



PURPOSE

At EFIA, we strive to create a caring, supportive, and inclusive learning environment where diversity is celebrated, and every student feels valued. We are committed to ensuring that all students, regardless of ability, background, or need are included, empowered, and provided with equitable access to quality education.

In line with the UAE Ministry of Education's definition (Special Education Department, p.14), inclusive education ensures that all students have the right to be educated alongside their age-appropriate peers in mainstream classrooms, with support tailored to their individual strengths and needs. Inclusion does not limit the participation of Students of Determination (SOD) to general education settings but promotes their full engagement in the least restrictive environment possible.

INCLUSION COMMITMENT

EFIA is committed to providing an inclusive, safe, and nurturing learning environment that recognizes and celebrates diversity. We believe every learner has the right to equitable access to high-quality education, tailored support, and opportunities to succeed academically, socially, and emotionally.

EFIA ensures that inclusion is embedded across all areas of school life, teaching, assessment, co-curricular activities, and wellbeing support, by:

- Promoting a culture of respect, empathy, and understanding.
- Implementing early identification and intervention systems for students with additional learning needs.
- Collaborating closely with parents, specialists, and relevant stakeholders to design individualized support plans.
- Providing ongoing professional development for teachers to strengthen inclusive pedagogy and classroom practices.
- Ensuring physical, emotional, and curricular accessibility for all learners.

Our Inclusion Policy aligns with ADEK's Inclusion Framework, emphasizing Equity, Access, Participation, and Progress for every student.

Vision

EFIA upholds the rights of Students of Determination as outlined in Federal Law No. 29 (2006) concerning the Rights of Persons with Disabilities and its amendments, and in the School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.).

Mission

Our mission is to embed inclusive practices across all aspects of school life by:

- Ensuring that teaching, learning, and assessment cater to diverse learning styles and individual needs.
- Promoting early identification and effective support for students with additional learning needs.
- Empowering staff with continuous professional development in inclusive pedagogy.
- Collaborating with parents, specialists, and external agencies to provide holistic and sustainable support.





- Fostering a culture of acceptance, empathy, and respect that enables every student to participate fully in academic and co-curricular life.

Inclusion Goals and Targets

To achieve this mission, EFIA aims to:

1. Ensure 100% access to quality education for all enrolled students.
2. Provide appropriate accommodations and differentiated learning experiences to support individual progress.
3. Strengthen staff capacity through regular training and reflective practice.
4. Establish robust systems for identification, referral, and monitoring of student progress.
5. Engage families as active partners in the inclusion journey.

ADMITTING STUDENTS WITH ADDITIONAL LEARNING NEEDS

In line with Federal Law No. (29) of 2006 and ADEK's School Student Administrative Affairs Policy, EFIA ensures that no student with additional learning needs is denied admission, provided the school has the capacity to accommodate them in the appropriate grade.

EFIA's admissions process is transparent, supportive, and includes the following:

- Considering admission for students with additional learning needs and their siblings.
- Requesting original clinical assessment or diagnostic reports from relevant specialists to inform individualized support.
- Ensuring smooth transition support for students joining from other schools, early education settings, or specialized provisions.
- Providing all necessary accommodations during entrance assessments, which are used solely to plan appropriate learning support, not to deny admission.
- Using all available information to ensure safe, equitable access to learning and school facilities, with reasonable adjustments made wherever needed.
- Clearly defining what constitutes the school's inability to accommodate in exceptional cases, as per ADEK guidelines, and ensuring timely communication with parents and ADEK when applicable.
- Keeping accurate and updated records of all students with additional learning needs on the ADEK eSIS ALN module.

Inability to Accommodate Notification

In rare cases where EFIA determines it cannot meet a student's needs despite reasonable adjustments, a formal notification is submitted to ADEK and parents within seven (7) days of the admission decision. ADEK then reviews and decides whether to uphold or overturn this notification.

