



INCLUSION POLICY

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| Draft Revision Date | August 2026 |
| Approved by Board of Trustees | February 2025 |
| Indicative Review Date | 28 August 2025 |



Introduction

This policy supports and guides Pinnacle American School in promoting the principles of inclusive education within a learning environment where qualified professionals are equipped with the pedagogical skills needed to meet the diverse needs of students. By implementing this policy, the school adopts a rights-based approach to education for all students, embedding values of equity and inclusivity across all areas of the school community. This aligns with the requirements of UAE Federal Law No. (29) of 2006 concerning the rights of people of determination and its amendments, as well as the Ministry of Education's "School for All: General Rules for the Provision of Special Education Programs and Services."

Purpose

This policy applies to all Pinnacle American School students who require additional learning support, including those receiving in-school specialist services, in line with the ADEK School Inclusion Policy.

- ◉ Establish expectations for inclusive education as a fundamental right for all students, including those with additional learning needs, in alignment with the standards and legal requirements of the United Arab Emirates.
- ◉ Specify the admissions criteria and requirements for students with additional learning needs, ensuring a fair and accessible admissions process for all applicants.
- ◉ Ensure that Pinnacle American School provides standard inclusive services in terms of staffing, physical accessibility, and tailored teaching and learning support, enabling full ◉ Define the conditions under which additional fees may be charged to parents for specialized support, clarifying when extra provisions go beyond the standard inclusive services.
- ◉ Clearly outline the roles and responsibilities of school leadership in fostering an inclusive learning environment and promoting the values of equity and inclusion within the school community.
- ◉ Set forth minimum compliance standards and requirements for the consistent and effective provision of education to students with additional learning needs, ensuring adherence to local regulations and educational guidelines.

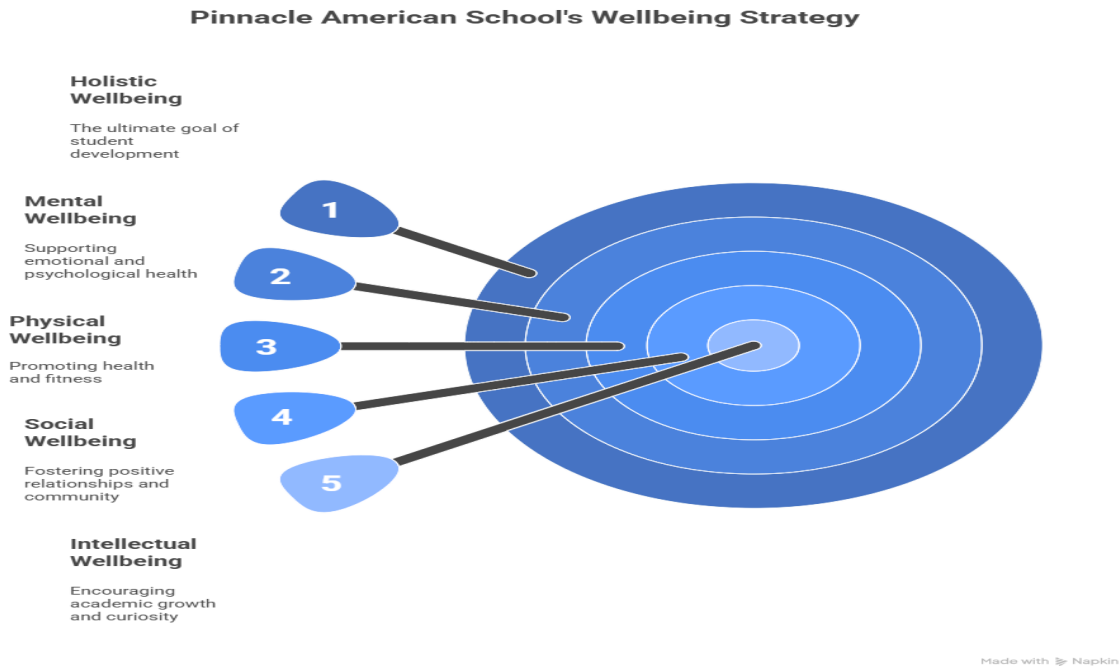
Vision

At Pinnacle American School, we are dedicated to fostering an environment where every student can thrive mentally, physically, socially, and emotionally. We envision a school community that values holistic wellbeing, supporting each student's growth in resilience, self-awareness, and lifelong success.

