SHEIKH KHALIFA BIN ZAYED ARAB PAKISTAN PRIVATE SCHOOL ABU DHABI, UAE

INCLUSION POLICY

Effective Date	December 2023
Scheduled Review Date	December 2024

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1. INTRODUCTION:

This policy is designed to support and guide Sheikh Khalifa bin Zayed Arab Pakistan School in fostering the principles of inclusive education within an environment where proficient educators possess the necessary pedagogical knowledge to cater to the diverse needs prevalent in the school community. Through the implementation of this policy, our aim is to embrace a rights-based approach to education for all students, cultivating an understanding of equity and inclusion in all facets of the school community. This commitment aligns with ADEK Inclusion Policy

1.1 VISION:

The vision of Sheikh Khalifa Bin Zayed Arab Pakistan School for inclusion it to cultivate an educational environment that embrace diversity, celebrates individual differences, and ensures equal opportunities for all students. We envision a community where every learner, regardless of their abilities or challenges, feel valued, supported, and empowered to reach their full potential.

1.2 MISSION:

The mission of our school for inclusion is to create a learning environment that prioritizes and actively promotes the inclusion of all students, fostering a sense of belonging, dignity, and respect. We are dedicated to implementing inclusive practices that recognize and celebrates the diverse abilities, backgrounds, and experience of our students. Our mission is to provide personalized support and accommodations to ensure that every learner, including those with additional learning needs (ALN), can access quality education and participate fully in all aspects of life.

1.3 PURPOSE:

Our school Inclusion Policy is aligned with the ADEK Inclusion Policy to ensure that inclusive education is recognized as a fundamental right for all students, including those with additional learning needs. This policy serves the following key purposes:

1. **Equal Educational Opportunities:** Define and affirm the expectations that inclusive education is basic right for every student, fostering an environment that promotes equal access to educational opportunities for all.
2. **Admission Requirements:** Specify transparent admission requirement for students with additional learning needs (ALN), fostering an inclusive and accessible enrolment process.
3. **Standard Inclusive Provision:** Ensure that our school offers standard provision in terms of staffing, physical accessibility, and teaching and learning support, creating an environment conducive to the diverse needs of all students.
4. **Fee Structure:** Outline requirements related to any additional fees charges to parents, ensuring transparency and fairness in financial matters related to inclusive education.
5. **Leadership Roles:** Define school leadership roles and responsibilities to actively promote inclusive learning environments, emphasizing the importance of collaboration among staff, students, and parents.
6. **Consistency and Quality:** Define minimum requirements for compliance and standard provision of education for students with additional learning needs (ALN), aiming to maintain consistency and high-quality standards in education delivery across the school.

Through the implementation of this Inclusive Policy, our school is committed to creating an inclusive and supportive learning environment where every student, regardless of their abilities or needs, can fully participate, engage, and succeed in their educational journey.

2. ADMISSIONS

In alignment with the principles outlined in Federal Law No. (29) of 2006 Concerning the Rights of People of Determination, and its subsequent amendments, Sheikh Khalifa Bin Zayed Arab Pakistan School is committed to ensuring that students with additional learning needs are not denied enrolment, provided the school has the capacity to admit them into the appropriate grade/year, as per the ADEK Admissions Policy. The following guidelines governs the school's admission processes:

1. Prioritization of Attendance:
   Student with additional learning needs, along with their siblings, shall be prioritized for admission in the same school.
2. Clinical Assessment Reports:
   Parents are required to submit original clinical assessment reports completed by relevant specialists, including therapists, psychologists, or pediatricians.
3. Transition Support:
   Specialized transition support shall be extended to:
   i) Students entering school for the first time or transitioning from alternative early education settings.
   ii) Students transferring from specialized provision, homeschooling, or any other educational provision.
   iii) Students participating in exchange programs.
4. Accommodations for Assessments:
   Necessary accommodations shall be provided to students during assessments as part of the admission process. The results of these assessments will inform the provision of learning support in accordance with ADEK Admission Policy, without being used as grounds for denial of admission.
5. Equitable Access:
   Utilizing all available information, the school ensures equitable and safe access to both the learning and physical environment for students with additional learning needs. Reasonable adjustments are made where necessary.

1.1 INABILITY TO ACCOMMODATE NOTIFICATION:
If the school determines that it cannot meet the needs of a student with additional learning needs, an inability to accommodate notification will be submitted to ADEK and the parents within 7 days of the admission decision being issued. ADEK reserves the right for the final decision.

