Beaconhouse Private School Al Ain

# Inclusion Policy

## 2025-2026

(Reviewed in June 2025)

# Table of Contents

# 1. Introduction

Beaconhouse School believes in the importance of providing an inclusive educational environment that promotes equal opportunities and supports all students, regardless of their abilities and individual needs. Driven by our commitment to human and educational values, we place special emphasis on students of determination (students with special educational needs) and strive to ensure their full inclusion in all aspects of school life, both academic and social.

This policy aims to establish a clear and comprehensive framework to guide the school's efforts in promoting inclusive practices, providing appropriate support, and raising awareness among all staff, students, and parents. It aligns with local laws and regulations, particularly the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) and the national standards for inclusive education.

# 2. Vision and Mission

## Vision:

Beaconhouse School seeks to be a leading model in inclusive education, where all students – including Students of Determination – are empowered to achieve their full potential in a supportive, accepting, and motivating learning environment. We strive to establish a culture of respect, diversity, and acceptance, ensuring that every student feels an integral part of the school community.

## Mission:

Beaconhouse School is committed to providing equitable and fair learning opportunities for all students by designing individualized educational programs that meet their specific needs, offering specialized support services, and strengthening partnerships with families and the school community to support each student's learning journey and empower them to reach their full potential.

## Aims:

Beaconhouse Private School is committed to the ethos of inclusive education and strives to provide a safe and stimulating learning environment where all students can reach their full potential. This objective will be achieved through the implementation of the following strategies:

- Achieve an inclusive and safe learning environment that ensures all students, including those with special needs, have equal opportunities to participate in all school activities.
- Enhance collaboration between the school and families by providing continuous and supportive communication channels with parents to ensure students' needs are fully met.
- Provide customized support plans aimed at offering tailored educational and therapeutic interventions to suit each student's needs, including Individual Education Plans (IEPs) and Behavioral Support Plans (BSP).
- Support the development of students' social and emotional skills through specialized training programs that enhance self-confidence and personal development.
- Integrate technology into the educational process strategically to support student learning and provide innovative educational tools that help achieve continuous academic progress.
- Provide a school environment that values diversity and encourages respect for cultural and social differences among students, contributing to mutual understanding and respect.
- Provide ongoing training for teachers to ensure the development of their skills in addressing the diverse needs of students and applying innovative and effective teaching strategies.
- Organize specialized educational workshops for all members of the school community, including teachers and parents, to enhance understanding of inclusive education practices and the importance of individualized support.
- Monitor student progress regularly through comprehensive assessments to support the development of tailored educational plans that contribute to academic improvement.
- Empower students by involving them in decisions related to their learning and motivating them to develop critical thinking and creative problem-solving skills.

# 3. Admissions and Process

## Admissions:

Beaconhouse Private School is committed to providing an inclusive and supportive environment that welcomes pupils with determination, recognizing the diverse talents and abilities that each individual brings in with ADEK's Inclusive Education Policy. This Admission Policy aims to ensure equal opportunities for all applicants, including those with physical, intellectual, or developmental challenges and are given the appropriate accommodations and modifications during their initial assessment.

## Admission Process:

In alignment with Federal Law No. (29) of 2006 concerning the Rights of People of Determination (and its amendments), and in accordance with the policies of the Department of Education and Knowledge (ADEK) regarding student administrative affairs, Beaconhouse Private School is committed to the following procedures:

**Step 1: Initial Inquiry and Registration**

Parents express their interest in enrolling their child and complete a General Admissions Inquiry Form.

The Admissions Team schedules a meeting with the parents, during which the admissions procedures, key policies, and available support structures at the school are explained.

**Parents are required to submit:**

- A recent medical report from an accredited authority.

**Step 2: Document Review and Initial Evaluation**

- If no reports are submitted and no additional needs are disclosed, the student proceeds to **Step 3 (Entrance Assessment)** under the standard admissions process.

- If submitted documents indicate a history of learning support, the **Inclusion Coordinator (Head of Learning Support Department)** is involved early in the process.
- A confidential meeting is arranged between the parents and the Inclusion Coordinator to understand the student's learning profile, strengths, challenges, and any previous support provided.
- Parents are assured that the school approaches all discussions with sensitivity and professionalism, without assigning diagnostic labels. The school does not diagnose but may highlight observed concerns or support needs.

## Step 3: Entrance Assessment

- All applicants undergo a standardized entrance assessment appropriate to their year level. This assessment covers key academic skills and general developmental benchmarks.
- If the student performs within expected parameters and no concerns arise from the review of documents or preliminary meetings, the standard admissions process continues (i.e., an offer of placement is made).

## Step 4: Follow-Up Assessment (If Concerns Arise)

If the entrance assessment or documentation raises concerns related to learning, development, or behavior, the student is referred to the Inclusion Coordinator for further evaluation.

This may include:

- In-school observation
- Informal assessments
- Trial classroom sessions
- Consultation with teaching staff

## Step 5: Collaborative Review and Support Planning

If additional support needs are identified, the Inclusion Coordinator:

- Meets with relevant Heads of Department (Academic, Pastoral, SEN, or Early Years)

- Reviews the provision map to assess whether the school can effectively meet the student's needs
- Documents the required accommodations, interventions, or additional resources

## Step 6: Principal's Review and Final Decision

The Inclusion Coordinator presents all findings, observations, and recommended provisions to the Principal.

