



INCLUSION POLICY

Academic Year 2026 – 2027

1. INTRODUCTION

This Inclusion Policy reflects Belvedere British School's commitment to the principles outlined in the ADEK Inclusion Policy, ensuring equal opportunities, access, and participation for all Students of Determination. It sets out the aims, principles, and strategies that guide our provision of high-quality, inclusive education within a supportive and respectful learning environment.

In line with ADEK's framework, Students of Determination are those who may require additional support or accommodations to access the curriculum and achieve their full potential. This includes students who:

- Experience significantly greater difficulty in learning than the majority of their peers of the same age;
- Have an additional learning need or condition that affects their ability to access the curriculum or learning environment in the same way as their peers;
- Are below compulsory school age and would fall within the definitions above if special educational provision were not made for them.

This policy provides a clear framework for the identification, assessment, and provision of support to Students of Determination. It serves as a guide for staff, parents, and the wider school community to ensure shared understanding, responsibility, and commitment to inclusive education. By fostering a culture of equity, collaboration, and respect, Belvedere British School (BBS) ensures that all learners are valued, empowered, and given the opportunity to thrive academically, socially, and emotionally.

2. DEFINITIONS

Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualised accommodations and modifications to address any barriers that inhibit this.
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.
Clinical Assessment Report	A report arising from an assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Accommodations and Modifications to Teaching	Any adjustments to the way in which teaching takes place, including lesson delivery and behaviour management, so that it is suitable for the needs of students with additional learning needs.
Accommodations and Modifications of Assessments	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.
Adaptive Teaching	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.
Pull-out Intervention	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in Intervention	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist within the mainstream classroom to enable learning to continue alongside a student's peer group.
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.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualised accommodations and modifications to address any barriers that inhibit this.

3. INTRODUCTION: KEY VALUES

3.1 Policy Statement

At Belvedere British School (BBS), we are committed to creating an inclusive educational environment that recognises, respects, and supports the diverse needs of all learners. Every student is provided with equitable access to the curriculum and school life within a nurturing community that celebrates individuality and promotes holistic development, including academic, social, emotional, and physical.

Our inclusive approach caters to a wide range of learning differences, providing tailored support, accommodations, and challenges to enable all students to develop independence and achieve their full potential.

Guided by the ADEK Inclusion Policy 2025 and UK best practices in inclusive education, BBS strives to cultivate a school culture where every learner feels valued, empowered, and capable of success. Through collaboration among staff, families, and the wider community, inclusion is central to all teaching, learning, and leadership practices at our school.

3.2 Vision

To foster an inclusive educational environment where every student is valued, supported to achieve their full potential, and empowered to thrive within an equitable and respectful community.

3.3 Mission

To provide an inclusive and supportive learning environment that ensures every student, including students with Additional Learning Needs (ALN), has equitable access to the curriculum. We celebrate diversity, nurture independence and resilience, and empower all students to achieve their full potential academically, socially, emotionally, and physically.

3.4 Aim

We aim to prepare students for life and for active participation in a diverse and ever-changing world, guided by our values of Tolerance, Respect, and Responsibility.

3.5 Strategies

These strategies focus on creating accessible learning environments, providing tailored support, and fostering collaboration between staff, families, and external agencies.

- Identify students who require additional support to promote their physical, social, emotional, or intellectual development.
- Ensure that learning environments, resources, and teaching practices are accessible to all students.
- Provide teachers and school staff with ongoing professional development in inclusive teaching practices and strategies to support diverse learners.
- Collaborate with subject teachers, the Senior Leadership Team, parents, and external agencies as needed to create tailored provisions for students.
- Involve parents in a partnership of support, ensuring they have full confidence in the school's inclusive strategies and provision.

3.6 Key Targets

These targets provide measurable outcomes and focus areas to support students with Additional Learning Needs (ALN) and all students, ensuring they have equitable access to learning opportunities and are fully supported to reach their potential.

- Ensure that every student, including ALN, has equitable access to the curriculum and learning opportunities.
- Support each student to reach their full potential academically, socially, emotionally, and physically.
- Foster independence, resilience, and confidence in all learners.
- Remove barriers to participation so that all students can fully engage in classroom, extracurricular, and community activities.

3.7 Legislation and Guidance

Belvedere British School's Inclusion Policy is grounded in the UAE's commitment to providing equitable education for all students, including those with additional learning needs. The policy aligns with the following key legislation and strategic frameworks:

- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Abu Dhabi Strategy for People of Determination 2020–2024
- Department of Education and Knowledge (ADEK) Inclusive Education Model
- UAE National Policy for Empowering People of Determination

These legislative and strategic frameworks guide Belvedere British School in implementing inclusive practices that support the diverse needs of all learners, ensuring they have equitable access to quality education and opportunities for holistic development.

3.8 Inclusion Provision at BBS

3.8.1 Students of Determination (SOD)

Students of Determination are those who have learning, physical, emotional, or behavioural difficulties that require additional support to access and succeed in the curriculum. These students may have conditions or impairments that affect their ability to learn in typical ways, and they require specialised interventions or accommodations to participate fully in school life. Provision for these students is guided by external reports, class observations, and teacher referrals.