Mission

Our mission is to implement a comprehensive wellbeing strategy that includes mental, physical, social, intellectual, and digital development. We prioritize early intervention, preventive measures, and

sustained support, especially during critical phases such as exams and transitions. We aim to provide all students, including those with additional learning needs, with the care and attention they deserve, in alignment with ADEK's standards.



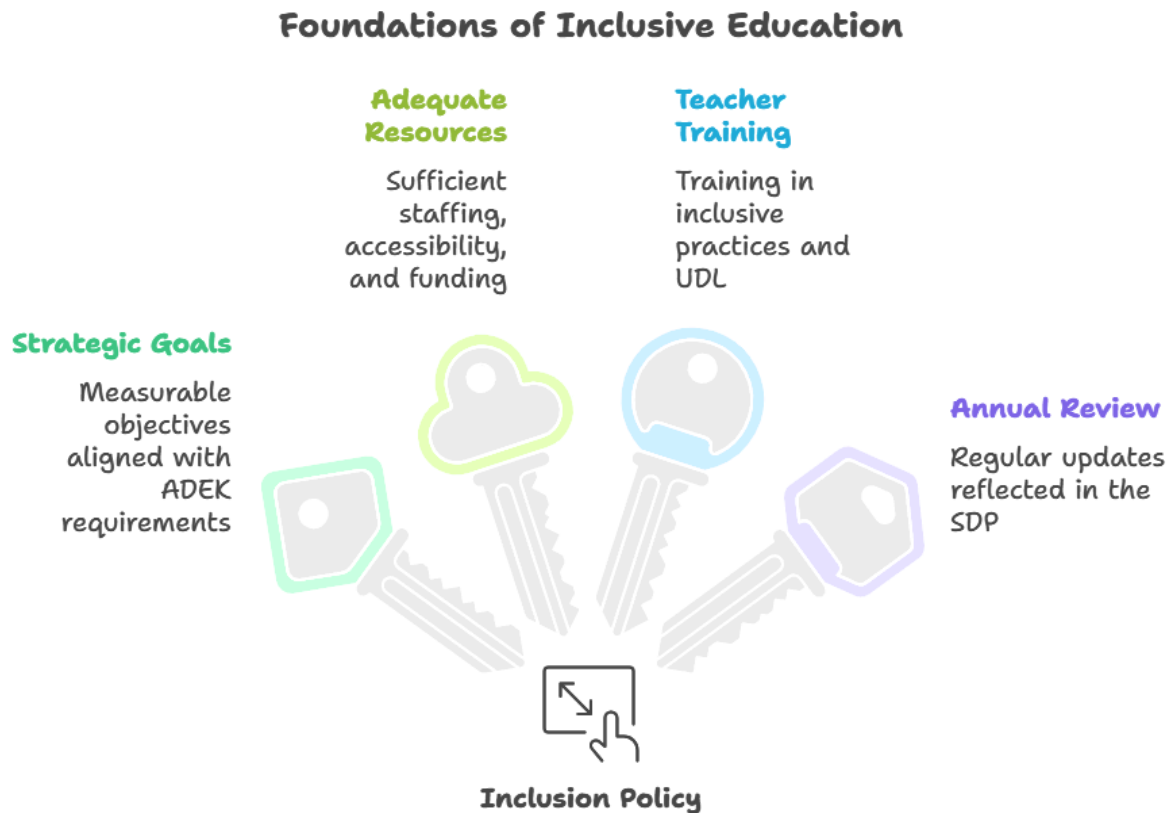
1. Inclusion Policy Requirements

Pinnacle American School Inclusion Policy to meet compliance requirements in the UAE, which will include:

1. The school's vision, mission, strategy, and goals in promoting an inclusive education framework.
2. Detailed information on how the school supports the admissions process for students with additional learning needs and their families.
3. The school's standard inclusive provision for students with additional learning needs, including:
 - **Staffing Arrangements and Eligibility:** Ensuring adequate qualified staff as outlined in the Inclusion Staff Requirements.
 - **Physical Accessibility and Evacuation:** Making all campus and learning spaces accessible and implementing evacuation protocols.
 - **Inclusive Teaching and Learning Support:** Providing inclusive teaching methods, curriculum adjustments, assessment accommodations, and a system for identification, referral, and tracking of students with additional needs.
4. Information on additional fees and support beyond the school's standard inclusive provision.

5. A clear definition of the roles and responsibilities of stakeholders in leading and delivering inclusive education for students with additional needs.