Re-enrollment

All EFIA students are automatically re-enrolled each academic year. If a parent requests that their child repeat a grade, EFIA seeks ADEK approval by submitting the required documentation, including a medical report and the student's Differentiated Learning Plan (DLP).





Referrals to Specialized Provision

EFIA firmly believes that the majority of students with additional learning needs can and should be educated alongside their peers in a mainstream setting. However, in cases where a student may benefit from more intensive specialist support, EFIA shall collaborate with ADEK to determine eligibility for specialized provision before discussing options with parents.

STANDARD INCLUSIVE PROVISION

EFIA fully complies with the ADEK School Staff Eligibility Policy and maintains a well-structured inclusion team to ensure effective provision for students with additional learning needs.

Head of Inclusion

- EFIA has an appointed Head of Inclusion who is a member of the School Leadership Team, with less than 10% of their workload dedicated to teaching outside their inclusion role.
- The Head of Inclusion leads the school's inclusive strategy, coordinates identification and intervention processes, monitors student progress, and supports staff in implementing differentiated instruction.
- As required, the Head of Inclusion shall complete 60 hours of professional development.

Inclusion Teachers

- EFIA appoints at least one Inclusion Teacher per cycle, with minimal teaching commitments outside their inclusion responsibilities.
- Inclusion Teachers supports students with additional learning needs through targeted instruction, intervention programs, and collaborative planning with classroom teachers.
- As required, Inclusion Teachers complete 40 hours of professional development.

Individual Assistants

- When a student requires personal care or specialized non-academic assistance beyond the school's standard provision, EFIA facilitates the appointment of a parent-funded Individual Assistant, with clear evidence and justification provided to parents.
- The Individual Assistant operates outside the classroom and may enter only upon the teacher's request.
- EFIA maintains complete records on ADEK's eSIS and PASS systems for all Individual Assistant arrangements.

Physical Accessibility

EFIA ensures that all buildings, learning spaces, and facilities provide equitable access to education for every student, in full alignment with the ADEK School Buildings and Facilities Policy.

General Accessibility

- All school entry points, pathways, classrooms, and playgrounds are wheelchair accessible with compliant ramps and handrails.
- Signage includes symbols and color contrast for easy visibility.
- Evacuation alarms include visual indicators for students with hearing impairments.
- Accessible bathrooms with appropriate fittings are available.
- Evacuation chairs are installed and staff trained in their safe use.





- Personal Emergency Evacuation Plans (PEEPs) are developed for any student or staff member needing assistance.
- EFIA coordinates with transport providers to ensure accessible school transport where required.
- Regular risk assessments and accessibility audits are conducted, followed by an Accessibility Improvement Plan to address identified areas.

Accessibility of Learning Spaces

- All classrooms and specialist areas are accessible and equipped with adapted seating and resources.
- Lighting and acoustics are optimized to support students with sensory needs.
- Classrooms follow Universal Design for Learning (UDL) principles, offering multiple means of engagement, representation, and expression.
- Curriculum delivery incorporates necessary accommodations and modifications to ensure fair access.

Specialist Support Spaces

- EFIA provides dedicated pull-out spaces in each cycle for targeted intervention and specialist sessions.
- These areas are designed to support sensory needs, equipped with digital and non-digital learning resources that mirror mainstream classrooms.

Inclusive Teaching and Learning Support

EFIA implements a robust, tiered model of support aligned with ADEK's Inclusion Framework, ensuring that all students' needs are identified early, addressed effectively, and monitored regularly.

Identification, Referral, and Tracking

- Teachers can raise concerns regarding academic, social, or emotional needs through a structured referral system.
- Differentiated Learning Plan (DLP) are regularly reviewed.
- Student progress is tracked termly, with data recorded on eSIS.
- Annual reviews are conducted for all Tier 2 and Tier 3 students to evaluate effectiveness and guide next steps.

Inclusive Teaching and Learning Approaches

- Teachers use adaptive and differentiated strategies as a standard practice.
- Inclusion Assistants receive ongoing guidance and training.
- The school coordinates external specialist interventions (e.g., speech, occupational therapy, counseling) in line with ADEK policy.
- Assistive technology is provided where needed to enhance access to learning.

