



## ADDITIONAL LEARNING NEEDS POLICY S.Y 2024 - 2025

### INTRODUCTION

The Philippine School – Baniyas, Abu Dhabi is a mainstream school that cater students with Additional Learning Needs. All students are welcomed and supported to break down barriers and provide equitable opportunities. The school community embraces all learners, has respect for, and values diversity. Leaders in school and those supporting schools model inclusion in all aspects of their work.

### VISION

The vision of The Philippine School for inclusive education is to build a society where diversity is celebrated and all individuals are valued as equal members of the learning community. It envisions schools as places where all students, including those with disabilities and other marginalized groups, learn together from each other in the same classrooms. The goal is to cultivate a culture of inclusion that transcends the educational system, ensuring that the principles of equity and respect shape the attitudes, policies, and practices across communities. Ultimately, the vision is for education systems to be flexible and responsive, enabling all learners to achieve academic, social, and personal success.

### MISSION

The mission of The Philippine School for inclusive education is to create a supportive, equitable, and welcoming learning environment that accommodates the diverse needs of all students. It aims to eliminate barriers to participation, ensuring that every learner, regardless of their abilities, background, or learning style, has an equal access to quality education. Inclusive education seeks to empower all students to reach their full potential by fostering a sense of belonging, promoting understanding and respect for differences, and equipping educators with the tools and strategies to adapt to various learning needs.

### PURPOSE

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in school.
- Specify admission requirements for students with additional learning needs.
- Ensure school offers standard inclusion provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents. (If applicable as per ADEK policy)
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in school.

### DEFINITION

#### **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 support 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).

### **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 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**

All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.

### **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-Gr12/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 Plans (IEP), 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 Teacher, 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 days.

### **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.





### **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).

### **Twice Exceptional**

Students who are both gifted and/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 through the presence of integrated and mainstreamed products, environmental feature, and services.

### **Universal Design of Learning**

An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

## **POLICY**

### **1. Inclusion Policy**

- 1.1 Inclusion Policy Requirements: Schools shall develop and implement an Inclusion Policy.
- 1.2 Students: This policy is applicable to any student who may require in-school specialist service.

### **2. Admissions**

- 2.1 Admitting Students with Additional Learning Needs: In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the ADEK Student *Administrative Affairs Policy*.





- 2.2 Inability to Accommodate Notification: Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit on inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.
- 2.3 Re-enrollment: In line with the *ADEK Student Administrative Affairs Policy*, schools shall re-enroll all students for the next academic year.
- 2.4 Referrals to Specialized Provision: The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

### 3. Standard Exclusive Provision

- 3.1 Inclusion Staff Requirements: Schools shall appoint the following inclusion positions, as per the requirements of the *ADEK Staff Eligibility Policy*:
- Head of Inclusion
  - Inclusion Teachers
  - Inclusion Assistants
  - Individual Assistant
- 3.2 Physical Accessibility: Schools shall ensure school building and learning spaces are reflective of universal design approach and provide equitable access to education for all students, as per *Policy 66 (Construction Standards)*.
- 3.3 Inclusive Teaching and Learning Support
- Identification, Referral, and Tracking System
  - Inclusive Teaching & Learning Approaches
  - Curriculum
  - Assessment Accommodations

### 4. Additional Fees

- 4.1 Schools shall follow 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.

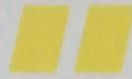
### 5. Leadership

- 5.1 Leadership Roles and Responsibilities: The school's Inclusion Policy shall describe roles and responsibilities of the school leadership.  
(refer to ADEK Inclusion Policy)

### 6. Compliance

- 6.1 This policy shall be effective as of 3 October 2023. Schools are expected to be fully compliant with this policy by 1 September 2025.
- 6.2 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.





## Personal Emergency Evacuation Plan

### What is a PEEP?

A PEEP is a **Personal Emergency Evacuation Plan**. It is an 'escape plan' for individuals who may not be able to reach an ultimate place of safety unaided or within a satisfactory period of time in the event of any emergency.

The purpose of a PEEP is firstly to ensure the safety of the named individual in a building evacuation situation. It explains the method of evacuation to be used by a disabled or impaired person in each building and is a personal plan, so it must be drawn up with the active participation of the person concerned. The PEEP will also record the safety plan, e.g. routes (corridors, stairs or refuges etc.), identify those persons who will assist and any training or practice required.