The Principal makes the final decision on admission based on:

- The school's capacity to support the student
- Available resources
- Impact on current students and staff

If approved, admission may be conditional upon agreement to a support plan or a phased entry.

## Step 7: Communication with Parents

Parents are informed of the outcome in a respectful and sensitive manner, ensuring the dignity and privacy of the student are upheld.

**If the student is accepted:**

- Parents are required to submit:
  - A signed official contract by the parents/guardians, including clear commitments to provide behavioral or physical support if needed.
  - Required support areas based on case assessment, which may include:
    - Physiotherapy
    - Speech and Language Therapy
    - Behavioral Support
    - Socio-emotional Support
  - A transition plan is agreed upon with the parents.
  - The support plan (if needed) is shared with the relevant staff.

**If the school cannot meet the child's needs:**

- Parents are provided with referral guidance and information about alternative educational options where possible.

***Note: on Vocational Programs and Key Stage 4 (KS4) Pathways***

*Currently, Beaconhouse Private School does not offer vocational programs, and there is no alternative academic pathway available for Key Stage 4 (KS4) students. All students follow the standard academic curriculum, with tailored support provided in accordance with their Individual Education Plans (IEPs), where applicable.*

# 4. Facilities and Resources

Beaconhouse Private School is committed to providing accessible and inclusive facilities and resources to support students with additional educational needs. The school ensures the following:

1. **Physical Accessibility:** The school campus is equipped with ramps, elevators, and accessible restrooms to facilitate ease of movement for students with physical disabilities.
2. **Specialized Learning Environments:** Designated learning support rooms and sensory-friendly spaces are available to provide targeted interventions and a calm learning atmosphere when needed.
3. **Assistive Technology:** Appropriate assistive tools and technologies (e.g., speech-to-text software, screen readers, communication devices) are made available to support the learning and participation of students with diverse needs.
4. **Learning Materials and Adaptations:** Curriculum materials and resources are adapted to meet the individual learning styles and needs of students. This includes differentiated instruction, visual aids, tactile resources, and modified assessments.
5. **Trained Staff and Support Services:** The school employs qualified special education teachers and learning support assistants. Additionally, access to speech and language therapists, occupational therapists, and other professionals is facilitated through internal or external partnerships.

6. **Emergency Preparedness:** Individualized emergency evacuation plans are developed for students of determination, ensuring their safety during drills and real incidents.

7. **Collaboration with Families:** The school works in partnership with families to ensure that students receive the necessary support and accommodations to thrive both academically and socially.

# 5. Identification Process

Beaconhouse Private School follows a clear and structured process to identify students with Additional Learning Needs (ALN). This process ensures early detection, collaborative planning, and appropriate support. The steps include:

1. **Initial Concern:** Teachers, parents, or staff members may raise concerns regarding a student's learning, behavior, or emotional development.

2. **Observation and Data Collection:** The Inclusion Team conducts observations and collects academic and behavioral data to understand the student's needs.

3. **Screening and Internal Assessments:** The student may undergo school-based assessments (academic, language, or behavioral screening tools) to gather further evidence.

4. **Parent Collaboration:** Parents are involved throughout the process. Their input and any external reports (e.g., medical, psychological) are considered in decision-making.

5. **Referral to Specialists (if needed):** Based on the results, the school may refer the student to external professionals for further assessment.

6. **Provision Planning:** If ALN is confirmed, an Individual Education Plan (IEP) or Inclusion Support Plan (ISP) is developed in collaboration with teachers, parents, and the Inclusion Team.

7. **Monitoring and Review:** The student's progress is continuously monitored and reviewed each term, and the support plan is adjusted as needed.