1.2 REFERRALS TO SPECIALIZED PROVISION:
The predominant approach for students with additional learning needs at our school is inclusive education within mainstream settings alongside their peers. However, alternative placement may be considered for students meeting specific eligibility criteria. The referral process to specialized provision is outlined as follows:
   i) If a school identifies that a student might benefit from a more specialized placement, school will initiate contact with ADEK before engaging in discussion with parents. This initial step aims to determine whether the students meets the eligibility criteria for specialist provision and to assess the most suitable type of placement based on their needs.
   ii) In cases where a UAE National has received a clinical diagnosis of severe autism as their primary need, referral for consideration of specialized provision is contingent upon meeting all three of the following condition:
      a) Consensus among ADEK, the school, and parents that the student would derive greater benefit from specialized provision than a mainstream school.

b) The student necessitates intensive therapy, including occupational therapy, speech and language therapy, and Applied Behaviour Analysis, which cannot be adequately provided within a mainstream school.

c) The school ensures that parents comprehend the criteria for admission to specialized provision and obtain their consent before making a referral to ADEK.

3. STANDARD INCLUSIVE PROVISION

We are committed to maintaining a standard of inclusive provision that fosters an environment where diversity is celebrated, and every student is given the opportunity to thrive. This encompasses range of practices and consist of following Inclusion Team:

3.1 INCLUSION TEAM FRAMEWORK:

INCLUSION TEAM			
SR#	STAFF	PRESENT	BY 2025
1.	Head of Inclusion	1	
2.	Inclusion Teachers		6
3.	Inclusion Assistants	2	
4.	Individual Assistants	As per ALN's requirement	
5.	G & T Teachers	6	

3.2 HEAD OF INCLUSION:

The Head of Inclusion is responsible for following role

1. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
2. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
3. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per Policy 35 (Records).
4. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
5. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment).
6. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
7. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
8. Ensure all data requirements and eSIS information on students with additional learning needs is reviewed and updated.
9. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
10. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.
11. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
12. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.

3.3 INCLUSION TEACHER:

Inclusion Teacher is crucial in creating an inclusive and supportive learning environment within a school. She will work closely with mainstream education teachers to understand the diverse needs of students. Here are key roles of the Inclusion teacher.

1. Inclusion Teacher works closely with mainstream education teachers to understand the diverse needs of students in the classroom and collaborate on the development and implementation of inclusive teaching strategies and modifications to accommodate various learning styles.
2. Inclusion Teacher participates in development and review on Documented Learning Plans (DLPs) for students with special needs and implement strategies outlined in DLPs to provide necessary accommodations and support in the classroom.
3. Inclusion Teacher design and implement differentiated instructional strategies to meet the varied learning needs of students and provide additional support and resources for students who require extra assistance.
4. Inclusion Teacher stay informed about best practices in inclusive education and special education and engage in ongoing professional development to enhance skills in adapting curriculum and instruction to diverse learning needs.
5. Inclusion Teacher advocate for inclusive practices within the school community and collaborate with parents, administrators, and other stakeholders to ensure a supportive environment for students with special needs under the super vision of Inclusion Head.
6. Inclusion Teacher regularly assess the progress of students with special needs and adjust instructional strategies as needed and provide feedback to classroom teachers on the effectiveness of inclusive practices.
7. Inclusion Teacher assist in the development and implementation of behavioural support plans for students with challenging behaviours and provide guidance and support during crisis situations, ensuring the well-being of all students.
8. Inclusion Teacher facilitate access to support services, such as speech therapy, occupational therapy, or counselling, for students with additional needs and coordinate with external specialists and support staff to address specific students requirements.
9. Inclusion Teacher collaborate with other Inclusion teachers, special education staff, and support personnel to share insights and strategies and contribute to a positive and collaborative school culture that values diversity.

3.4 INCLUSION ASSISTANTS:

Inclusion Assistants will provide additional support to teachers for students with additional learning needs. Inclusion Assistants will work under the direction of Head of Inclusion and Teacher. Inclusion Assistants may provide:

1. Whole-class support where there are higher numbers of students with additional learning needs.
2. Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets.
3. Dedicated 1:1 support to a particular student, if required, as per their DLP and the Clinical Assessment Report.

Schools will conduct an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

3.5 INDIVIDUAL ASSISTANT:

Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, *which is not part of the school's standard inclusive provision.*

1. When requesting parents to engage an Individual Assistant, schools will provide evidence and a justification to outline the need for support for most of the student's school day.
2. The Individual Assistant will be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the Head of Inclusion and Teacher.
3. Schools will maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

3.6 G & T TEACHER:

Gifted and Talented (GT) teachers play a crucial roles in nurturing the intellectual, social, and emotional development of gifted students. Their responsibilities extend beyond traditional teaching roles, as they must address the unique needs and characteristics of gifted learners. These teachers work under the supervision of Head of Inclusion.