The PEEP is appropriate for people with various disabilities or impairments, including those with temporary health problems such as a broken leg. People with non-visible impairments may also require assistance in an emergency situation, e.g. heart conditions/epilepsy.

All staff and persons who could be expected to aid the evacuation of a disabled or impaired person should receive a copy of the relevant PEEP and where appropriate be involved in practice drills.

### Who needs a PEEP?

A PEEP may be required for a worker and a student with an ongoing presence in the building with:

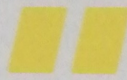
- Mobility impairments;
- Visual impairments;
- Hearing impairments;
- Cognitive impairments; or
- Other circumstances.

A temporary PEEP may be required for:

- Short term injuries (i.e. broken leg);
- Temporary medical conditions; or
- Those in the later stages of pregnancy.

The underlying question in deciding whether a PEEP is necessary is "can you evacuate the building unaided, in a prompt and safe manner, during an emergency situation?"





" If the answer is "NO", then it is likely that a PEEP is needed.

If you need assistance evacuating from a building, even temporarily, it is your responsibility to inform and complete a PEEP with your Inclusion Coordinator. The PEEP will determine the best escape plan for you in an emergency. This PEEP should be reviewed on a regular basis.

**This template is a guide to the development of a PEEP:**

### PEEP Details

Name of person needing assistance:		Phone:	
Email:		Other contact method:	
Building:		Floor/room number:	
Relevant Warden(s):	Floor	Phone:	
Date PEEP first completed:		Date PEEP last reviewed:	

**The following questions will assist with determining the support required:**

1. Do you have an assistance animal?  
 Yes. If yes please describe (e.g. guide dog)  
 No
2. Have you completed a local area induction and been made aware of the local emergency evacuation procedures?  
 Yes. Please include the date of induction was completed  
 No. Contact Safety/Inclusion Coordinator of your school.
3. Awareness of emergency; how do you wish to be informed of the building evacuation?  
 Existing alarm system  
 In person communication  
 Mobile phone, via SMS  
 Mobile phone, verbally  
 Visual alarm system  
 Pager/vibrating system





Other device or method (please specify): .....

4. How would you like to receive evacuation procedure updates?

Email

Personal update

Braille

Text

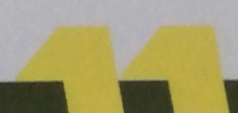
Other (please specify) .....

5. What type of assistance do you require?

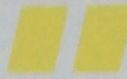
Walking guidance or aid;

Wheelchair assistance;

Other (please specify) .....







#### REFERENCES

- 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 Crime 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)*.



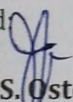


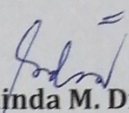


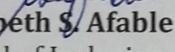
**CERTIFICATION**

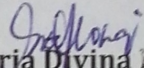
This is to certify that the Additional Learning Needs Policy Committee are documented and signed by the committee and the principal.

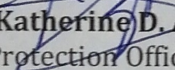
Signed

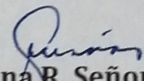
  
**Jesus S. Ostos Jr.**  
Principal

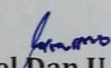
  
**Luzminda M. Divino**  
Vice Principal

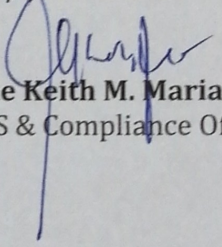
  
**Lilibeth S. Afable**  
Head of Inclusion

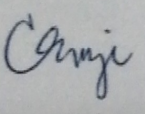
  
**Maria Divina M. Leoncio**  
Guidance Counselor

  
**Louis Katherine D. Abucay**  
Child Protection Officer

  
**Gina R. Señora**  
SHS/Curriculum Coordinator

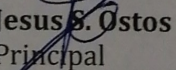
  
**Edrel Dan U. Selmo**  
Assessment Coordinator

  
**June Keith M. Mariano**  
OHS & Compliance Officer

  
**Cory C. Enaje**  
Governing Council Auditor

Policy Title:	Inclusion Policy
Review Date:	August 29, 2024
Next Review Date:	August 29, 2025
Compliance and OHS Officer:	June Keith M. Mariano

Approved:

  
**Jesus S. Ostos Jr.**  
Principal