3.8.2 Additional Learning Needs (ALN)

Students with Additional Learning Needs have diverse learning requirements that necessitate extra support to achieve academic success. These needs may arise from factors such as specific learning disabilities, developmental delays, physical impairments, sensory processing disorders, emotional or behavioural challenges, or other conditions that impact access to the curriculum. Provision for these students is designed and implemented within the school to meet their individual needs.

3.8.3 Able, Gifted and Talented Students (AG&T)

Able, Gifted and Talented students demonstrate exceptional abilities or talents in one or more areas of intellectual, creative, artistic, or academic achievement. They may show advanced cognitive abilities, creativity, leadership skills, or excel in specific subjects such as mathematics, science, literature, or the arts. Provision for these students is guided by the school's Able, Gifted and Talented policy.

4. ADMISSION OF STUDENTS WITH ADDITIONAL LEARNING NEEDS (ALN)

4.1 Admission

In line with the ADEK Inclusion Admission Policy, the principles of Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the ADEK School Student Administrative Affairs Policy.

- Prioritise the attendance of students with additional learning needs and their siblings in the same school.
- Request original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
- Support the transition process for all students with additional learning needs. Targeted transition support shall be provided to students starting school for the first time or coming from any other type of educational provision.
- Ensure that any accommodations required by the student to complete the admission assessment are provided, using the results to guide the planning of learning support rather than as a basis to deny admission.
- Upon successful admission, students with additional learning needs shall be provided with the appropriate level of support, accommodations, and modifications in alignment with the tiered model of support. This ensures that ALN students have equitable access to the same educational opportunities as their peers.

Where a new admission provides a specialist assessment confirming the child as a Student of Determination, the school is required to upload their assessment and identify the student as a SoD on eSIS.

4.2 Inability to Accommodate

The placement of students identified as Students of Determination (SOD) is carefully considered, taking into account the needs of the individual student, the capacity of the class, teachers, and year group. The responsibility for appropriate student placement lies with the Head of Inclusion and the School Leadership Team to ensure a balanced distribution of students with learning support needs across classes, year groups, and the school. This ensures that the needs of both students and staff are appropriately considered and supported. Should BBS establish that an applicant/student requires more specialised provisions, we will contact ADEK prior to conversations with parents, to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

In rare circumstances where the school considers that it is unable to meet the specific needs of a student, despite its commitment and resources, the school will act transparently and responsibly. In accordance with the ADEK Inclusion

Policy, an Inability to Accommodate Notification will be submitted to ADEK and the parents within seven days of the admission decision.

5. STANDARD INCLUSIVE PROVISION

5.1 Inclusion Staff Requirements

As part of the BBS commitment to fostering inclusive educational environments that meet the diverse needs of the students, the members of the Inclusion Team are qualified in line with ADEK's Staff Eligibility Policy:

- **Head of Inclusion** - possesses the required qualifications and experience in accordance with the ADEK Staff Eligibility Policy, aligned with the ADEK Inclusion Policy.
- **Inclusion Teacher - 1 per Cycle** - meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy.
- **Inclusion Assistants - 2** - are appointed as school staff and provide additional support to teachers for students with additional learning needs, and meet the qualification and experience requirements as per the ADEK Staff Eligibility Policy and in line with the ADEK Inclusion Policy.

Inclusion staff are encouraged and supported to participate in professional development training focused on effective inclusion and, where appropriate, on specific disabilities or learning difficulties. Additionally, the school provides training on child protection and safety, teaching strategies, and data analysis to ensure staff are equipped to support all learners effectively.

5.2 Physical Accessibility

Belvedere British School ensures that all buildings, classrooms, and learning spaces provide equitable access to education for all students, in line with the ADEK School Buildings and Facilities Policy. The school is committed to maintaining a safe, inclusive, and accessible environment that supports the participation of all learners, including Students of Determination. Regular accessibility audits are conducted and monitored by the Health and Safety Team to identify and address any physical or environmental barriers that may hinder learning or participation. In addition, individual risk assessments are carried out for each Student of Determination and for all school events or activities in which they participate, ensuring that appropriate measures and accommodations are in place to promote safety, inclusion, and full engagement.

- Parking areas, pathways, buildings, and playgrounds are designed to ensure accessibility for all students.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.

- All building entry points are equipped with ramps that meet regulatory standards for wheelchair accessibility. Students who use a wheelchair, whether permanently or temporarily, are assisted by the school nurse and granted access to the lift for safe and convenient mobility within the school.
- Stairways are equipped with handrails, contrasting colour bands, tactile indicators, and anti-slip features on each step. In addition, the school provides an emergency evacuation chair to safely assist students with mobility challenges during emergencies.
- Signage throughout the school includes clear symbols alongside text and uses high colour contrast to ensure visibility and ease of understanding for all students.
- Ensure coordination with the transportation coordinator and bus nannies to ensure that students with additional learning needs have safe and equitable access to school buses, making any necessary and approved adjustments in accordance with the requirements of the Integrated Transport Centre (ITC).