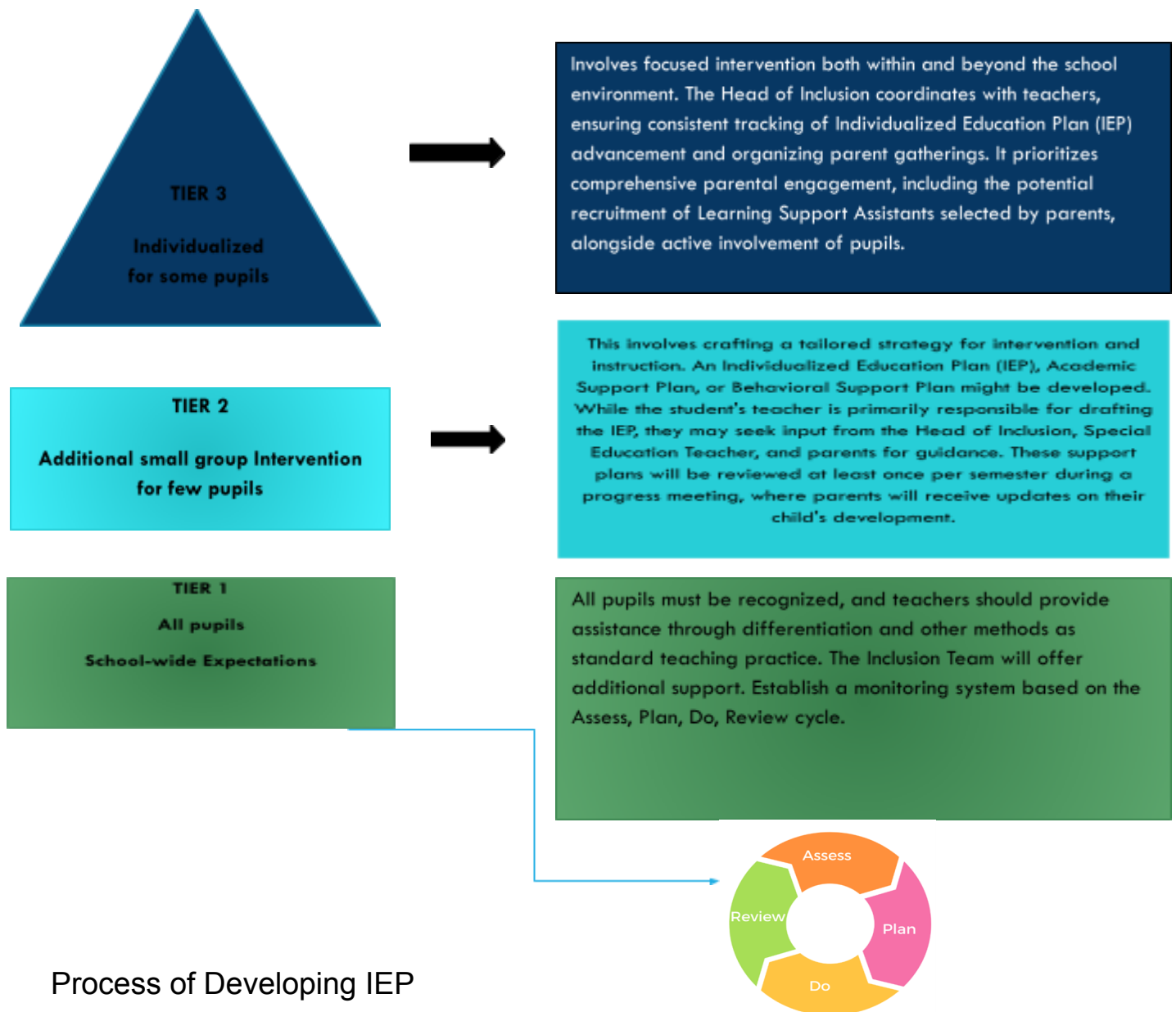## Procedures of Identification Process for Additional Learning Needs:

1. **Raising Initial Concern**: A concern is raised by a teacher, parent, or staff member regarding a student's academic, behavioral, emotional, or social development.

2. **Notification to the Inclusion Team**: The concern is formally submitted to the Inclusion Team using the school's referral form.

3. **Classroom Observation and Data Collection:** The Inclusion Team observes the student in the classroom setting and collects relevant academic and behavioral data.

4. **Internal Review Meeting:** A meeting is held between the Inclusion Team and relevant staff to analyze the data and determine next steps.

5. **Parental Involvement and Consent:** Parents are engaged in the process, informed of concerns, and their consent is obtained before any formal assessments are conducted.

6. **Eligibility and Classification:** Based on the collected evidence and assessments, the student's eligibility for Additional Learning Needs support is determined and formally classified.

7. **Development of Support Plan:** An Individual Education Plan (IEP) or Inclusion Support Plan (ISP) is collaboratively created with input from parents, teachers, and the Inclusion Team.

8. **Implementation, Monitoring, and Review:** The support plan is implemented, and the student's progress is regularly monitored and reviewed each term to ensure continued relevance and effectiveness.

# 6. The Inclusion Register

The Inclusion Register is an internal, confidential document maintained by the Inclusion Team. It records the names and relevant details of students who have been identified with Additional Learning Needs (ALN), as well as those receiving any form of learning support or accommodations

# Provision for Additional Learning Needs:

Beaconhouse Private School tailors its support services to address the diverse needs of pupils, offering graduated responses based on individual requirements

**TIER 3**

**Individualized for some pupils**

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 pupils.

**TIER 2**

**Additional small group Intervention for few pupils**

This involves crafting a tailored strategy for intervention and instruction. An Individualized Education Plan (IEP), Academic Support Plan, or Behavioral Support Plan might be developed. While the student's teacher is primarily responsible for drafting the IEP, they may seek input from the Head of Inclusion, Special Education Teacher, and parents for guidance. These support plans will be reviewed at least once per semester during a progress meeting, where parents will receive updates on their child's development.

**TIER 1**

**All pupils**

**School-wide Expectations**

All pupils must be recognized, and teachers should provide assistance through differentiation and other methods as standard teaching practice. The Inclusion Team will offer additional support. Establish a monitoring system based on the Assess, Plan, Do, Review cycle.

## Process of Developing IEP

After completing the pre-referral, referral, evaluation, and eligibility stages of the ALN process, it is time to develop the actual individualized program plan within the Inclusion Department. Once the

support plan is finalized, the Head of Inclusion convenes a meeting with the Student Support Team, comprising the Head of the Department, Inclusion Teacher, Learning Support Assistant, and Subject Teachers. The Nurse and Social Worker will be invited as needed. Following this meeting, the Head of Inclusion schedules a meeting with the parents to discuss and share the support plan.