The Inclusion Policy will be published on the school's website in both Arabic and English or in the school's language of instruction to ensure accessibility for all members of the school community.



Made with Napkin

2. Admissions

2.1 Admitting Students with Additional Learning Needs

In line with UAE Federal Law No. (29) of 2006 concerning the rights of people of determination, Pinnacle American School will not deny admission to students with additional learning needs if the school has the capacity to accommodate them in the appropriate grade level. Admissions procedures will include:

1. Prioritizing placement for students with additional needs and their siblings.
2. Requesting clinical assessment reports from relevant specialists (therapist, psychologist, or pediatrician).
3. Supporting transitions for students with additional needs, especially those:
 - o Entering school for the first time or coming from other early education settings.

- Transferring from specialized provisions, homeschooling, or other educational programs.
- Joining from exchange programs.
- 4. Providing accommodations required for students to complete assessments, if applicable. Assessments are used to inform learning support but will not affect admission decisions.
- 5. Pinnacle American School affirms that any assessments conducted during the admissions process for students with additional learning needs are used solely to inform individualized support and provision planning. These assessments will not be used to deny admission to any student.
- 6. Using all available information to ensure a safe and equitable learning environment, with reasonable adjustments made as necessary.
- 7. Defining clear criteria for what constitutes the school's "inability to accommodate" (as detailed in Section 2.2).

2.2 Inability to Accommodate Notification

If Pinnacle American School cannot meet the needs of a student with additional needs, an inability to accommodate notification will be submitted to ADEK and to the parents within seven days of the admission decision.

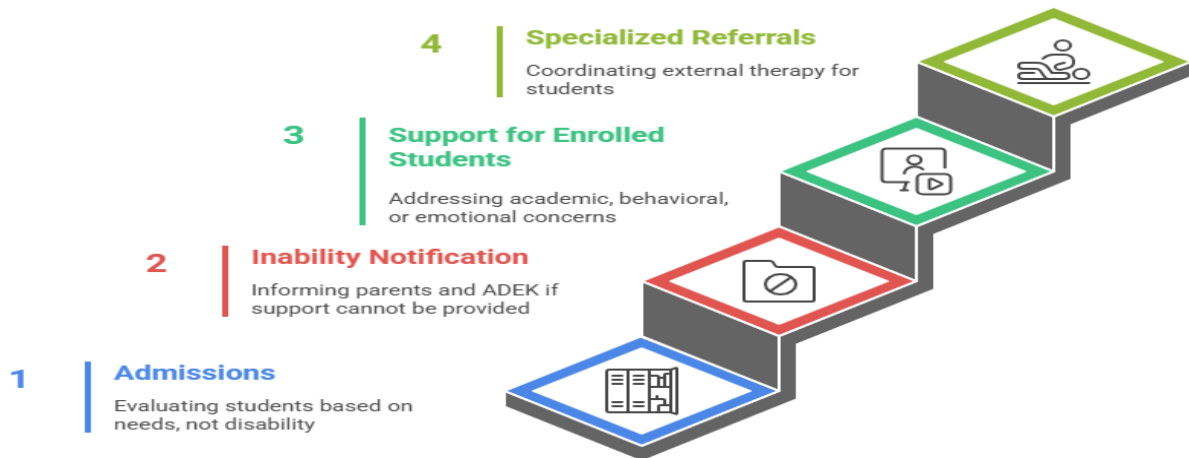
1. ADEK reserves the right to either uphold or overturn the decision based on submitted evidence. Schools must make reasonable adjustments and accommodations to enable admission wherever possible.
 2. For students currently enrolled at Pinnacle American School, the Inclusion and CPU teams will collaboratively review cases where learning, behavioral, or social concerns are raised by teachers or parents.
- A referral will be made through the internal Student Support Process.
 - Observations, assessments, and parent meetings will be conducted to identify appropriate interventions.
 - Individual or group support plans (DLPs or Behavior Plans) will be developed as needed.
 - The CPU team will be involved if there are safeguarding or emotional wellbeing concerns.
 - All interventions and decisions will be documented and reviewed termly by the Head of Inclusion and CPU Lead.