5.2.1 Accessibility of Learning Spaces

At BBS, teachers, in cooperation with the Head of Inclusion and school leadership, use developmentally appropriate practices and take into account the unique needs of all students when planning lessons. They make every effort to implement adaptations, accommodations, or modifications necessary to support each student and remove barriers to learning.

- All classrooms are designed to be accessible to every student, with desks and chairs offering adapted seating options for those who require them.
- Classroom acoustics and lighting are carefully assessed for students with hearing or visual impairments to minimise background noise and visual distractions, ensuring optimal access to learning.

5.2.2 Specialist Support Spaces

We have dedicated pullout rooms for each cycle (FS, Cycle 1,2, 3), which are also used by in-school specialist support providers. These rooms are equipped with technological and digital resources mirroring the classrooms to support the development of digital literacy skills. Additionally, a range of non-digital teaching and learning resources is available to meet diverse student needs.

5.3 Inclusive Teaching and Learning Support

Belvedere British School implements inclusive teaching practices to ensure all students can access and engage with the curriculum. Lessons are planned using a personalised approach, aligned with ADEK's tiered model of support, and incorporate accommodations, modifications, and differentiation as needed. This ensures that every student, including Students of Determination, can achieve the objectives outlined in their IEPs.

5.3.1 Inclusion Provision

Our School Leaders, together with the Head of Inclusion, Teachers and Support Staff, including a Social Worker, promote inclusion for all students through a structured tiered system of support:

- Emirati Student Support
- Learning Support Assistants (LSAs) for Tier 3 students
- Gifted & Talented (G&T) and More Able Provision – providing challenge and independent learning opportunities planned by the respective class or subject teacher
- Students needing additional support – Target Group: subject intervention groups supported by the respective subject teacher
- Tier 2 Students with Additional Learning Needs – Individual Intervention Plan with intervention groups supported by the Inclusion Team
- Tier 3 Students with Additional Learning Needs – Individual Education Plan (IEP) with 1:1 interventions supported by Inclusion Teacher and Assistants; selected students may also participate in intervention groups supported by the Inclusion Team

5.3.2 Identification and Referral

When planning lessons, teachers consider the abilities of all students. They use internal assessment data alongside international benchmark assessments to inform planning, identifying each student's strengths, areas for development, and recommended strategies. For students whose attainment is significantly below the expected level, teachers adapt work to meet individual needs while providing appropriate challenges. For students whose attainment exceeds expectations, teachers extend the scope and depth of learning in areas where the student demonstrates particular aptitude. Teachers are also aware of the inclusion provisions available and refer students who may require additional support to the Inclusion Department to ensure they receive appropriate guidance and interventions.

Referral must be accompanied by the following documents:

- Sample of a student's work
- Parent conversation (through email or parent meeting notes)
- Benchmark assessments
- Other evidences that support the referral

The Inclusion Team reviews the submitted documents and meets with teachers and parents to determine and finalise the appropriate support to be implemented, such as specific intervention, in-class support, or staff need guidance to support the student.

5.3.3 Assessment

Students with additional educational needs are identified through a professional judgment based on the careful analysis of multiple sources of information, including:

- Initial assessments conducted prior to Admission

- Information from previous or transferring schools
- Discussions with parents and the students themselves
- Teacher observations and assessment data from the classroom
- Homesheets /tracking systems
- Formal and informal observations
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychologists

5.3.4 Documented Learning Plan (Individualised Education Plan, Intervention Plan (Behaviour Intervention Plan)

Individualised Education Plans (IEPs) are created collaboratively with class teachers, specialists, parents, and the student. Each plan outlines annual goals, broken down into termly objectives, along with the student's strengths, areas for development, and recommended strategies. Students work toward these goals both in class and during targeted support sessions. The plans are flexible, allowing for adjustments and additional learning objectives as needed. IEPs are shared with parents, who are required to sign the document to acknowledge their involvement and support.

Students are provided with an Individualised **Education Plan (IEP)** in the following cases:

- When they have a diagnosed condition requiring individualised targets to maintain or maximise progress and attainment.
- When they are classified as Tier 2 and 3, and need tailored targets to support continued progress and achievement.
- Progress towards IEP targets is regularly monitored, reviewed, and recorded using the IEP tracker.

The class teacher and Head of Inclusion collaborate to review the Plan and other arrangements and accommodations. Parents are then consulted, and students are incorporated before finalising the Plan. Wherever possible, students are actively involved in the review process and the setting of new targets, or at a minimum, their views are taken into consideration.

Students are provided with an **Intervention Plan** that we utilise for students with learning support needs. It includes the following:

- Short-term SMART goals
- Support and accommodations required
- Success Criteria
- Parental consent and acknowledgement

Students are provided with a **Behaviour Intervention Plan (BIP)** in the following situations:

- When they experience persistent difficulties in demonstrating appropriate behaviour in the classroom or school environment.
- When they require a targeted plan outlining individual goals to address specific behaviours.

- When they have a diagnosed behaviour disorder and do not have an IEP in place.

5.3.5 Identifying the Tier Level of Support

It is a structured, multi-tiered approach designed to address the diverse educational needs of students. It aims to provide a systematic way to support students at various levels based on their academic, behavioural, and social-emotional needs.