## Access Arrangements:

For some assessments, pupils may receive support that helps them achieve success if there is sufficient evidence to justify the support. Such support is called an 'access arrangement or Assessment Modification'. In some cases, the decision to provide an access arrangement is the school's alone. Sometimes, further evidence may be required by exam boards, who will make the final decision. Any documents provided by outside agencies must be provided in English, with the relevant qualifications of the prescribing professional clearly stated.

# Student Support Team Responsibilities

Student Support Team in Beaconhouse Private School, comprising the Principal, SLT, Middle Leaders, Head of Inclusion, Inclusion Teacher, Homeroom and Subject Teachers, Medical Team, Social Worker, and Guidance Counselor, aims to promote the academic, social, emotional, and physical development of pupils in a safe environment. A collaborative approach is essential to consider the child holistically and identify effective strategies for their success. The team meets formally at the start of each term and holds regular bi-weekly meetings with relevant members throughout the academic year, based on individual pupil needs.

**Board of Governors:**

- Ensure the school's compliance with ADEK's Inclusive Education Policy.
- Allocate financial and human resources to support inclusive education.
- Monitor the implementation of policies and procedures related to student support.

**Principal / School Leader:**

- Lead an inclusive culture that embraces all learners.
- Ensure inclusive education is embedded in all aspects of school planning.

- Provide ongoing training and professional development for staff on inclusive practices.
- Supervise the support team and ensure effective collaboration among all stakeholders.

### Head of Inclusion

- Develop and implement the school's inclusion strategy in coordination with senior leadership.
- Support and guide support and inclusion teachers in developing and implementing Individual Education Plans (IEPs).
- Coordinate with academic departments to ensure appropriate accommodations for students.
- Monitor the progress of students with special challenges and provide regular reports.

### Inclusion Teacher / Intervention Teacher

- Conduct educational assessments and set realistic individual goals for students.
- Develop and implement IEPs in collaboration with teachers and parents.
- Provide targeted academic and behavioral support inside and outside the classroom.
- Monitor student progress and adjust plans as needed.

### Teaching Staff

- Implement accommodations and modifications outlined in the IEP.
- Collaborate with the inclusion teacher and support team to meet the needs of all learners.
- Use differentiated instruction strategies in the classroom.
- Help identify students in need of support and refer them when necessary.

### Classroom Learning Support Assistant(s)

- Implement daily instructions in line with the IEP under the supervision of the classroom or inclusion teacher.
- Support the student in the classroom to ensure active participation in activities.
- Document observations related to student progress and share them with the team.

**Individual Assistance**

According to ADEK's Inclusive Education Policy Guidelines, the presence of a personal assistant at school is restricted to students who are officially classified as Students of Determination (Sod) and who require ongoing individual support, as outlined in an approved Individual Education Plan (IEP) and supported by professional documentation.

No personal assistant is permitted for any student who does not meet the criteria for Students of Determination, as this would violate the principles of inclusive education and equitable access to learning opportunities.

- Approved cases must submit the following:
- A valid medical or educational report from an authorized entity. A documented and approved Individual Education Plan (IEP) clearly indicating the need for a personal assistant. Official approval from the school, following review by the school's Student Support Team and the Sod Coordinator.
- The school reserves the right to periodically review the necessity and effectiveness of the personal assistant based on student progress and outcomes.

**Individual Assistant Requirements and Procedures**

The presence of an Individual Assistant at Beaconhouse Private School is permitted only under specific conditions that align with the guidelines of the Abu Dhabi Department of Education and Knowledge (ADEK) and the school's approved inclusion policy.

ADEK Approval is Mandatory:

A student who requires the support of an Individual Assistant will not be allowed to attend school unless the assistant has received official approval from ADEK. Additionally, the student is not permitted to attend school during the absence of the Individual Assistant.

Requirements for Individual Assistant Access to the School:

- The Individual Assistant must obtain prior approval from ADEK before entering the school premises.
- The Individual Assistant must sign an official contract with the school, committing to the duties and responsibilities outlined in their job description.
- The Individual Assistant must adhere to the school's policies and procedures and maintain a professional demeanor consistent with other members of the Beaconhouse Private School staff

**Parents**

7. Actively participate in IEP meetings and monitor their child's progress.
8. Provide accurate information regarding the child's medical or educational history when needed.
9. Collaborate with the school in implementing agreed-upon recommendations and plans.
10. Encourage the child to participate and persist in learning.

# 11. Gifted and Talented

The school adopts a range of educational strategies to ensure the needs of gifted and talented students are met, and to encourage the development and growth of their abilities. These strategies include:

1. **Differentiated Instruction**
   - Designing activities and tasks that target higher-order thinking skills (analysis, evaluation, creativity).
   - Providing students with multiple options for how they learn or demonstrate their understanding.
   - Using teaching methods that cater to different learning styles (visual, auditory, kinesthetic).
2. **Enrichment**

- Offering deeper and broader content beyond the core curriculum in areas of student interest.
- Involving students in activities such as:
  - Research projects
  - Academic competitions
  - Advanced science labs
  - Specialized clubs (robotics, coding, arts, etc.)

3. **Academic Acceleration**

- Providing higher-level learning materials when needed.
- Allowing students to join advanced classes or take higher-level assessments.
- Reducing repetition in lessons for content the student has already mastered.