Here are some key roles and responsibilities of Gifted and talented Teachers:

1. Identify and assess gifted students using a variety of tools and methods to understand their strengths, weakness, and specific need.
2. Design and implement differentiated instruction tailored to the individual needs, abilities, and interests of gifted students. This may include accelerating the curriculum, providing more challenging tasks, or offering enrichment opportunities.
3. Develop and adapt curriculum materials to provide depth, complexity, and advanced content that align with the cognitive abilities of gifted students.
4. Plan and facilitate enrichment activities, projects, and experiences that go beyond the standard curriculum to stimulate intellectual curiosity and creativity.
5. Recognize and address the social and emotional needs of gifted students, who may experience unique challenges such as perfectionism, asynchronous development, or social isolation.
6. Advocate for the needs of gifted students within the school community, ensuring that appropriate resources, programs, and support are provided to meet their unique requirements.
7. Collaborate with regular classroom teachers, administrators, and parents to create a supportive educational environment that fosters the overall development of gifted students.
8. Stay informed about the latest research and best practices in gifted education through ongoing professional development. Share this knowledge with colleagues to improve overall teaching practices.
9. Serve as a mentor or guide for gifted students, helping them set and achieve academic and personal goals while providing support for their aspirations.
10. Implement flexible grouping strategies to allow gifted students to work with peers who share similar interests or abilities, promoting collaboration and intellectual stimulation.
11. Provide timely and constructive feedback to help gifted students understand their progress, set new goals, and continue to challenge themselves.
12. Recognize and appreciate the cultural diversity among gifted students, adjusting teaching strategies to accommodate different backgrounds and experiences.

4. PHYSICAL ACCESSIBILITY

4.1 GENERAL ACCESSIBILITY:

Schools will ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per Policy 66 (Construction Standards).

1. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
2. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
3. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
4. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
5. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
6. School buildings are accessible on the ground floor, at a minimum, to all students.
7. Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
8. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where people who cannot mobilize independently down the stairs are.
9. All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
10. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
11. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
12. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility deficient areas.
13. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.

4.2 ACCESSIBILITY OF LEARNING SPACES: ,

To provide equitable access to education and inclusive learning opportunities, schools shall ensure:

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- A variety of classroom resources (pens, pencils, scissors, etc.), which offer choice regarding the size and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances which may interfere with access to learning.

- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms and facilitate engagement with learning through different means. g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

4.3 SPECIALIST SUPPORT SPACES:

In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK In-School Specialist Services Policy, schools will:
- Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- Avail a specialist support space which has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- Avail a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

5. INCULSIVE TEACHING AND LEARNING SUPPORT

5.1 IDENTIFICATION, REFERRAL, AND TRACKING SYSTEM:

a. Schools develops a robust identification, referral, and tracking system which:
    i. Outlines how teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
    ii. Integrates the input of the student (as appropriate), parents, and staff members.
    iii. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
    iv. Enables the development of a DLP which plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. Schools shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
    v. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) of how support can be provided in the home setting.
    vi. Records the details of students with additional learning needs on eSIS, as required by ADEK.
    vii. Tracks the progress of students with additional learning needs by:
        ➢ Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
        ➢ Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
        ➢ Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 2 weeks.
        ➢ Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant

or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.

➢ Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.

➢ Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.

5.2 INCLUSIVE TEACHING AND LEARNING APPROACHES:

Schools ensures their teaching and learning approaches reflect the following elements:

➢ Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.

➢ Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.

➢ Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion and other specialists.

➢ Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.

➢ Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.

➢ Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.

➢ Ensure the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the ADEK In-School Specialist Services Policy.

➢ Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.

➢ Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.

➢ Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.

5.3 CURRICULUM:

School provides students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

➢ Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which adapts to meet their needs, where appropriate.

➢ Ensuring Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.

➢ Ensuring that where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.

➢ Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.