The student's placement on the Tiers Level of Support is based on the student's needs and present level of performance. It consists of three tiers of intervention, each providing increasingly specialised support based on the student's needs.

Tier 1 - Universal Support Service (Core Instructions for All Students)

- Students are taught the same grade-level curriculum, designed for the needs of the majority of students
- Teachers deliver evidence-based instructional practices, differentiated to meet the varying learning needs of all students in the class.
- Regular assessments (e.g., formative assessments, observations, and standardised tests) are used to monitor student progress and identify those who may need additional support.
- Teachers use differentiated instruction methods, adjusting content, process, or products to cater to the diverse needs of students.

Support for students at Tier 1 is personalised to meet the individual needs of each student and is delivered through differentiated teaching and learning. This support is provided by the class teacher and may include strategies such as reasonable adjustments to lessons or curriculum content, the use of assistive technology, individual or small-group instruction, or additional in-class support. For most students with Additional Learning Needs (ALN), their needs can be effectively met through this additional support within the classroom, provided by the class teacher.

Tier 2 - Targeted Support (Additional Support for Struggling Students)

- Students receive additional, more focused instruction in smaller groups. These groups are typically formed based on the students' specific needs (e.g., literacy, maths, social skills).
- Interventions are more specific and individualised, designed to address specific learning gaps or challenges. This might involve different teaching methods, extra practice, or targeted skill-building.
- Students may access learning support such as instructional aides, specialised learning tools, and individualised or small-group sessions.

Students at Tier 2 require personalised support and/or curriculum modifications that are specific and time-limited. This may include

small-group activities or short-term programmes designed to address particular learning needs. Each Tier 2 student has an Intervention Plan for specific subjects, and interventions are often targeted at groups of students with similar needs.

Tier 3 - (Individualised Support for High-Needs Students)

- Students receive tailored interventions that are specifically designed to meet their unique needs. This may involve working with a specialist, such as a special education teacher, therapist (occupational, speech, ABA)
- Intervention sessions are often delivered individually or in small, focused groups that allow for more direct instruction and frequent interaction with the teacher or support staff.
- Students in Tier 3 are closely monitored, and progress is tracked on a weekly or bi-weekly basis. Adjustments to interventions are made frequently to ensure effectiveness.
- A team of professionals, including special education teachers, therapists, and other specialists, works together to create a comprehensive intervention plan.
- Close collaboration between teachers, parents, and external specialists to ensure that the student receives consistent support at school and at home.

Students at Tier 3 require individualised and specialised provision that is both additional to and different from the support provided to most other students. This may include full-time assistance from a Learning Support Assistant (LSA) and Inclusion Teachers. Each student at this tier has an Individualised Education Plan (IEP), which is reviewed at least termly in collaboration with teachers and parents.

5.3.6 Curriculum

Students are provided a tailored curriculum pathway designed to help them achieve outcomes that reflect their individual strengths and specific support requirements.

- All students with additional learning needs have access to a broad and balanced curriculum, including extracurricular activities, which are adapted as necessary to meet their needs.
- Technical and Vocational Education and Training (TVET) pathways are aligned with the UAE Ministry of Education guidance on equivalency, where applicable.
- When a modified curriculum pathway may not meet equivalency requirements, parents are informed and asked to sign an acknowledgement of understanding.
- The school's eSIS system is updated to reflect when a student is following a modified curriculum.

6. ADDITIONAL FEES

Belvedere British School (BBS) upholds the principle of inclusion, recognising that equitable access to education is the right of all students. The school strives to meet the needs of students with additional learning needs within its existing fee structure.

Where additional fees are necessary, we shall:

- Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision.
- Obtain a parental agreement, which shall be renewed at least annually, or when there is a change in the fees charged.
- Itemise all additional individually chargeable fees and update the student records on the eSIS database with the itemised charges.
- Schools shall provide termly financial statements to parents, itemising the allocation of additional funds charged.
- Limit additional charges to parents so that they do not exceed 50% of the tuition fee, and that any optional management fee for in-school specialists does not exceed 10% of the cost, as per the ADEK School In-School Specialist Services Policy.
- Conduct a termly review of all additional charges and assess their impact and continued relevance, particularly for specialist services or extra resources.

7. LEADERSHIP ROLES AND RESPONSIBILITIES

7.1 The Board of Governors shall:

- Establish the strategic direction of the school, embedding a strong commitment to inclusive education.
- Appoint a board member responsible for oversight of the school's inclusive provision.
- Allocate a financial budget that ensures the availability of specialist staff and resources to support students with additional learning needs.
- Ensure that necessary adjustments and accommodations to the school environment and infrastructure are implemented or planned to enhance accessibility for students with physical disabilities or sensory impairments.

7.2 The Principal shall:

- Ensure that inclusive provision is a standing agenda item at Senior Leadership Team and Governing Board meetings.
- Develop and review inclusive provision as part of the School Development Plan, including measurable targets to evaluate and improve accessibility and support for students with additional learning needs.
- Designate a member of the Senior Leadership Team with direct oversight of inclusive provision across the school.
- Appoint a Head of Inclusion who meets the requirements of the ADEK School Staff Eligibility Policy and is responsible for coordinating all aspects of education for students with additional learning needs.