4. **Project-Based Learning**

- Giving students opportunities to choose topics of interest and implement applied projects around them.
- Developing research, analytical, and problem-solving skills.

5. **Support for Higher-Order Thinking Skills**

- Using open-ended questions and intellectual challenges in classroom activities.
- Training students in critical thinking, creativity, and problem-solving techniques.

6. **Social-Emotional Support and Counseling Programs**

- Providing psychological and emotional support for gifted students who may experience isolation or pressure.
- Enhancing communication, teamwork, and resilience skills.

7. **Collaboration with Parents**

- Involving parents in designing personalized learning plans for their children.
- Maintaining ongoing communication about the student's progress and needs.

8. **Continuous Professional Development for Teachers**

- Offering workshops and training sessions for teachers on how to identify and effectively support gifted and talented students.

# Protocol for Identifying and Nurturing Gifted and Talented Students in School:

- Offering diverse learning opportunities tailored to each pupil's learning stage.
- Guaranteeing that all capable, gifted, and talented pupils can access a comprehensive, well rounded, and enhanced educational journey.
- Empowering all staff members to contribute to the identification of capable, gifted, and talented pupils and to shoulder the responsibility for acknowledging and meeting their specific needs.

# Roles and Responsibilities:

Principal:

- Overall supervision of all educational programs for gifted and talented students.
- Ensuring the availability of necessary resources to support diverse educational strategies.
- Supporting and guiding the educational support team in the school.
- Coordinating with parents and the community to ensure the best support for students.
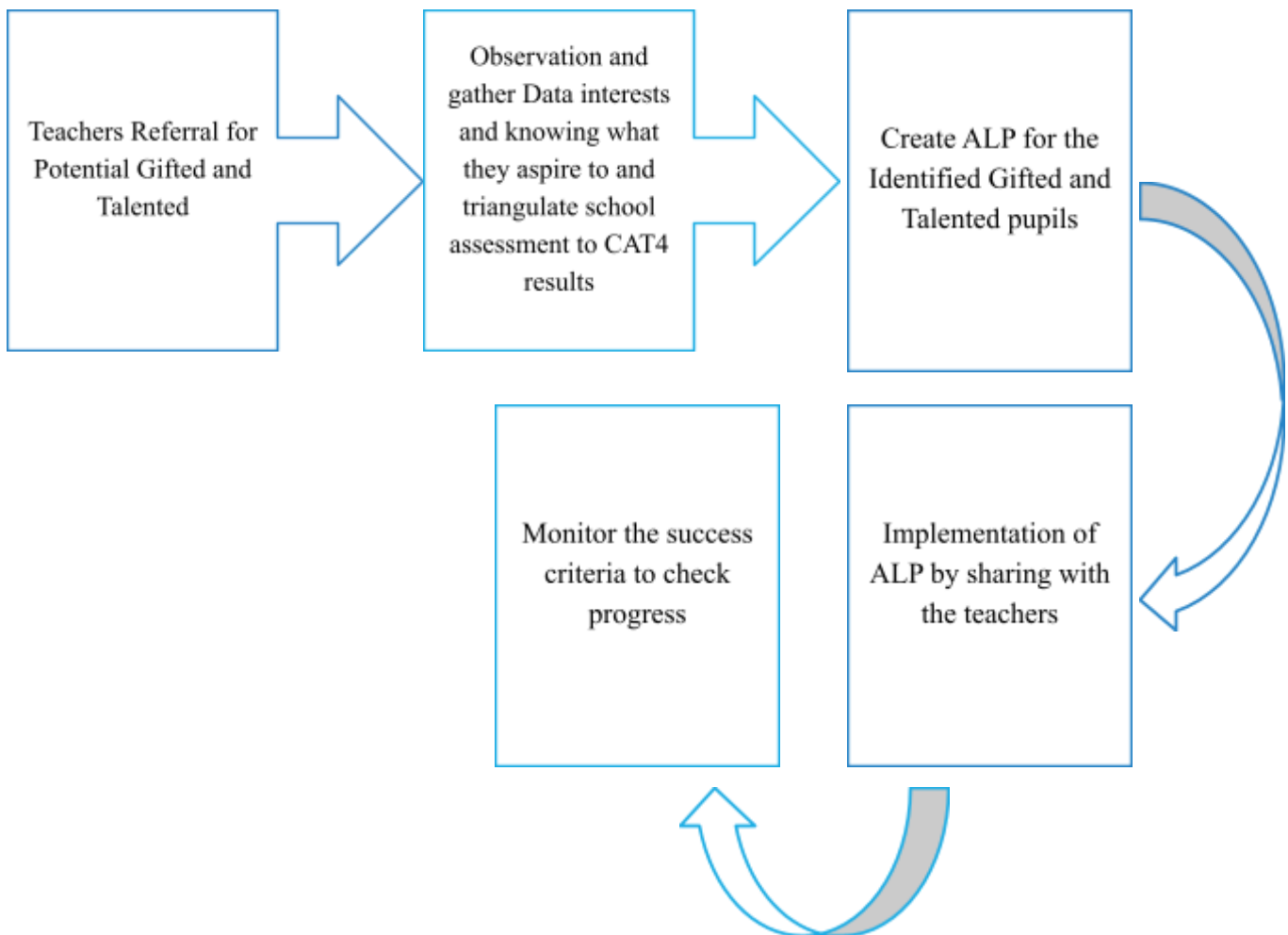
Head of Inclusion and Inclusion Teachers:

- Coordinating all activities related to gifted and talented students.
- Preparing and implementing Individualized Education Plans (GIEP) in collaboration with other teachers.
- •Providing guidance and assistance to teachers in implementing advanced educational strategies.
- Monitoring the progress of gifted and talented students and providing ongoing support.