2.3 Referrals to Specialized Provision

While most students with additional needs will be accommodated in mainstream settings, Pinnacle American School may consider alternative placement for students meeting specific eligibility criteria, with ADEK's guidance. In cases where a UAE National student is diagnosed with severe autism and meets the following conditions, they may be referred for specialized provision:

1. ADEK, the school, and parents agree that specialized provision is more beneficial than mainstream schooling.
2. The student requires intensive therapies (e.g., occupational therapy, speech and language therapy, or Applied Behavior Analysis) that cannot be provided in a mainstream setting.
3. Parents understand and consent to the referral to ADEK for specialized provision placement.
4. The school shall re-enroll students with additional learning needs annually. Where grade retention is recommended, the school will submit to ADEK a retention request with the student's Documented Learning Plan (DLP) and clinical report, as per ADEK's Student Administrative Affairs Policy.

Ensuring Inclusive Education



3. Standard Inclusive Provision

3.1 Inclusion Staff Requirements

To meet compliance standards set by ADEK, Pinnacle American School will establish the following inclusion roles:

Current Inclusion Staffing (AY 2025–2026):

Pinnacle American School has appointed a qualified **Head of Inclusion** and **one Inclusion Teacher per grade cycle** to ensure equitable coverage across all phases.

- **Lower Grades (KG–Grade 2):** Focus on early intervention, phonics, and foundational learning.
- **Middle Grades (Grades 3–5):** Focus on literacy, numeracy, and transition support.
- **Upper Grades (Grades 6–12):** Provide academic coaching, self-regulation, and assessment accommodations. Inclusion Teachers collaborate weekly with the Head of Inclusion to monitor **DLP progress**, align interventions, and ensure compliance with ADEK Inclusion Framework 2024.

1. Head of Inclusion (HOI)

- The school has appointed at least one **Head of Inclusion** who is responsible for coordinating and overseeing the implementation of inclusive education across the school.
- The Head of Inclusion will not spend more than **10% of their time on non-inclusion teaching duties**, ensuring sufficient time for leadership and monitoring responsibilities.
- In accordance with **ADEK requirements**, Heads of Inclusion **without a specialized qualification in inclusion** or those **with five or more years of experience in a senior inclusion role** must complete a minimum of **60 hours of coursework** provided by ADEK or an ADEK-approved provider.
- Training topics will include:
 - Inclusive education pedagogies and practices for Students of Determination (SoD)
 - Identification of learning barriers and strengths
 - Strategies to support Students of Determination across all phases
 - Evaluation of learning interventions
 - Target-setting and Documented Learning Plans (DLPs)
 - Coordination of inclusive provision
 - Resource management and deployment

2. Inclusion Teachers

- Pinnacle American School has appointed **one Inclusion Teacher per grade cycle** to ensure equitable coverage and specialized support for Students of Determination.
- Each Inclusion Teacher dedicates at least **90% of their workload** to inclusion-related responsibilities, supporting students across classrooms, small groups, and individualized interventions.
- Inclusion Teachers **without a recognized qualification in special or inclusive education** must complete at least **40 hours of ADEK-approved professional development**.
- Training areas will include:
 - Inclusive education pedagogies and practices for Students of Determination (SoD)

- Identification of learning barriers and strengths
- Strategies to support Students of Determination across all phases
- Evaluation of learning interventions
- Target-setting and Documented Learning Plans (DLPs)
- Coordination of inclusive provision
- Resource management and deployment

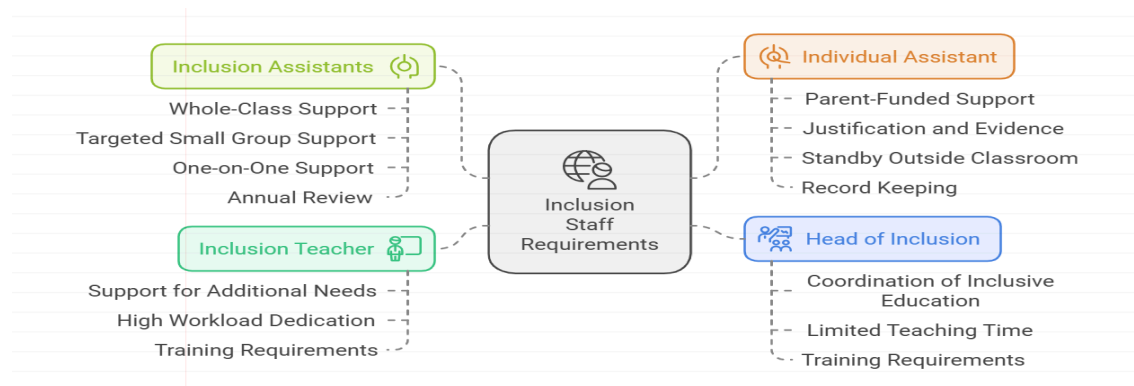
3. Inclusion Assistants:

Inclusion Assistants will support teachers in meeting the needs of students with additional needs. They may:

- Provide whole-class support in classrooms with high numbers of students requiring assistance.
- Offer targeted small group or individual pull-out and push-in support as needed to help students meet Documented Learning Plan (DLP) targets.
- Deliver dedicated one-on-one support to specific students, if outlined in their DLP and backed by a Clinical Assessment Report.
- An annual review will evaluate the effectiveness of this support and determine any adjustments needed.

4. **Individual Assistant:** For students needing individualized non-teaching support (e.g., personal care), Pinnacle American School may recommend a parent-funded Individual Assistant.

- Justification and evidence must be provided to parents explaining the need for this additional support.
- The Individual Assistant will be on standby outside the classroom and may assist inside only when requested by the teacher.
- The school will record the presence of Individual Assistants in the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) as required.



Pinnacle American School is committed to creating an accessible campus, meeting ADEK standards and reflecting universal design principles:

- Accessible Facilities: All pathways, parking, playgrounds, and buildings will be accessible to all students.
- Entrance Ramps: Entry points will include ramps compliant with wheelchair accessibility standards.
- Stair Features: Stairs will be fitted with handrails, contrasting color bands, and tactile indicators.
- Signage: All signage will include symbols and be designed for optimal visibility.
- Evacuation Alarms: Flashing lights will accompany evacuation alarms for students with hearing impairments.
- Ground Floor Access: All ground floor spaces will be accessible.
- Bathrooms: Accessible bathrooms will include the necessary facilities for students with physical disabilities.
- Swimming Pool Access: A hoist or lift will provide access to the pool, operated by trained staff.
- Evacuation Chairs: Available for emergency use if lifts are inoperative, with staff trained in their safe operation.
- Personal Evacuation Plans: PEEPs will be created for students and staff requiring evacuation assistance, with staff trained to assist.
- Transportation Adjustments: Coordination with transportation providers will ensure school buses accommodate students with additional needs.

2. Risk and Accessibility Planning:

- A risk assessment and mitigation plan will address accessibility challenges.
- A school accessibility improvement plan will include required modifications and timelines, while existing buildings unable to fully meet accessibility standards may apply for ADEK exemptions if justified.

2. Accessibility of Learning Spaces

To support inclusive learning, Pinnacle American School will ensure that:

1. Classroom Accessibility: All classrooms are physically accessible, with adaptable seating options.
2. Adapted Resources: Classroom supplies (e.g., pencils, scissors) offer various sizes and ease of use.
3. Physical Access to Classes: Classes will be physically accessible to students with additional needs to the fullest extent possible.
4. Specialized Teaching Areas: Labs, sports facilities, and arts spaces will be accessible and provide adaptive resources.
5. Optimized Classroom Conditions: Lighting and acoustics will be adjusted as needed for students with sensory needs.

6. Universal Design for Learning (UDL): Classrooms will follow UDL principles, presenting content in multiple ways and supporting various forms of learning expression and engagement.

7. Curriculum and Facility Modifications: Accommodations will be made to ensure fair curriculum access and use of school facilities. When a student with additional learning needs requires specific physical access accommodations, Pinnacle American School will conduct a targeted risk assessment and develop a School Accessibility Plan detailing the necessary modifications. Where existing infrastructure limits compliance with universal design standards, the school will, with justification, submit an exemption request to ADEK for review and approval.