- Assign a staff member to coordinate and provide support for multilingual learners.
- Assign a staff member to coordinate and provide support for gifted and/or talented learners, in collaboration with senior leaders.
- Ensure all staff have access to professional development opportunities related to adaptive teaching and are trained in child protection and safeguarding, including awareness of concerns specific to students with additional learning needs, in line with the ADEK School Student Protection Policy.
- Implement a risk assessment procedure for all school structures to identify and mitigate hazards that may pose heightened risks to students with communication, mobility, sensory, or behavioural needs.
- Submit data on students with additional learning needs to ADEK as required.
- Ensure all incidents of maltreatment, including bullying or discrimination against students with additional learning needs, are recorded and addressed appropriately.
- Establish a system for the emergency evacuation of all students, staff, and visitors with additional learning needs, ensuring key personnel understand their roles and have received timely training.
- Maintain overall responsibility for the safe evacuation of all students, staff, and visitors with additional learning needs during emergencies.

7.3 The Head of Inclusion shall:

- Coordinate all aspects of educational, behavioural, social, and emotional provision for students with additional learning needs through liaison with teachers and relevant professionals.
- Collaborate with teachers to address the teaching and learning needs of students with additional learning needs, monitoring their progress and attainment in line with curriculum expectations.
- Ensure that all documentation related to students with additional learning needs is securely stored, regularly evaluated, and appropriately shared in accordance with the ADEK School Records Policy.
- Maintain, review, quality-assure, and update the school-based register of students with additional learning needs, including their Developmental Learning Plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- Develop PEEPs for each student in coordination with the designated Health and Safety Officer, preparing for emergency evacuation situations in line with the ADEK School Health and Safety Policy. PEEPs are reviewed termly or whenever the needs of the student or setting change.
- Evaluate the school's accessibility for students with additional learning needs in collaboration with the Health and Safety Officer, ensuring that effective emergency evacuation procedures are in place.

- Review and update all data requirements and eSIS records for students with additional learning needs.
- Participate in quality assurance reviews of teaching and learning, focusing on inclusive practices and the effectiveness of provision for students with additional learning needs.
- Meet with parents throughout the school year to discuss the provision for their child and the support that can be provided at home.
- Coordinate specialist push-in and pull-out interventions and evaluate their impact on student attainment.
- Work with in-school specialists to facilitate the delivery of specialist services within the school setting, following the in-school services system as outlined in the ADEK School In-School Specialist Services Policy.

7.4 The Inclusion Teacher shall:

- Design and deliver differentiated lessons to meet the individual needs of students with additional learning needs.
- Implement strategies, accommodations, and modifications outlined in students' IEPs, or Intervention Plans.
- Collaborate with classroom teachers to ensure consistent support within mainstream lessons.
- Assess, track, and record student progress regularly, using internal and external data to inform teaching strategies.
- Contribute to the review and updating of IEPs and Intervention Plans, ensuring goals are achievable and measurable.
- Work closely with the Head of Inclusion, classroom teachers, specialists, and support staff to coordinate support for students.
- Maintain regular communication with parents regarding student progress, interventions, and strategies to support learning at home.
- Attend and contribute to multi-disciplinary meetings involving therapists, psychologists, and other professionals when required.
- Lead small-group or one-to-one interventions, both push-in and pull-out, based on the student's individual needs.
- Support students with behavioural, emotional, social, and learning difficulties through targeted interventions.
- Stay updated with best practices in inclusive education and participate in ongoing professional development.
- Ensure compliance with ADEK guidelines, school policies, and safeguarding procedures in all aspects of teaching and support.
- Maintain accurate and up-to-date records of student progress, interventions, and observations.
- Provide reports and feedback to the Head of Inclusion for evaluation, monitoring, and quality assurance purposes.

7.5 The Inclusion Assistant shall:

- Provide in-class or one-to-one support to students with additional learning needs, including Students of Determination and those requiring Tier 2 or Tier 3 interventions.
- Assist students in accessing the curriculum, implementing strategies outlined in DLPs, IEPs, or Intervention Plans.
- Support students' social, emotional, and behavioural development during lessons and school activities.
- Work closely with classroom teachers, subject teachers, and the Inclusion Team to deliver differentiated instruction and personalised support.
- Provide feedback to teachers on student progress, participation, and engagement.
- Lead or assist in small-group and individual interventions as directed by the Inclusion Team.
- Reinforce learning, support skill development, and ensure students follow their personalised learning targets.
- Help maintain a positive, inclusive, and safe learning environment.
- Support students in developing independence and confidence within the classroom setting.
- Assist in documenting student progress, observations, and achievements.
- Contribute to reports for teachers, the Inclusion Team, and parents as required.
- with additional learning needs.
- Stay informed about best practices in inclusive education and school safeguarding procedures.