Teachers:

- Implementing educational strategies aimed at meeting the needs of gifted students.
- Providing appropriate academic challenges and encouraging students to explore and grow in their areas of interest.

- Collaborating with inclusion teachers and the Head of Inclusion to develop a suitable learning environment.
- Monitoring students' progress and providing regular feedback.

## Gifted and Talented Identification Procedure:



Teachers Referral for Potential Gifted and Talented → Observation and gather Data interests and knowing what they aspire to and triangulate school assessment to CAT4 results → Create ALP for the Identified Gifted and Talented pupils → Implementation of ALP by sharing with the teachers → Monitor the success criteria to check progress

**Note:** The criteria mentioned above will be compared to identify a cohort comprising 5 to 10% of the entire school population. If it is confirmed that the criteria are met, the child's name will be added to the G&T register, and parents will be invited to the school to discuss strategies for meeting the child's needs and providing support.

# 12. Types of Provision:

**Classroom:**

**Managing the Learning Environment:** Creating a positive and motivating learning environment that contributes to the development of students' skills.

**Organizing Educational Activities:** Implementing educational activities aimed at meeting the needs of gifted and talented students.

**Providing Individual Support:** Offering academic and social support to students, especially those who require additional challenges.

**Implementing Advanced Educational Strategies:** Applying targeted educational strategies that help gifted students grow and excel in their areas of interest.

**Monitoring and Evaluating Student Progress:** Regularly tracking students' progress and providing appropriate feedback.

**Outside School Community:**

- To participate in after-school challenges as deemed suitable.
- To assist children in discovering support, training, and clubs to nurture a wider array of talents.
- Opportunities to engage in national programs/competitions.

**Monitoring and Evaluation:**

- The performance of identified pupils is regularly monitored using various strategies, which include:
- In-class assessment results
- Collegial discussions on individual student progress and the effectiveness of teaching programs
- Anecdotal records and observations
- Interviews with parents and pupils

- Standardized tests
- Work samples
- Advance Learning Plan

Definitions:

| Adaptations and Modifications to Teaching Methods | 🎬 Curriculum, assessment, and teaching methods are adapted to support all students, including students of determination.<br>🎬 Content is presented through multimedia, visuals, and hands-on tools to enhance understanding.<br>🎬 Flexible assessment methods, such as varied formats and continuous evaluation, are used.<br>🎬 Assistive technologies support communication and learning (e.g., hearing devices, specialized software).<br>🎬 A flexible, inclusive environment is provided to accommodate individual student needs. |
|---|---|
| Adaptations and Modifications to Assessment Tools | The school aims to provide comprehensive and fair assessments for all students, including students of determination, by modifying assessment tools to meet their specific needs. These modifications include:<br>1. Modifying assessment methods: Such as using multiple-choice questions or oral questions instead of written ones, and offering flexible exams based on the student's abilities.<br>2. Allowing extra time: To give students who need additional time to complete assessments in accordance with their needs.<br>3. Using assistive technologies: Such as software or devices that support interaction with assessments, like text-to-speech programs or electronic writing tools.<br>4. Continuous assessment: Instead of traditional assessments, alternative methods such as performance assessments, daily observations, and |

| | |
|---|---|
| | collaborative projects can be used to evaluate student progress.<br>5. Adapting the assessment environment: By providing quiet and suitable environments for students who require special conditions during assessments. |
| Differentiated Instruction | Differentiated instruction aims to meet the individual needs of all students by using flexible teaching strategies that cater to their diverse abilities and learning styles. At Beaconhouse School, differentiated instruction is implemented to provide inclusive learning opportunities through:<br>1. Varied teaching methods: Utilizing a range of approaches such as direct instruction, collaborative learning, project-based learning, and technology-enhanced learning.<br>2. Modifying content: Offering information and challenges appropriate to each student's level, whether through additional exercises or reducing difficulty as needed.<br>3. Diverse activities: Providing a variety of educational activities that target different skills, such as hands-on tasks, cognitive activities, and activities that require group collaboration.<br>4. Flexible assessment: Using various assessment methods that align with students' learning styles, such as oral assessments, presentations, and practical projects. |

