



Inclusion Policy

Policy	Inclusion Policy
Date Created:	August 2025
Date of Review:	June 2026
Person Responsible:	Principal & Head of Inclusion

Introduction

At Noya British School, inclusion is the foundation of our ethos and daily practice. We believe that every learner has the right to access high-quality education in an environment where they are valued, supported and inspired to thrive.

This policy aligns with Aldar Education's Inclusion Policy (June 2025) and ADEK's Inclusion Policy (2024), ensuring compliance with UAE Federal Law No. (29) of 2006 and Ministerial Resolution No. (647) of 2020 on Inclusive Education.

It also embeds the systems, vision and processes defined in the Noya Inclusion Action Plan, Inclusion Governance Framework, Referral Process and Provision Map to ensure that inclusion is not only a strategic priority but a lived reality within the school.

Purpose

- To outline Noya British School's inclusive vision in line with Aldar and ADEK requirements.
- To ensure all students, including those with Additional Learning Needs (ALN) and Students of
- Determination, have equitable access to education.
- To establish clear processes for identification, intervention and review.
- To define leadership and governance responsibilities for inclusion.
- To demonstrate alignment between policy, practice and school improvement priorities.

Vision | Shaping inclusive futures, igniting every mind

Our vision is to be a beacon of educational excellence where every learner feels valued, supported and empowered. We aim to foster a nurturing, inclusive community where curiosity thrives, diversity is celebrated and each student is equipped to shape their future with confidence and purpose.

Mission | Inspiring excellence, nurturing every learner's potential

Our mission is to cultivate a culture of high expectations and deep belonging. We are committed to recognising and nurturing the unique strengths, identities and aspirations of every student. Through inclusive teaching, personal growth and global awareness, we prepare learners to lead with empathy, resilience and integrity in an ever-changing world.

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Admissions of Students with Additional Needs

Noya British School ensures fair and transparent admissions practices that reflect our inclusive values.

- No student will be denied admission on the basis of additional learning needs if reasonable adjustments can be made.
- Admissions assessments will include appropriate accommodations.
- The Inclusion Team participates in all admissions decisions involving ALN.
- Where necessary, existing reports will be requested to plan provision effectively.
- All ALN information is recorded on eSIS in line with ADEK regulations.

If, after all reasonable adjustments, the school is unable to accommodate a student's needs, the Head of Inclusion will consult ADEK and parents before issuing an Inability to Accommodate notification.

Transitions between phases are planned collaboratively with staff, families and specialists to ensure continuity and stability.

Admissions of Students with Additional Learning Needs

- Identify additional learning needs as early and accurately as possible.
- Deliver quality first teaching in all classrooms.
- Work in partnership with families and professionals.
- Use data and evidence to review the effectiveness of provision.

Standard Inclusive Provision

Individual Assistants (IAs)

In line with ADEK Inclusion Policy (2024) and Aldar Education standards, Individual Assistants (IAs) are parent-funded support staff who provide direct, non-academic assistance to students with additional learning needs for logistical, safety-related, behavioural, medical or social-emotional reasons.

An IA may be approved where a student requires such support for at least 50% of the school day, and where the school determines that the student could not safely or effectively attend without this level of supervision.

Purpose and Role

The purpose of an Individual Assistant is to ensure a student's access, safety and wellbeing within the school environment. IAs do not teach, plan or modify curriculum content but may:

- Supervise movement around the school and transitions between activities.
- Support emotional regulation and safety.

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- Assist with medical, personal care or self-care tasks.
- Help the student remain organised and engaged within lessons.
- Promote gradual independence and confidence.

Decision and Approval Process

The decision to assign an IA is made collaboratively by the Inclusion Team, class teacher and Principal following an internal review of the student's needs, medical information and risk assessment.

This decision is not determined solely by medical or clinical reports but based on the school's professional judgment and ADEK criteria.