7.6 The Teachers shall:

- Plan and deliver lessons that are accessible and engaging for all students, including those with additional learning needs.
- Use differentiation, accommodations, and modifications to meet the diverse needs of students in the classroom.
- Incorporate strategies suggested in DLPs, IEPs, or Intervention Plans.
- Provide differentiated assessments to accurately measure each student's understanding and progress.
- Assess student learning regularly and track progress against curriculum expectations and individual targets.
- Identify students who may require additional support and refer them to the Inclusion Team when necessary.
- Work closely with the Inclusion Team, specialists, and LSAs to coordinate support for students.
- Communicate regularly with parents about student progress, strategies, and interventions.
- Participate in team meetings and contribute to planning and review of inclusive practices.
- Promote a positive, inclusive, and safe classroom environment.
- Support students' social, emotional, and behavioural development.

- Implement agreed strategies to manage behaviour and support learning.
- Engage in ongoing professional learning focused on inclusive practices, adaptive teaching, and safeguarding.
- Apply best practices and guidance from ADEK and school policies to classroom teaching.
- Maintain accurate records of student progress and participation.
- Provide feedback to the Inclusion Team for monitoring, review, and reporting purposes.

7.7 The Students shall:

- Engage fully in learning activities, both in class and during additional support sessions.
- Take an active role in working towards their individual targets as outlined in their IEPs, or Intervention Plans.
- Communicate their needs, preferences, and challenges to teachers, support staff, and parents.
- Contribute to discussions about their learning goals and participate in the review of their DLPs or IEPs whenever possible.
- Take responsibility for completing assigned work and following agreed strategies or accommodations.
- Develop independence by using tools, strategies, or support provided to assist their learning.
- Work collaboratively with teachers, peers, LSAs, and specialists in a respectful and cooperative manner.
- Support a positive and inclusive learning environment by respecting diversity and the needs of others.
- Follow school guidelines to ensure their own safety and the safety of others, including during emergency procedures.
- Report any concerns related to bullying, discrimination, or barriers to learning to a teacher, LSA, or the Inclusion Team.

7.8 The Parents shall:

- Collaborate with the inclusion team and subject teachers in the development of the IEP, monitoring progress and implementing suggested home activities.
- Responsible for disclosing and reporting relevant information about the child from admission and while attending the school.
- Attend inclusion team school meetings.

8. PROVISIONS FOR STUDENTS IDENTIFIED AS GIFTED AND TALENTED

Belvedere British School is dedicated to providing a supportive and inclusive educational environment for all students, including those identified as Gifted & Talented. We recognise that every student possesses unique strengths, and it is our responsibility to identify and nurture these abilities. We aim to ensure that Gifted & Talented students are engaged, motivated, and equipped for future success. The

Gifted & Talented Inclusion Policy focuses on delivering differentiated instruction, enriching learning opportunities, and offering social-emotional support, all within an inclusive environment where every student has the opportunity to thrive.

9. Vision

Our vision for Gifted & Talented (G&T) education is to create a nurturing and inclusive environment where all students' unique abilities are identified, recognised, and developed. We aim to inspire curiosity, foster creativity, and cultivate intellectual, personal, and social growth, enabling G&T students to achieve their full potential and contribute positively to society.

10. The provision for the Gifted & Talented (G&T) students aims to:

- Identified through a broad range of criteria, including academic, intellectual, creative, and leadership abilities, promotes an inclusive approach that recognises the potential of all students.
- Provided with appropriately challenging learning experiences that stimulate their intellectual, creative, and personal development.
- Supported in their social, emotional, and psychological well-being, ensuring a balanced approach to their growth.
- Given equitable opportunities, with consideration for students from diverse backgrounds, to access G&T programs.
- Encouraged to develop creativity and problem-solving skills, fostering critical thinking and exploration of new ideas.
- Offering individualised support tailored to their unique strengths, interests, and learning needs.
- Enabled to participate in specialised programs, including advanced courses, competitions, and extracurricular activities, that extend learning beyond the classroom.

10.1 Definition

10.1.1 Gifted and Talented (G&T) students are those who demonstrate exceptional ability, high potential, or strong motivation in one or more areas, including intellectual, creative, academic, or specific talents such as oratory, poetry, art, handicrafts, sports, drama, or leadership (School for All – 21). Often, the performance of G&T students is so advanced or outstanding that they require tailored provisions to meet their educational needs within the general classroom, with additional support from special education teachers and resource room staff. (Source: General Rules for the Provision of Special Education Programs and Services, Public and Private, MOE)

10.1.2 Dual or Multiple Exceptionality (DME) refers to students who are gifted while also having one or more special educational needs and/or disabilities. This includes gifted students who may be visually impaired, deaf, have a physical disability, a specific learning difficulty such as dyslexia,

dyscalculia, or dysgraphia, or neurodevelopmental conditions such as ADHD or ASD.

10.2 Roles and Responsibilities

The effective provision of Gifted & Talented (G&T) education depends on the collaboration and dedication of all school staff. Together, team members foster a nurturing, inclusive, and stimulating environment that enables G&T students to realise their full potential and achieve long-term success.