| Additional Learning Needs (ALN) | Additional learning needs refer to the challenges or difficulties that some students face, which affect their academic or social learning. At Beaconhouse School, we place special emphasis on providing an inclusive learning environment that supports students with additional learning needs through:<br>1. Early identification: Early recognition of additional learning needs through continuous assessments and collaboration with specialized professionals.<br>2. Individual academic support: Providing additional support through one-on-one or group learning sessions tailored to the student's needs.<br>3. Modification of teaching strategies: Using diverse teaching methods that suit each student's specific needs, such as using assistive learning tools or simplifying information.<br>4. Collaboration with families: Engaging parents in identifying needs and developing appropriate educational plans. |
|---|---|
| Annual Review | The annual review is an essential part of the process for supporting and evaluating the progress of students with additional learning needs. At Beaconhouse School, an annual review is conducted for all students who require additional support to assess their academic and social progress and ensure that the programs and services provided meet their evolving needs. The annual review includes:<br>1. Academic progress assessment: Analyzing the student's performance across different subjects and identifying areas of strength and weakness.<br>2. Social progress assessment: Observing the development of the student's social and emotional skills and their level of integration into the school environment.<br>3. Updating support plans: Modifying and updating educational support plans to meet the student's current needs and ensure appropriate strategies are in place.<br>4. Parental involvement: Holding regular meetings with parents to discuss progress, set future goals, and gather their feedback. |

| Assistive Technology | Assistive technology plays an important role in supporting the learning of students with special educational needs at Beaconhouse School. A range of technological tools is used to help students overcome challenges they may face in both academic and social learning. The assistive technologies include:<br>● Electronic writing tools: Such as autocorrect programs and writing planning tools that help students improve their writing skills.<br>● Tactile interaction tools: Used in hands-on educational activities that allow students to engage more effectively.<br>● Interactive learning applications: Which provide a flexible and diverse learning environment, helping to enhance understanding and engagement for students with special needs. |
|---|---|
| Clinical Assessment Report | The clinical assessment report is a crucial tool in evaluating the needs of students of determination, as it helps identify the type and severity of challenges a student may face academically and socially. The clinical assessment is conducted by specialists in healthcare or education, and based on the results of the assessment, educational and support programs are designed to meet the student's needs. |

| Continuing Professional Development (CPD) | Continuing Professional Development (CPD) is a fundamental part of the strategy to enhance the quality of education at Beaconhouse School. It aims to enhance the skills and knowledge of teachers and administrative staff to ensure the best educational services for all students, including students of determination. CPD activities include: <br> 1. Specialized training courses: Organizing workshops and training sessions focusing on inclusive teaching strategies, the use of assistive technology, and understanding specific learning needs. <br> 2. Interactive activities: Such as group discussions, professional mentoring, and participation in educational conferences and seminars. <br> 3. Self-directed learning: Encouraging teachers to engage in ongoing research and stay updated on the latest studies in special education and inclusive education. <br> 4. Assessment and mentoring: Providing regular evaluations for teachers and specialists in educational support to ensure their professional development. |
|---|---|
| **Educational Cycle** | The educational cycle refers to the academic progression that a student undergoes throughout their years of study, starting from early education and extending to the secondary level. At Beaconhouse School, we ensure the provision of an inclusive learning environment that supports the needs of all students at various stages of the educational cycle, with a focus on providing appropriate academic and social support. The educational cycle includes: <br> 1. Early Education: The preschool stage, which aims to develop foundational skills such as reading, writing, and counting, with a focus on social and emotional learning. <br> 2. Primary Education: Focuses on building basic skills across different subjects, such as mathematics, Arabic, English, and science. <br> 3. Secondary Education: This stage emphasizes deepening knowledge in academic subjects, including |

| | |
|---|---|
| | preparing students for higher education or professional life.<br>4. Continuous Support: Providing academic and counseling support for all students, including those who require modifications in teaching or assessment methods. |
| **Documented Educational Plan** | The documented educational plan is a personalized plan designed to support the learning of students with special educational needs. It includes details about educational goals, teaching strategies, and assessment modifications used to ensure academic and social success for each student. This plan is a living document that is reviewed and updated regularly based on the student's progress and evolving needs. The documented educational plan includes:<br>1. Setting Educational Goals: Defining clear and measurable goals that align with the student's needs and abilities.<br>2. Customized Teaching Strategies: Identifying appropriate teaching methods that match the student's learning style, such as individual instruction or the use of assistive technology.<br>3. Assessment Modifications: Adjusting assessment methods based on the individual needs of the student, such as providing extra time or using alternative assessments.<br>4. Review and Update of the Plan: Conducting regular reviews of the plan based on performance evaluations, with modifications to goals and strategies as needed. |
| **Equitable Access to Education** | Equitable access to education is one of the fundamental principles upheld by Beaconhouse School to provide equal educational opportunities for all students, including those with special educational needs. This principle aims to ensure that all students have the same educational opportunities, regardless of their backgrounds or abilities, by providing an inclusive and supportive learning environment. The principles that ensure equitable access to education include: |

