December 2025)
- Federal Decree Law No. (29) of 2006
- UAE National Standard Classification of Disabilities (2020)
- Ministry of Education & National Qualifications Center Guidelines