10.2.1 The Senior Leadership Team (SLT) shall:

- Ensure that G&T provision aligns with the school's overall curriculum, values, and strategic priorities.
- Allocate appropriate resources, including staffing, funding, and materials, to support G&T programs.
- Ensure that professional development opportunities for staff in G&T education are available and prioritised.
- Regularly review the effectiveness of G&T provision through data, student progress, and feedback from staff, students, and parents.
- Monitor the implementation of differentiated teaching strategies and enrichment programs.
- Promote collaboration between classroom teachers, special educators, and G&T coordinators.
- Ensure that the school meets local and national guidelines and standards for G&T education.
- Maintain accountability for the inclusive identification and support of G&T students, including those with dual or multiple exceptionalities.
- opportunities and achievements.
- Foster partnerships with external organisations, competitions, and enrichment programs that benefit G&T students.

10.2.2 The Gifted & Talented Coordinator shall:

- Oversee the process of identifying G&T students using a range of criteria, including academic, creative, intellectual, and leadership abilities.
- Maintain up-to-date records of G&T students and track their progress across subjects.
- Develop and implement enrichment programs, advanced courses, and differentiated learning opportunities to challenge G&T students.
- Collaborate with teachers to ensure curriculum adaptations meet the needs of G&T learners.
- Provide guidance and training to staff on strategies for differentiating instruction and supporting G&T students.
- Act as a point of contact for teachers seeking advice on meeting the needs of G&T students in their classrooms.
- Monitor the social, emotional, and academic needs of G&T students.

- Ensure appropriate interventions and mentoring are in place to support student well-being and personal development.
- Communicate with parents and guardians regarding G&T programs, progress, and opportunities.
- Advocate for G&T students' needs within the school and with external organisations or enrichment programs.
- Evaluate the effectiveness of G&T provision, programs, and initiatives.
- Collect feedback from students, staff, and parents to continually improve G&T support.

10.2.3 The Classroom Teachers shall:

- Recognise and observe potential gifted students through differentiated tasks and behaviours (e.g., advanced cognitive skills, curiosity, creativity).
- Provide input during the identification process through qualitative assessments, observations, and recommending students for further evaluation.
- Adapt lesson plans and teaching methods to cater to the needs of gifted students, offering acceleration and enrichment.
- Implement differentiated learning activities, such as independent projects, advanced readings, or problem-solving tasks, to challenge gifted students and stimulate intellectual curiosity.
- Create a supportive and stimulating classroom environment that encourages gifted students to ask questions, explore new ideas and promote collaborative learning.
- Provide ongoing formative assessments and feedback to monitor gifted students' progress and adjust learning strategies as necessary.

10.2.4 The Parents and Families shall:

- Observe and share information about their child's talents, interests, and strengths with the school.
- Advocate for their child's needs to ensure appropriate opportunities and support are provided.
- Encourage curiosity, creativity, and a love of learning through discussions, activities, and resources at home.
- Support their child's participation in enrichment programs, competitions, and extracurricular activities.
- Maintain open communication with teachers, the G&T Coordinator, and the school regarding progress, challenges, and achievements.
- Participate in meetings, workshops, and school events related to G&T provision.
- Support the emotional well-being of their child by recognising both the challenges and pressures that may come with being G&T.
- Encourage resilience, self-confidence, and positive social interactions.
- Help their child explore interests beyond the classroom, including cultural, sporting, or leadership opportunities.

- Foster an environment that values creativity, problem-solving, and independent learning.

11. Identification

Identifying Gifted & Talented (G&T) students is a multifaceted and continuous process that involves the use of various assessment tools and the careful consideration of a range of student abilities and characteristics. The process typically begins during the admission assessment or when parents disclose information regarding their child's exceptional abilities or needs.

The identification process typically begins during the admission assessment or when parents disclose information regarding their child's exceptional abilities or needs. For teacher referrals, the identification process includes:

11.1 Standardised Cognitive Tests: Assessments that evaluate a student's reasoning and general thinking ability.

11.2 Teacher Observations: Insights from teachers regarding students' academic, creative, or leadership abilities.

11.3 Standardised Academic Tests: Assessments that measure students' academic performance against standard benchmarks.

11.4 Parent Input: Feedback from parents about their child's strengths and interests, especially in areas outside of school.

11.5 Student Self-Assessment: Opportunities for students to express areas of interest or areas where they feel particularly strong.

12. Provision and Support for G&T Students

The provision for Gifted & Talented (G&T) students can be structured at different levels, depending on the student's needs, available resources, and the type of support required. Teachers are encouraged to meet the needs of G&T students in daily teaching through three key approaches:

12.1 Acceleration - Identified G&T students are provided access to above-year-level curriculum content, enabling them to achieve higher academic mastery and engage with more advanced topics.

12.2 Enrichment - To broaden and deepen students' knowledge and interests, G&T learners are given access to advanced subjects in STEM, creative arts, and other areas. Opportunities are provided to participate in extracurricular activities aligned with their talents, such as creative writing workshops, mathematics clubs, or music ensembles.

12.3 Extension - G&T students are offered opportunities for extensive learning, creative exploration, and development of critical thinking and reasoning skills. This approach fosters motivation, independent learning, and a sense of achievement.

All support for G&T students is guided by an Individualised Action Plan (IAP), which monitors progress, evaluates the effectiveness of interventions, and ensures that each student's learning needs are successfully met.

13. Accommodations and Modifications for G&T Students

Accommodations and modifications for G&T students are designed to ensure that their unique abilities are nurtured and that they are appropriately challenged in both classroom learning and assessments. These adjustments provide equitable access to the curriculum and support the development of their full potential.