3. Specialist Support Spaces

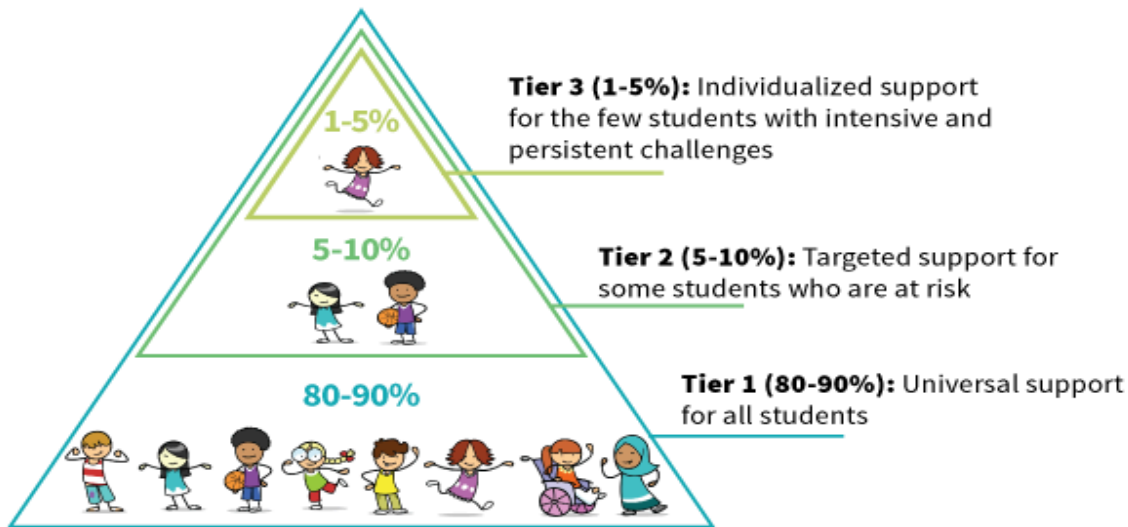
To provide targeted support for students with additional learning needs, Pinnacle American School will:

1. Dedicated Intervention Spaces: Offer intervention spaces within each grade cycle for specialist support and pull-out sessions.
2. Sensory Considerations: Ensure support spaces have optimized acoustics, lighting, and other sensory adjustments.
3. Technological Access: Equip support spaces with technological resources similar to regular classrooms for digital literacy development.
4. Non-Digital Resources: Provide a variety of non-digital teaching materials to facilitate interventions as specified in the DLP.

3.3 Inclusive Teaching and Learning Support

1. **Identification, Referral, and Tracking System:** Pinnacle American School will establish a comprehensive system to identify, refer, and monitor students with additional learning needs by:
 - Defining a process for teachers and staff to raise concerns regarding a student's academic, social, emotional, physical, behavioral, or developmental needs.
 - Involving students (when appropriate), parents, and staff in the identification and support planning.
 - Using standardized assessments overseen by the Head of Inclusion to identify specific student needs, appropriate learning measures, and students who may require further evaluation.
 - Creating Documented Learning Plans (DLPs) to monitor and evaluate personalized programs for each student. Internal and external assessment data will be shared with relevant staff to identify students who need social, emotional, or behavioral support.
 - Maintaining ongoing communication with parents about their child's additional needs, including providing guidance in their native language on how to support learning at home.
 - Recording students' details in the eSIS system, as mandated by ADEK.

- Monitoring students' progress through:
 1. Implementing a Tiered Support Model that indicates each student's level of support.
 2. Developing DLPs for students in Tier 2 and Tier 3 support.
 3. Conducting termly progress reviews for students receiving support and reporting to parents, with DLPs reviewed three times a year and updates tracked every two weeks.
 4. Performing an annual review for students in Tier 2 or Tier 3, or those with dedicated Inclusion or Individual Assistants, to ensure continued appropriateness of support.
 5. Involving subject leaders in tracking the progress, attainment, and approaches of students with additional needs within their subjects.
 6. Customizing progress reports based on DLPs, highlighting each student's individual achievements.



2. **Inclusive Teaching and Learning Approaches:** Pinnacle American School will ensure teaching methods are inclusive and adaptive by:
 - Integrating inclusive teaching strategies into lesson plans, promoting adaptive teaching for students with additional needs.
 - Customizing content according to each student's needs, aligning with the Tiered Support Model and specific DLP targets.