➢

5.3 ASSESSMENT AND ACCOMODATIONS

School ensures that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, schools: Evaluate the needs of all students with additional learning needs to:
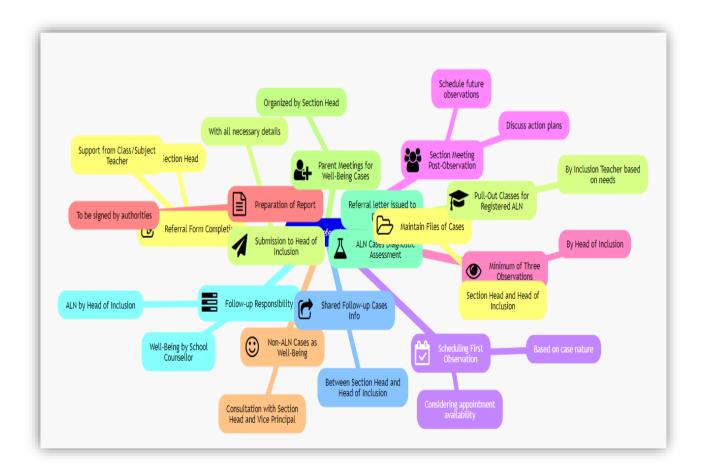
➢ Ensure all accommodation and modifications reflect the student's normal way of working in the classroom.
➢ Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
➢ Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).

School Teaching MoE Curriculum: Teaching the MoE curriculum is also subject to the requirements of the Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.

6. MECHANISMS

6.1 ADDITIONAL LEARNING NEEDS (ALN):

MECHANISM OF REFERRAL CASE (ALN)

1. Referral form will be filled by Section Head with the support of concern case (student's) class teacher or subject teacher (depend on nature of the case)
2. The form will be filled with clarity and all details.
3. The form will be submitted by the section head to the Head of Inclusion.
4. Head of Inclusion will give written appointment for the 1ˢᵗ observation of the student on the basis of:
    a. Nature of the case
    b. Availability of appointment slot
5. After the 1st observation, a meeting with section will be held in which following points will be discussed.
    a. Observed points in classroom.
    b. Any strategy or action plan will be decided to apply before the next follow-up observation.
    c. Schedule of next observations of student will be designed.
    d. Meetings day with parents will be decided (IF REQUIRED at this stage)
    e. All meeting points will be signed by the section head and Head of Inclusion.
6. 3 observations (minimum) by the Head of Inclusion will be made for the referral case.
7. Comprehensive Report will be ready by Head of Inclusion and will be signed by section head, Head of Inclusion, Vice principal and Principal (as per requirement)
8. If the case is not ALN, it will be called Well Being case and it will be handled according to the situation by discussing it with section head and vice principal.
9. Meetings with parents for the well-being case will be organized by section head.
10. In case of referred ALN, Head of Inclusion will issue referral letter for diagnosis assessment with the principal's signature to parents.
11. If case comes under (referred ALN) after 3 observations, a meeting will arrange by Head of Inclusion.
12. In parent meeting, report of the student will be discussed, and referral letter will be given to the parents for psycho-educational assessment of their ward.
13. Consent and referral of diagnostic letter both must be signed by parent as well.
14. Follow up from parent of referred ALN cases will be the responsibility of Head of Inclusion and follow up from parents and teachers of well-being case will be the responsibility of School Counselor.
15. Both follow-up cases will be shared between the section head and Head of Inclusion.
16. Section head will maintain list and file of their all-referral cases (well-being cases + referred ALN cases + registered ALN cases) to inclusion department and make sure the positive role of teachers as per requirement of the case.
17. The head of Inclusion will maintain referred and registered ALN (both) cases files.
18. Registered ALN get pull-out classes by Inclusion Teacher as per their need.

REFERRAL FOR INDIVIDUAL ASSISTANT (AI):

1. Circular will be issued to parents by inclusion department with principal's signature if there is requirement of IA (Individual Assistant) after following the said procedure by ADEK.
2. Hiring of IA is sole responsibility of Parent with coordination of Inclusion department.
3. Referred IA by parents will be finalized by Head of Inclusion after the interview.
4. Once IA is finalized, parents will provide essential documents of the IA to Inclusion department for ADEK approval.
5. Inclusion department will inform section head about IA.
6. A document of Role and responsibility of IA will be provided by inclusion department.