Curriculum and Assessment

- All students have access to a broad, balanced, and adapted curriculum, including extracurricular opportunities.





- Assessment accommodations reflect students' normal classroom practices and comply with external examination board requirements.
- EFIA's Assessment Accommodations Policy ensures fairness, equity, and compliance in all internal and external assessments.

ADDITIONAL FEES

Students with additional learning needs receive all support included in the school's inclusive provision at no extra cost. In cases where specialist support beyond the standard provision is required, as documented in a student's Clinical Assessment Report, EFIA may request additional fees. These fees are justified with evidence, itemized, recorded in eSIS, and require parental consent, which is renewed annually or whenever fees change. Parents will receive termly financial statements detailing the allocation of additional funds. Additional charges do not exceed 50% of tuition (with exceptions under approval by ADEK), and optional in-school specialist fees are capped at 10% of the service cost. All additional charges are reviewed each term to ensure their necessity and effectiveness.

LEADERSHIP ROLES AND RESPONSIBILITIES

EFIA's leadership ensures inclusive education is embedded strategically and operationally across the school.

Principal

- Ensures inclusive provision is a standing agenda item in leadership and board meetings.
- Develops and reviews inclusion goals in the School Development Plan with measurable targets.
- Appoints:
 - Head of Inclusion
 - Staff responsible for multilingual learners
 - Staff responsible for gifted and talented learners
- Ensures all staff access CPD in adaptive teaching, safeguarding, and identifying needs specific to students with additional learning needs.
- Oversees risk assessments, accessibility audits, and emergency evacuation procedures for all students, staff, and visitors with additional needs.
- Maintains compliance with ADEK reporting requirements and ensures incidents of bullying or discrimination are addressed.

Head of Inclusion

- Coordinates educational, behavioral, social, and emotional support for all students with additional learning needs.
- Collaborates with teachers to implement DLPs and track student progress.
- Maintains secure records, updates eSIS, and ensures compliance with ADEK policies.
- Develops and reviews PEEPs in coordination with Health & Safety Officers.
- Evaluates accessibility and oversees emergency evacuation procedures.
- Coordinates push-in and pull-out specialist interventions and ensures alignment with ADEK's In-School Specialist Services Policy.





REF: EFIA /PLCY -034/2026-27

Issue Date: 15/04/2026

- Engages parents regularly to review support and home strategies.
- Monitors and evaluates the effectiveness of all inclusive teaching and specialist services.

COMMITMENT TO GROWTH

EFIA is dedicated to creating a school culture where inclusion is embraced as a shared responsibility by all members of the community. We are committed to continuously growing and evolving through the implementation of updated practices and the incorporation of ongoing feedback. Our aim is to serve as a role model for best practices in inclusive education, not only within our school but across Abu Dhabi and beyond.

POLICY REVIEW & APPROVAL

This Policy is subject to changes as per the school and UAE law and revised version will be submitted for approval as per the process



Saji Oommen
Principal

Date of Next Review: 15/03/2027





KEY CONTACTS

| S.NO. | NAME | POSITION |
|-------|--------------------------------|--------------------|
| 1. | Mr. Adnan Essa Abbas | Inclusion Governor |
| 2. | Mr. Saji Oommen | Principal |
| 3. | Ms. Raufia Salam | Vice Principal |
| 4. | Ms. Sabita Naidu | KG In charge |
| 5. | Ms. Shan Fluancious | Supervisor |
| 6. | Ms. Swapna Lekha | Supervisor |
| 7. | Ms. Pratibha Lakshmy | Supervisor |
| 8. | Ms. Inna Z. Jafri | Head of Inclusion |
| 9. | Ms. Thasleena VP | Inclusion Teacher |
| 10. | Ms. Tajulwazia | Inclusion Teacher |
| 11. | Ms. Sneha Valiyavettle Gopalan | Counselor |