Recruitment and Approval

Parents may recruit an IA directly or request school assistance in identifying suitable candidates. All appointments are subject to:

- School-led interviews and approval by the Head of Inclusion.
- Completion of ADEK PASS approval prior to starting work.
- School induction and safeguarding training.

Training and Monitoring

All IAs complete complete safeguarding and inclusion training before commencing their role.

They work under the daily direction of the class or subject teacher and the supervision of the Head of Inclusion.

Performance is monitored through classroom observation, regular feedback and ongoing communication between the school, family and IA.

Parents' Responsibilities

Parents are responsible for the IA's employment, visa and salary arrangements.

They must sign the school's No Objection Agreement and IA Contract Checklist to confirm understanding of expectations, absence procedures and confidentiality requirements.

Key Principles

- IAs support access, not academic instruction.
- The IA's presence in the classroom must not replace the teacher's professional responsibilities.
- The ultimate goal of IA support is increased student independence.

Inclusion Staffing

Head of Inclusion – middle leader responsible for policy implementation, compliance and monitoring.

- Inclusion Teachers – provide specialist support, modelling and coaching across phases.
- Inclusion Assistants – support students within lessons and interventions under teacher direction.

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- Individual Assistants (IAs) – parent-funded and approved by the Head of Inclusion before appointment.

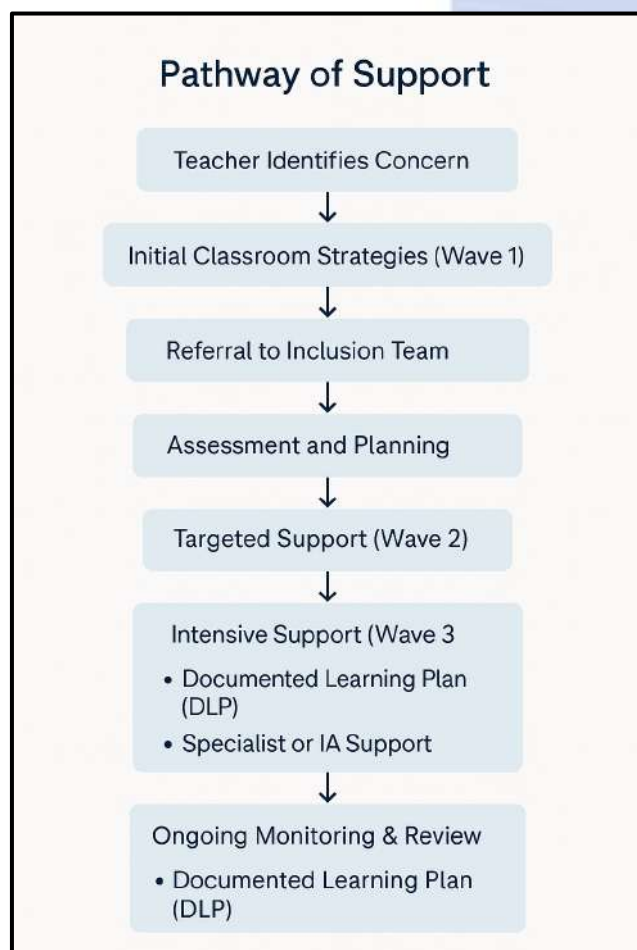
All staff receive annual training in inclusive practice, safeguarding, and adaptive teaching to ensure consistency across the school.

Physical Accessibility

The physical environment at Noya British School is designed to promote participation and independence for all. The school's annual Accessibility Audit and Plan ensure ongoing development in line with Universal Design for Learning (UDL) principles.

Facilities include ramps, accessible bathrooms, clear signage and sensory spaces. Personal Emergency Evacuation Plans (PEEPs) are in place for students requiring individual support during emergencies.