6.2 TIERED MODEL OF SUPPORT (TMS):

Stakeholder	Roles and Responsibilities
Principal / Vice Principal	• Overall monitoring of the TMS program
Section Heads	• Responsible for overall monitoring of all subject teachers in the respective section to ensure that the learning gaps of students are identified in tier 1 and differentiated activities are prepared and executed to meet their needs. • Actively participate to train / assist subject teachers for smooth and effective implementation of tier 1 intervention. • Regularly monitor the subject teachers to ensure compliance of tier 1 mechanism. • Conduct meetings with tier 1 students / and parent along with the subject teachers, for those students who are not showing progress by week 5 in tier 1 intervention. • Discuss all plans, strategies, and student evidence with the subject teacher before the referral of the student to tier 2. • Maintain a list of students in tier 2 and 3 in the respective section and monitor to ensure punctuality of lessons as per the given schedule by the Inclusion department.
Head of Departments	• Responsible for overall monitoring of all subject teachers in the respective department to ensure that the learning gaps of students are identified in tier 1 and differentiated activities are prepared and executed to meet their needs. • Actively participate to train / assist subject teachers for smooth and effective implementation of tier 1 intervention. • Regularly monitor the subject teachers to ensure compliance of tier 1 mechanism. • Discuss all plans, strategies, and student evidence with the subject teacher before the referral of the student to tier 2. • Design the curriculum of tier 2 intervention along with the subject teacher and TMS team member. • Regularly monitor the Inclusion teachers to ensure compliance of tier 2 mechanism. • Schedule a meeting with the subject teacher, TMS member and Head of Inclusion to design an individualized curriculum after the student has been referred to tier 3. • Regularly monitor the Head of Inclusion to ensure compliance of tier 3 mechanism.

Subject Teachers	• Use formative and summative assessment data to identify the learning gaps of students and enroll them in tier 1 intervention. • Maintain a list of students of each class who are enrolled in the tier 1 intervention. • Plan, design and deliver differentiated activities in the lessons to meet the needs of students in tier 1. • Assign home packs to students who are unable to mend the gaps only with differentiated activities in class. • Maintain a record of progress and file evidence of students enrolled in tier 1. • Discuss the progress of the underperforming students of tier 1 with the Section Head and parents, even after 5 weeks of regular intervention. • Submit a referral form for tier 2 with all evidence and feedback to TMS team of inclusion department. • Maintain a list of students enrolled in tier 2 and tier 3 and record their progress during in class activities. • Regularly visit the Inclusion teacher to discuss the progress of the students enrolled in tier 2 and its impact on the regular class behavior and performance. • Regularly visit the Head of Inclusion to discuss the progress of the students enrolled in tier 3 and its impact on the regular class behavior and performance.
School Counselor	• Monitor the behavior of students enrolled in tier 2 and tier 3 by regular visit to the classes. • Discuss the observed behavior of tier 2 and 3 students with TMS member and Head of Inclusion respectively. • Conduct meetings with the students of tier 2 and 3 to assess their social and emotional wellbeing which may be affecting the learning. • Conduct meetings with the parents of students of tier 3 intervention fortnightly to discuss the progress of the student. • Submit a comprehensive report of the social and emotional wellbeing of the students enrolled in tier 2 and 3. • Suggest for clinical observation to parents of students in tier 3 after discussion of the case with the management.

TMS Teachers	• Use formative and summative assessment data to identify the learning gaps of students referred for tier 2 intervention. • Design overall curriculum and individualized learning paths by coordination with HoDs and subject teachers for tier 2 interventions. • Plan and prepare engaging activities to deliver classes to tier 2 students in group settings on alterative days for 6 weeks. • Plan and prepare resources for in class and at home tasks for students enrolled in tier 2 intervention. • Maintain evidence record of all student work. • Monitor and record the progress feedback of tier 2 students on daily basis. • Conduct formative and summative assessments for all target skills to assess learning of tier 2 intervention and maintain the record of the same. • Discuss the progress of the students with the subject teacher and its impact on the regular class behavior and performance. • Discuss the progress of the students with the parent / guardian on regular basis. • Observe and record the behavior of the student during tier 2 lessons. • Conduct a meeting with the Counselor in week 3 of tier 2 intervention to discuss the behavior observations of each student. • Schedule a meeting between the student and school physiologist between weeks 4 to week 6 of tier 2 intervention. • Based on the progress of the student give recommendation at the end of tier 2 invention of 6 weeks. • Submit a referral form for tier 3 with all evidence and feedback to Head of Inclusion.
Head of Inclusion	• Use formative and summative assessment data to identify the learning gaps of students referred for tier 3 intervention. • Design overall curriculum and individualized learning paths by coordination with HoDs and Inclusion teachers for tier 3 interventions. • Plan and prepare engaging activities to deliver personalized classes to tier 3 students on alterative days for 6 weeks. • Plan and prepare resources for in class and at home tasks for students enrolled in tier 3 intervention. • Maintain evidence record of all student work. • Monitor and record the progress feedback of tier 3 students on daily basis. • Conduct formative and summative assessments for all target skills to assess learning of tier 3 intervention and maintain the record of the same. • Discuss the progress of the students with the subject teacher and its impact on the regular class behavior and performance. • Conduct regular meetings with the parents to discuss the progress of the student(s). • Observe and record the behavior of the student during tier 3 lessons. • Conduct a meeting with the Psychologist on weekly basis during tier 3 intervention to discuss the behavior observations of each student. • Schedule a meeting between the student and school counselor fortnightly.