- Providing ongoing professional development led by the Head of Inclusion and specialists on adaptive teaching strategies and DLP goals.
 - Ensuring the Head of Inclusion organizes the Inclusion Team to support students effectively.
 - Offering guidance to Inclusion and Individual Assistants to support their professional growth.
 - Using a tiered model for intervention to ensure students' progress.
 - Coordinating external specialist interventions, including speech therapy, occupational therapy, psychology, and counseling, as per the ADEK In-School Specialist Services Policy.
 - Assisting students with additional needs in using assistive technology to enhance learning access.
 - Encouraging teachers to explore adaptive teaching approaches and consult with the Head of Inclusion when necessary.
 - Promptly addressing concerns over student progress with parents to enable early intervention.
 - Where assistive technology required exceeds the school's standard provision, the school will apply to ADEK for support funding in accordance with the ADEK School Inclusion Policy.
3. **Curriculum:** Pinnacle American School will provide an appropriate curriculum pathway for students with additional learning needs, ensuring they achieve meaningful outcomes by:
- Granting access to a broad and balanced curriculum, including extracurricular activities that are adapted to meet individual needs.
 - Aligning technical and vocational education (TVET) pathways with UAE Ministry of Education guidelines where relevant.
 - Informing parents when a modified curriculum pathway does not fulfill equivalency requirements and obtaining their signed acknowledgment.
 - Updating eSIS to indicate when a student is on a modified curriculum.
4. **Assessment Accommodations:** Pinnacle American School will ensure students with additional learning needs are not disadvantaged in assessments by:
- Evaluating each student's needs to ensure accommodations align with their regular classroom practices.
 - Securing necessary permissions for accommodations and ensuring compliance with external assessment provider guidelines.

- Developing an Assessment Accommodations Policy that clarifies eligibility and procedures for assessment modifications in line with external provider requirements.
5. **Clarification on DLP Terminology:** In line with ADEK's Inclusion Policy (2024), the term *Documented Learning Plan (DLP)* is used as an umbrella term encompassing all individualized support plans, including but not limited to:
- Individual Education Plans (IEPs),
 - Individual Support Plans (ISPs),
 - Individual Learning Plans (ILPs),
 - Advanced Learning Plans (ALPs),
 - Behavior Support Plans (BSPs).

The DLP captures personalized targets, accommodations, interventions, and reviews to ensure inclusive and effective learning support for all Pinnacle American School Students..

3.4 Compliance with MOE Curriculum Requirements

Pinnacle American School, if teaching the UAE Ministry of Education curriculum, will also comply with Ministerial Resolution No. (647) of 2020 regarding Inclusive Education and any amendments.

4. Additional Fees

4.1 Charging Additional Fees for Specialized Support

In alignment with ADEK's inclusion principles, Pinnacle American School will ensure equitable access to education as a right for all students, striving to meet additional learning needs within the standard fee structure. When specialized interventions are necessary beyond standard provisions, as documented in a student's Clinical Assessment Report, additional fees may be requested by:

- Providing detailed justifications for additional services and associated costs, showing they exceed standard inclusive provisions.
- Itemizing all additional fees and updating the student's eSIS record with itemized charges, and providing parents with a termly statement detailing how funds are allocated.
- Capping additional fees to not exceed 50% of the tuition fee, with any in-school specialist administration charges limited to 10% of the cost, as per the ADEK In-School Specialist Services Policy.
- Schools with low to very low tuition ranges may charge above 50% if parents agree to cover the extra charge, or they may seek ADEK approval for higher charges if needed.
- Reviewing additional charges each term to assess the impact and need for ongoing specialist services.

5. Leadership Roles and Responsibilities for Inclusion Policy

5.1 Leadership Roles and Responsibilities

To align with ADEK compliance requirements, Pinnacle American School's Inclusion Policy will outline the responsibilities of school leadership as follows:

1. The Board of Trustees will:

- Establish the strategic direction of the school, incorporating a commitment to inclusive education.
- Appoint a board member to oversee inclusive provisions within the school.
- Allocate a budget to support specialist staffing and resources needed for students with additional learning needs.
- Ensure that the school environment and infrastructure include adjustments and accommodations to improve accessibility for students with physical disabilities and sensory impairments.

2. The principal will:

- Include inclusive education as a regular agenda item in senior leadership and Board of Trustees meetings.
- Develop and review inclusive provision as part of the School Development Plan, setting measurable targets to evaluate and enhance support and accessibility for students with additional learning needs.
- Assign a member of the senior leadership team to directly oversee inclusive provision within the school.
- Appoint a qualified Head of Inclusion, meeting ADEK Staff Eligibility Policy requirements, to manage all aspects of education for students with additional needs.
- Designate a staff member responsible for multilingual learner support and another for coordinating gifted and/or talented programs, working with middle leadership.
- Ensure staff have access to continuous professional development (CPD) focused on adaptive teaching and student protection, including training on identifying specific needs of students with additional learning needs in line with ADEK's Child Protection policy.
- Implement a risk assessment procedure for all school structures to identify and mitigate risks for students with communication, mobility, sensory, and behavioral needs.
- Submit data on students with additional learning needs to ADEK when required.
- Record and address incidents of maltreatment, including bullying or discrimination, against students with additional learning needs.
- Create and implement an emergency evacuation plan for people of determination (students, staff, and visitors), designating key personnel trained to assist during evacuation procedures.
- Oversee the overall safety and evacuation of people of determination during emergencies.