Teaching and Learning Support



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Identification and Referral

Students are identified through teacher observation, parental input and data monitoring. The Noya Referral Process ensures structured early intervention:

- Teacher raises concern at Key Stage meeting and logs it on CPOMS.
- Quality First Teaching strategies are trialled for six weeks.
- If concerns persist, the teacher completes the referral form with evidence.
- Inclusion Team reviews data, conducts screening or observations and agrees next steps with parents.
- The student is added to the Inclusion Register and Provision Map if intervention is required.
- Documented Learning Plans (DLPs)

All Tier 2 and Tier 3 students have DLPs which may include:

- Individual Education Plans (IEPs)
- Behaviour or Support Plans
- Advanced Learning Plans (ALPs) for high-ability students
- Accommodation Plans (APs)

Plans are reviewed termly and progress recorded through eSIS and the Noya Provision Map.

Tiered Model of Support (Waves of Intervention)

- Wave 1 – Universal Provision (Quality First Teaching):
Differentiated instruction, multisensory strategies and classroom adaptations.
- Wave 2 – Targeted Support:
Small group or short-term interventions for specific skill development (e.g. phonics, social skills, speech and language).
- Wave 3 – Intensive/Individualised Support
Personalised one-to-one or specialist intervention involving external agencies or therapists.

Each wave has defined entry and exit criteria, assessment tools, and impact measures as outlined in the Noya Provision Map.

Response to Intervention (RTI)

Progress data is reviewed regularly to evaluate the impact of interventions. Where limited progress is noted, provision is adapted or escalated to the next level of support.

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Curriculum and Assessment

All students access a broad and balanced curriculum with appropriate accommodations to promote engagement, participation and success.

Teaching at Noya British School is guided by the principles of adaptive teaching, ensuring that lessons are designed to meet the diverse needs of learners through varied instruction, flexible grouping and differentiated resources. Teachers use universal design for learning (UDL) strategies to anticipate barriers and plan proactively so that every student can access and succeed within the same learning objectives.

Curriculum planning reflects a commitment to inclusive pedagogy, cultural responsiveness and high expectations for all. Assessment is ongoing, formative and responsive, allowing teachers to adapt teaching and intervention in real time.

Where modification of the curriculum is required, learning outcomes remain ambitious, relevant and age-appropriate. Assessment accommodations (such as extra time, readers, scribes or adapted materials) are applied in line with ADEK guidelines and recorded within each student's Documented Learning Plan (DLP).

Gifted and Talented students are supported through the NBS Gifted and Talented Policy, which ensures appropriate stretch, enrichment and opportunities for deeper learning.

Additional Fees

Additional fees apply only when a student's needs require provision beyond the school's standard inclusion offer.

- All additional costs must be itemised and agreed in writing with parents.
- A termly breakdown of how these funds are used will be shared.
- No additional fee may exceed 50% of tuition unless approved by ADEK.

Leadership and Governance

Principal

- Ensures inclusion is integral to the School Improvement Plan.
- Allocates sufficient staffing, time and resources for inclusive practice.
- Ensures ongoing professional learning and compliance with ADEK and Aldar frameworks.

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Head of Inclusion

- Leads policy implementation and quality assurance.
- Oversees DLPs, PEEPs, and the Inclusion Register.
- Manages internal and external referrals, and reports to ADEK.
- Coordinates the Inclusion Action Plan and reviews progress with the Principal.

Governance Committee

- Monitors inclusion outcomes, provision mapping and resourcing.
- Reviews policy implementation and reports to the Executive Leadership Team.

Confidentiality

All records and information related to students with ALN or Students of Determination are confidential and stored securely. Information is shared only with relevant professionals and authorities, in line with safeguarding and data protection policy.

Compliance

This policy ensures full alignment with:

- Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities
- Federal Decree Law No. (31) of 2021
- Ministerial Resolution No. (647) of 2020 on Inclusive Education
- ADEK Inclusion Policy (2024)
- Aldar Education Inclusion Policy (June 2025)
- Noya British School Inclusion Framework, Governance Report, Referral Process and Provision Map

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