	• Based on the progress of the student give recommendation at the end of tier 3 invention of 6 weeks. • Submit a comprehensive report on the social, emotional wellbeing and the academic performance of the student at the end of 6 weeks of tier 3 intervention.
Parents	• Play an active role in the learning process of their ward. • Monitor and guide their ward to complete the home tasks assigned to them during tier 1 / 2 or 3 interventions. • Attend meetings and calls to communicate with the TMS member, Head of Inclusion and School Counselor to discuss the progress of their ward enrolled in tier 2 and tier 3 respectively. • Observe the behavior of their ward at home and discuss any positive /negative change with the respective stakeholder immediately. • Support their ward emotionally during the intervention process and give them confidence to boost their moral.

- **COLLECTION OF DATA:**

Based on the data collected from the below mentioned assessments learning gaps are identified.

❖ Universal Screening results (MAP Growth)
❖ Diagnostic test results

- **TEIRED MODEL OF SUPPORT IDENTIFICATION FRAMEWORK:**

TMS is a 3-tier framework to identify and help struggling learners.

➢ **Tier 1: UNIVERSAL: (In classroom Intervention by subject teacher)**

❖ *Enrolled Students*
  o 80% of students in the school typically respond to the curriculum.

❖ *Intervention Strategies and Plans*
  o Subject teacher identified the learning gaps and assign differentiated activities to meet the needs of students.

❖ *Responsible Stakeholder*
  o Subject Teacher

❖ *Procedure and Monitoring*
  o Subject teacher will identify the learning gaps during the classroom activities through formative assessments, end of topic tests, diagnostic tests and MAP growth results.
  o Differentiated tasks will be given during the class to bridge these gaps.

- Home Packs with tutorial videos will be assigned to students who are not able to mend the gap with the in class differentiated activities.
- The student will be referred to tier 2 in case his/her learning gaps don't meet the grade level expectations even after 6 weeks of tier 1 interventions.

❖ *Resources*
- Differentiated Activities / Tasks
- Tutorial Videos
- Home Packs

➢ **Tier 2 :TARGEED :(Outside class group intervention by TMS members)**

❖ *Enrolled Students*
- Referred students from tier 1

❖ *Intervention Strategies and Plans*
- Learning gaps are identified using the assessment data.
- HoDs and TMS team members finalise the curriculum according to grade appropriate level.
- Students will be given special classes in school for 6 weeks

❖ *Responsible Stakeholder*
- TMS team member

❖ *Procedure and Monitoring*
- Subject teacher will submit a referral form for shifting the student from tier 1 to tier 2.
- Parents will be sent a circular to inform them of their ward's enrolment in the TMS program tier 2.
- HoDs and TMS members along with subject teachers will work together to designed the curriculums.
- The Data from diagnostic tests and MAP Growth results will be utilised to make individualised learning plans to bridge the learning gaps to meet grade level expectations.
- Activities / tasks / games / videos will be prepared to achieve the learning outcomes.
- In school classes will be held in the TMS room in group setting on alternative days for 6 weeks. (12 lessons per subject)
- Home Packs with tutorial videos will be assigned to students on the off days.
- The Progress of the students will be monitored on daily basis for (in class and at home tasks) and documented by the TMS member.
- At the end of each target skill a summative assessment will be taken to assess the learning.

- o The TMS teacher will observe the child's behaviour and document in the checklist during the 6 weeks intervention in tier 2.
- o A meeting with the School Counselor will be scheduled after 3 weeks of tier 2 intervention and the feedback and observation will be documented.
- o Recommendation will be given at the end of 6 weeks of tier 2 intervention by the TMS member for each subject using the formative and summative assessment feedback.

- ❖ *Resources*
  - o In school activities and tasks
  - o At home activities and tasks
  - o Tutorial Videos
  - o Manipulative

- ➢ **Tier 3: INTENSIVE AND INDIVIDUALIZED (Individual classes by Inclusion Teacher**

  - ❖ *Enrolled Students*
    - o Referred students from tier 2

  - ❖ *Intervention Strategies and Plans*
    - o The emotional and social factors which are effecting the child's academic performance will be identified using the observational data collected during tier 2 and meeting with school counselor.
    - o The learning targets of tier 2 will be revised and broken down into smaller segments.
    - o The prime focus will be to improve the numeracy and literacy skills of the child.
    - o Students will be given special classes in school for 6 weeks in the subject of English and Mathematics.