- Curriculum Differentiation
- Instructional Strategies
- Learning Environment Adjustments
- Assessment Accommodations
- Social-Emotional and Well-being Support
- Provision of Individualised Action Plan (IAP)

14. Inclusion Register

The Inclusion Department acts as the G&T coordinator, maintaining the register of identified students, managing referrals, and developing Individualised Action Plans (IAPs). The department collaborates with staff across the school to provide academic enrichment, targeted support, and opportunities for both in-school extracurricular activities and external programs.

APPENDIX

A. Policies and Guidelines

<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>

<https://www.moe.gov.ae/En/ImportantLinks/Pages/DeterminationInclusiveEducation.aspx>

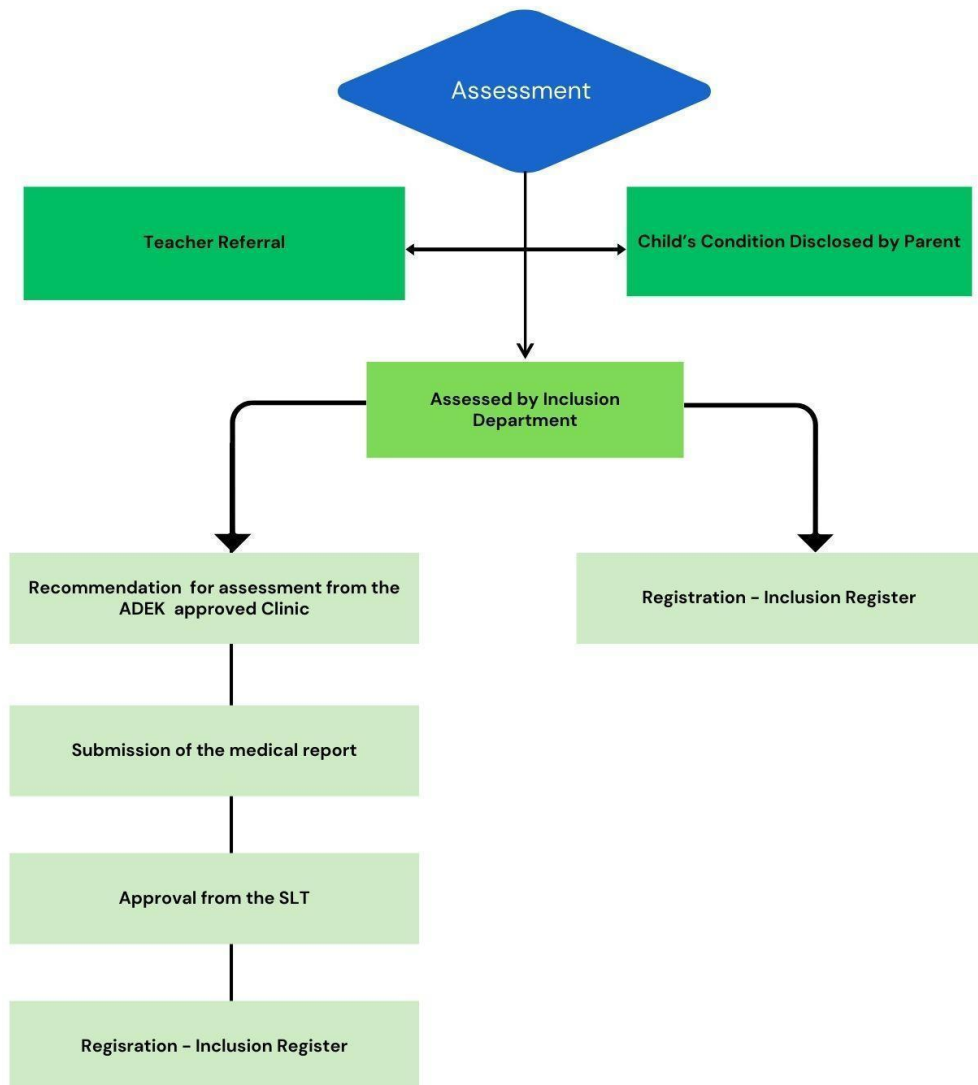
<https://www.moe.gov.ae/En/AboutTheMinistry/pages/ministrystrategy.aspx>
<https://www.addcd.gov.ae/-/media/Project/DCD/DCD-v2/POD-Booklet/Abu-Dhabi-Strategy-for-POD-Booklet---English.pdf>
https://adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Teaching-and-Learning/ADEK_S_In-School-Specialist-Services-Policy_EN.pdf
<https://www.moe.gov.ae/Ar/Legislation/Documents/English%20Side%20Final.pdf>

B. Referral Procedure (Flowchart)



C. Inclusion Admission Flowchart

INCLUSION ADMISSION FLOWCHART



External Partner Clinic Approved by ADEK

1. Irish Wellness Center
(MOA Signing for Approval)



Review and Approval

Review Date: June 2026
2027

Next Review Date: June

Approved by:

Mr Robert Charles Thorn
Principal

Dr. Rawaa Al Jumeily
BBS Board of Governors

School Stamp