3. The Head of Inclusion will:

- Coordinate all educational, behavioral, social, and emotional support for students with additional needs, working closely with teachers and specialists.
- Work with teachers to address the instructional needs of students with additional needs, tracking progress and attainment in line with curriculum expectations.
- Securely store, review, and disseminate all documentation related to students with additional learning needs, as per the school's Records Policy.
- Maintain, review, and update the school register for students with additional learning needs, including their Documented Learning Plans (DLPs) and Personal Emergency Evacuation Plans (PEEPs).
- Develop and update PEEPs for each student in collaboration with the Health and Safety Officer to ensure readiness for emergency evacuations, reviewing these plans each term or as circumstances change.
- Work with the Health and Safety Officer to evaluate and improve school accessibility for students with additional needs, ensuring a comprehensive evacuation plan.
- Review and update eSIS records for students with additional needs, ensuring data accuracy and completeness.
- Conduct quality reviews of inclusive teaching methods and provision, assessing the impact of teaching on students with additional needs.
- Meet with parents throughout the year to discuss support plans for students with additional needs and offer guidance for home-based support.
- Coordinate push-in and pull-out interventions by specialists, evaluating their effectiveness on students' learning outcomes.
- Collaborate with in-school specialists to facilitate services within the school in compliance with the ADEK In-School Specialist Services Policy.

7. Inclusive Education Strategy and Key Targets (2024–2026)

To strengthen Pinnacle American School's inclusive education framework and align with ADEK's expectations, the following strategic goals and measurable targets have been established. These targets aim to ensure continual improvement, equitable access, and sustainable inclusive practices across all grade levels.

| Strategic Goal | Key Target | Timeline | Responsible Person(s) |
|---|---|-------------------------|-------------------------------|
| 1. Strengthen inclusion staffing | Recruit two qualified Inclusion Teachers (one per grade cycle) and one Inclusion Assistant. | By Term 1, AY 2025–2026 | Principal & Head of Inclusion |

| Strategic Goal | Key Target | Timeline | Responsible Person(s) |
|--|---|-------------------------------|------------------------------------|
| 2. Enhance accessibility | Develop and implement a comprehensive Accessibility Plan and Personal Emergency Evacuation Plans (PEEPs) for all students/staff requiring support. | By Term 1, AY 2025–2026 | Head of Inclusion & HSE Officer |
| 3. Improve parental engagement | Conduct at least three Inclusion Coffee Mornings annually to raise awareness and promote home–school collaboration. | Starting Term 2, AY 2025–2026 | Head of Inclusion |
| 4. Build teacher capacity | Deliver four professional development (CPD) sessions annually focused on inclusive teaching, assistive technology, and Universal Design for Learning (UDL). | Each Academic Year | Head of Inclusion & SLT |
| 5. Foster student voice and empowerment | Introduce Student Passports and self-reflection elements in all DLPs. | By Term 3, AY 2025–2026 | Head of Inclusion & Class Teachers |
| 6. Ensure bilingual access | Publish the Inclusion Policy and related documents in both English and Arabic on the school website. | By Term 1, AY 2025–2026 | Head of Inclusion & IT Department |
| 7. Strengthen data-driven inclusion practices | Implement termly DLP data reviews to track student progress and inform targeted interventions. | Ongoing | Head of Inclusion |

Monitoring and Review:

Progress against these targets will be monitored through the School Development Plan, Inclusion Department reports, and ADEK review visits. Evidence of implementation—including CPD records, accessibility audits, and parental feedback—will be documented and reviewed annually by the Senior Leadership Team.

6. Compliance

6.1 Implementation and Compliance Timeline

This policy shall be effective from 3 October 2023, in line with the ADEK Inclusion Policy v1.2. Pinnacle American School will ensure full operational compliance no later than 1 September 2025.

6.2 Accountability for Non-Compliance

Failure to adhere to this policy may result in legal consequences, including penalties in line with ADEK regulations and Federal Decree Law No. (31) of 2021 on Crimes and Penalties. ADEK reserves the right to take action if Pinnacle American School is found to be in violation of these obligations.