  - ❖ *Responsible Stakeholder*
    - o Head of Inclusion

  - ❖ *Procedure and Monitoring*
    - o TMS team member will submit a referral form for shifting the student from tier 2 to tier 3.
    - o Parents will be sent a circular to inform them of their ward's enrolment in the TMS program tier 3.
    - o HoDs, TMS members along with Head of Inclusion will work together to designed the curriculums.
    - o The Data from tier 2 assessments, diagnostic tests and MAP Growth results will be utilised to make individualised learning plans to bridge the learning gaps.
    - o Activities / tasks / games / videos will be prepared to achieve the learning outcomes.
    - o In school classes will be held in the resource room on alternative days for 6 weeks. (12 lessons per subject)

o Home Packs with tutorial videos will be assigned to students on the off days.
o The Progress of the students will be monitored on daily basis for (in class and at home tasks) and documented by the Head of Inclusion.
o At the end of each target skill a summative assessment will be taken to assess the learning.
o The Head of Inclusion will observe the child's behaviour and document in the checklist during the 6 weeks intervention in tier 3.
o Regular meeting with the School Counselor will be scheduled fortnightly during tier 3 intervention and the feedback and observation will be documented.
o A meeting with the parent will be scheduled after 4 weeks of tier 3 intervention.
o Recommendation will be given at the end of 6 weeks of tier 3 intervention by the Head of Inclusion for each subject using the formative and summative assessment feedback.

❖ *Resources*
o In school activities and tasks
o At home activities and tasks
o Tutorial Videos
o Manipulative

6.3 GIFTED AND TALENTED (G&T):

MECHANISM OF G&T

INTERNAL SCREENING MECHANISM

SNO.	G&T Mechanism	Segments	Execution Team	Monitoring Team
1	Internal Screening Training Resources	• Checklist Finalization • Power Point • Design Questionnaire	Inclusion Department Team	Monitor by Inclusion Department Team and VP.
2	Training Conduction	• Training Session • Activities	Inclusion Department Team	Monitor by Inclusion Department Team and VP.
3	Outcome and Reporting	• Graphical presentation • Report	Inclusion Department Team	Monitor by Inclusion Department Team and VP.
Types of Identification				
4	Nomination	• Student Nomination • Checklist completion	All previous class teachers, Section Heads and Inclusion Department Team	Monitor by Section Heads and Inclusion Department Team and VP.
5	Screening	• Criteria Decision Plan • Final Listing for selecting candidates • Sort Final List of Interview candidates	Inclusion Department Team	Monitor by Section Heads and Inclusion Department Team and VP.

6	Monitoring Inquiry from Parents	• Questionnaire Performa • Consent form	Candidates Parents and Inclusion Department Team	Monitor by Inclusion Department Team and VP.
7	Monitoring Candidates Interview	• Face to face meeting and queries. • Teams meeting and queries.	Inclusion Department Team	Monitor by Inclusion Department Team and VP.
8	Record Keeping	• Maintain file section wise	Inclusion Department Team	Monitor by Inclusion Department Team and VP.

DOMAIN TEAM SELECTIONS

SNO.	G&T Mechanism	Segments	Execution Team	Monitoring Team
1	Domain Team Selection	• Filter data of Candidates and choose Coordinators. • Nominate Team Members • Final Selection of Domains Team	Inclusion Department Team and VP.	Monitor by Inclusion Department Team and VP.

ALP MECHANISM

S.NO	G&T Mechanism	Segments	Execution Team	Monitoring Team
1	ALP Template Designing	• Goals setting based on student's interest, Domains Criteria, CAT 4 results and recommendations. • Approval from VP and Principal.	Inclusion Department Team	Monitor by Inclusion Department Team and VP.

RESOURCES AND TASK PLANNING

SNO.	G&T Mechanism	Segments	Execution Team	Monitoring Team
1	Curriculum Designing with extension Activities	• Plan tasks and activities based on ALP • Plan Extension activities for vacations. • Approve from VP and Principal	Domain Coordinators, HODs and Inclusion Department Team	Monitor by Inclusion Department Team and VP.

IMPLEMENTATION OF RESOURCES AND TASK

S.NO	G&T Mechanism	Segments	Execution Team	Monitoring Team
1	Use of Strategies and manipulative	• Domain Coordinators Action plan • Parents Task and Summary • G&T Team Summary	Domain Coordinators and Inclusion Department	Monitor by Inclusion Department Team and VP.