|  | 1. Removing Barriers: Working to eliminate all physical, academic, and social barriers that may prevent students from accessing education.<br>2. Providing Individualized Support: Offering the necessary support for each student based on their specific needs, including modifications in the curriculum or teaching strategies.<br>3. Promoting Participation: Providing equal opportunities for all students to engage in educational and social activities within the school.<br>4. Using Assistive Technology: Providing technological tools that contribute to creating a more equitable learning environment for all students, including those with special needs. |
|---|---|
| **Gifted and Talented** | Gifted and talented students are those who demonstrate exceptional abilities in specific areas, whether academic, artistic, or athletic. At Beaconhouse School, we are committed to providing a learning environment that supports and nurtures the potential of these students through specialized programs and dedicated resources. |
| **Head of Inclusion** | The Head of Inclusion at Beaconhouse School is responsible for developing and implementing inclusive strategies that ensure the needs of all students, including those with special educational needs or students of determination, are met. The Head of Inclusion works to ensure the provision of an inclusive and safe learning environment for all and contributes to providing academic and social support to students. Key responsibilities of the Head of Inclusion include:<br>1. Policy Development: Creating and developing inclusive policies to ensure the effective integration of students with special educational needs into the learning environment.<br>2. Support Management: Overseeing the provision of various support services such as early intervention, academic guidance, and psychological and social support.<br>3. Collaboration with Teachers: Working with teachers and administrative staff to ensure the application of inclusive teaching strategies that meet the needs of all students.<br>4. Awareness and Training: Organizing workshops and training sessions for teachers and staff to enhance their understanding of the needs of students with special educational needs and improve their skills in applying inclusive strategies. |

| Inability to Accommodate | The process through which a school applies to ADEK to inform them, using a variety of evidence, of their inability to accommodate a student within the school. This includes, but is not limited to, medical/clinical reports, student observations, adapted assessments, physical environments, and any other relevant information. Schools must be able to provide evidence that allowing a student to join the school would negatively impact the student's development or safety, negatively impact peer development or other students' safety, or place a strain on resources beyond what is stipulated in policy. |
|---|---|
| Inclusion Assistant | An Inclusion Assistant is a non-teaching staff member who helps provide academic and social support to students with special educational needs or additional learning needs. This assistant supports teachers in implementing inclusive teaching strategies and ensures the individual needs of students are met within the learning environment. |
| Inclusive Education | Inclusive education is an educational approach aimed at ensuring all students, including those with special educational needs, have equal opportunities to learn and participate in a single school environment. Inclusive education involves adapting the curriculum, teaching strategies, and learning activities to meet the diverse needs of all students, regardless of their abilities or backgrounds. This approach focuses on promoting diversity and respecting individual differences within the classroom. |
| Inclusion Teacher | An inclusion teacher is a specialized educator responsible for teaching students with special educational needs within an inclusive learning environment. The inclusion teacher develops and implements teaching strategies tailored to the needs of all students, including those with special educational needs, to ensure they can actively participate in lessons and academic and social activities |
| Inclusion Team | The Inclusion Team is a group of specialists within the school who work together to ensure the provision of an inclusive and supportive learning environment for all students, including those with special educational needs. The team typically consists of specialized teachers, inclusion assistants, counselors, and other members of the teaching and administrative staff. The team works on developing and implementing educational strategies tailored to the students' needs, helping them achieve academic and social success. |
| Individual Assistant | Formerly known as "Shadow Teacher" or "Learning Assistant," this is a staff member funded by the parent to provide direct one-on-one support to a student in logistical, |

| | |
|---|---|
| | behavioral, medical, or social areas, for more than 50% of the school day. |
| **Mainstream Education** | is an educational system where all students, including those with special educational needs, are taught together in the same learning environment with the general curriculum being provided. This type of education aims to provide equal learning opportunities for all students, ensuring that students with special educational needs are integrated into educational and social activities by adapting teaching methods and resources to meet their needs appropriately. |
| **Curriculum Modification** | It is the process of modifying or adapting the curriculum content, teaching methods, or student assessments to meet the needs of learners with special educational needs or those requiring additional support. The modification may include reducing or adjusting academic tasks, using different teaching techniques, and providing flexible learning opportunities to ensure students can engage and learn in ways that suit their abilities. |
| **English as an Additional Language (EAL)** | Students learning English as a new language who require additional support to overcome language barriers that may affect academic achievement. |
| **Personal Emergency Evacuation Plan (PEEP)** | A plan specifically designed to ensure that students with special needs or those who may have difficulty evacuating a building in an emergency can do so safely. The plan includes strategies and procedures tailored to the student's individual needs during the evacuation process, such as identifying alternative evacuation routes or assigning appropriate assistance to ensure their safety. |
| **Pull-out Intervention** | Individualized intervention provided outside the classroom by specialists to address a specific cognitive, behavioral, social, or emotional need. |
| **In-class Intervention** | Intervention delivered by a specialist within the classroom to address a cognitive, behavioral, or social need without removing the student from their peers. |
| **Specialized Support** | A tailored educational service provided to students whose individual needs require simultaneous educational and therapeutic interventions. |
| **Graduated Support Model** | A tiered approach to support that includes three levels: Tier 1: General classroom support provided by the teacher Tier 2: Short-term targeted interventions Tier 3: Intensive, individualized interventions requiring specialized support |

| Twice Exceptional (2E) Student | A student who demonstrates giftedness in a particular area and simultaneously has an additional learning need (e.g., gifted with a learning difficulty). |
|---|---|
| Universal Design for Learning (UDL) | An approach aimed at ensuring fair and inclusive access to education for all students regardless of individual differences |

Note: As per ADEK "Advanced Learning Plan (ALP) outlines how the unique needs of gifted and talented students, who are capable of high performance in one or more areas, will be addressed"

*The Inclusion and Gifted and Talented policy at Beaconhouse Private School, Al Ain, is monitored annually by the Head of Inclusion and reviewed by the Senior Leadership Team*