7. ADDITIONAL FEES:

School follows the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

➢ Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report, schools may request additional school fees. Where additional school fees are necessary, school Justifies, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.

➢ Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges.

➢ School also provides financial statements to parents itemizing the allocation of additional funds charged on a termly basis.

➢ Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school 17 specialists does not exceed 10% of cost, as per the ADEK In-School Specialist Services Policy.

1. Schools in the low to very low tuition fee range for whom the above cap may be insufficient to cover costs are authorized to charge above 50% of the tuition fee if parents' consent to paying the extra charge. Alternatively, the school seeks approval with ADEK for any extra charges.

➢ Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

8. LEADERSHIP

8.1 Leadership Roles and Responsibilities:

This Inclusion Policy describe roles and responsibilities of the school leadership, with the following as a minimum:

I. **THE BOARD OF TRUSTEES:**
   i) Set the strategic direction for the school incorporating a commitment to inclusive education.
   ii) Nominate one board member for oversight of inclusive provision.
   iii) Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
   iv) Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

II. **THE PRINCIPAL:**
   i) Ensures inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
   ii) Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
   iii) Ensures a member of the senior leadership team has direct oversight of inclusive provision in the school.
   iv) Appoint a Head of Inclusion that meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs.

v) Appoint a separate member of staff to be responsible for the coordination and provision for multilingual learners.

vi) Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with middle leaders.

vii) Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns which may be specific to students with additional learning needs, as per the ADEK policy on Child Protection (ADEC, 2016).

viii) Establish a risk assessment procedure of all structures within the school to be undertaken to identify and mitigate any hazards which may present heightened risks to those with communication, mobility, sensory, and behavioral needs.

ix) Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.

x) Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.

xi) Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles, and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.

xii) Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

III.   HEAD OF INCLUSION:

1. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.

2. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.

3. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per Policy 35 (Records).

4. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.

5. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment).

6. This should be reviewed on a termly basis or where the needs of the individual or setting changes.

7. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.

8. Ensure all data requirements and eSIS information on students with additional learning needs is reviewed and updated.

9. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.

10. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.

11. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.

12. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.

Monitoring and Evaluation:

The effectiveness of this policy will be regularly monitored by the Principal, Vice Principals and The Head of Inclusion. Each school year, our institution conducts a thorough internal monitoring and evaluation of the implementation of our inclusion policy. This process involves regular data collection on key indicators outlined in the policy, assessing the fidelity of policy implementation across classrooms and grade levels, and soliciting feedback from various stakeholders, including teachers, administrators, students, and parents. Through this annual evaluation, we aim to ensure that our inclusion policy is not only in compliance with ADEK standards but also effectively meeting its objectives. The data collected during these evaluations informs decision-making, allowing us to make any necessary adjustments to the policy or its implementation strategies. Our commitment to continuous improvement ensures that our educational environment remains inclusive, supportive, and responsive to the diverse needs of all students.

Review:

The policy will be reviewed in line with the school's review cycle. However, the Board of Trustees may review the policy earlier if the Board of Trustees receives recommendations on how the policy might be improved.

Policy Prepared / Revised by:

Ms. Anam Saleem, School Counselor on 6 Dec, 2023

PRINCIPAL

Policy Approved by: **Board of Trustees** on _____

This policy will be monitored and reviewed by the Board of Trustees on an annual basis and when the need arises.

VICE CHAIRMAN BOT   **CHAIRMAN BOT**

REFERENCES:

◉ Abu Dhabi Private Schools Policies – Inclusion Policy, 2023.

◉ Abu Dhabi Education Council (ADEC). Child Protection.

◉ Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.

◉ Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law.

◉ Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education

◉ Ministry of Education. (n.d.). School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

DEFINITIONS

Accommodations and Modifications to Teaching	Any adjustments to the way in which teaching takes place, including lesson delivery and behavior 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 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.
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 additional support in class to access lesson content but may not require any physical accommodations to access learning.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuing Professional Development	A planned, continuous process whereby teachers develop their personal and professional qualities to improve their knowledge, skills, and practices
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).
Documented Learning Plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plan (IEP), Individual Support Plan (ISP), Individual Learning Plan (ILP), Behavior Support Plan (BSP), Advanced Learning Plan (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
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.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision
Individual Assistant	Formerly known as "Shadow Teachers", Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.
Modified Curriculum	Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Personal Emergency Evacuation Plan (PEEP)	A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.
Pull-out intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
Specialized Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and

	Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Twice Exceptional	Students who are both gifted and/or talented and have other additional learning needs.
Universal Design	A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.