



STUDENTS OF DETERMINATION OFFICE

School Information

School Name	THE PHILIPPINE SCHOOL
School ID	9252
Region	Abu Dhabi
Visit Date	02-Jun-25

Area of focus	Status
Inclusion Policy	Not yet in place
Admissions	Not yet in place
Standard Inclusive Provision : Staffing	Working towards
Standard Inclusive Provision : Accessibility	Not yet in place
Standard Inclusive Provision : Specialist Support Spaces	Not yet in place
Standard Inclusive Provision : Inclusive Teaching and Learning Support	Not yet in place
Additional Fees	Not yet in place
Leadership	Not yet in place
Overall Outcome	Not yet in place

1. Inclusion Policy

No:	Policy Element	Rating	Comments
1	Does the school have an inclusion policy?	Fully met	While the school has established an Inclusion Policy, it's crucial to thoroughly review existing policies to determine which ones should be maintained, revised, or discontinued. The school should develop clear and actionable policies that cater to the diverse needs of its community while remaining aligned with its core mission and values.
2	Is the policy reviewed annually?	<u>Working towards</u>	The Principal and SLT(Senior Leadership Team) review it each year.
3	Is it available on the school website in English (or language of instruction) and Arabic?	<u>Not yet in place</u>	The school's Inclusion Policy is not available in English on the school website. Work is underway to complete the Arabic translation.
4	Does the policy include: The schools vision, mission, strategy and targets in promoting inclusive education?	<u>Not yet in place</u>	To better support inclusive education, the school's mission and vision should be carefully reviewed and realigned. Focusing on creating a nurturing and diverse community will help ensure that every student feels respected, valued, and empowered. The school must actively celebrate diversity, improve inclusive practices, guarantee equitable access to resources, and establish strong partnerships with families and the wider community.
5	Does the policy include: Details of admissions process for students with ALN and their families	<u>Not yet in place</u>	
6	Does the policy include details of the school's standard inclusive provision?	<u>Working towards</u>	
7	Does the policy include: Information about additional fees?	<u>Not yet in place</u>	
8	Does the policy include: Roles and responsibilities of stakeholders?	<u>Working towards</u>	

2. Admissions

No:	Admissions Element	Rating	Comments
1	Does the school admit students with ALN where there is capacity in the grade/year group?	Fully met	
2	Does the school request existing Clinical Assessment Reports and other relevant documents from parents?	Fully met	
3	Does the school provide transition support where needed?	<u>Not yet in place</u>	The school will undertake the development and provision of targeted transition support tailored to meet the specific needs of students with Additional Learning Needs (ALN).
4	Does the school provide accommodations for entry assessments?	<u>Not yet in place</u>	
5	Are entry assessments used to inform provision planning?	<u>Not yet in place</u>	
6	Has the school defined their Inability to Accommodate?	<u>Not yet in place</u>	
7	Does the school notify ADEK and parents when there is an Inability to Accommodate?	<u>Not yet in place</u>	
8	Does the school offer to re-enroll all students for the next academic year?	<u>Not yet in place</u>	
9	Does the school discuss potential specialized provision students with ADEK, not parents?	Not applicable	

3. Standard Inclusive Provision

No:	Standard Inclusive Provision Element	Rating	Comments
Staffing			
1	Does the school have a Head of Inclusion who meets the ADEK Staff Eligibility Policy requirements?	Fully met	The appointed HOI must ensure an inclusive educational environment by creating thorough policies, supporting staff, managing resources efficiently, collaborating with key stakeholders, and regularly assessing inclusion strategies.
2	Is there at least one inclusion teacher per cycle?	<u>Working towards</u>	The school has hired two Inclusion teachers. However, according to the ADEK Inclusion Policy, the school must appoint one qualified Inclusion teacher at each educational cycle to effectively implement inclusive practices and support students with diverse learning needs.
3	Does the school employ Inclusion Assistants?	Fully met	The school has employed one Inclusion Assistant.
4	Are Individual Assistants, where used, justified and used only for care needs?	<u>Not yet in place</u>	The school has not yet deployed Individual Assistants, but staff have been informed that their role includes care needs only. Targeted training is necessary to help staff manage this transition effectively.
Accessibility			
1	Is the school site accessible to all students, staff and visitors?	<u>Working towards</u>	The lack of elevators can pose a significant obstacle for students with mobility impairments. It may be helpful to discuss this with the school's administration to explore potential solutions or plans for installing elevators, ensuring full accessibility for all students.
2	Are there procedures to evacuate students who need support from upper floors?	<u>Not yet in place</u>	The school currently does not have evacuation chairs, which are specialized devices designed to safely evacuate people with mobility impairments during emergencies.
3	Have PEEPs been developed where needed?	Fully met	
4	Does the school have a risk assessment and mitigation plan?	Fully met	
5	Does the school have an accessibility plan where improvements are identified?	Fully met	
6	Has the school sought exemption for areas in which they cannot comply with the requirements?	<u>Not yet in place</u>	
7	Does the school provide equipment such as pencil grips, writing slopes, modified scissors etc.?	<u>Not yet in place</u>	
8	Are those with mobility and/or sensory impairments able to access all learning spaces?	<u>Not yet in place</u>	

9	Do classrooms reflect a UDL approach, incorporating multimodal teaching, learning and recording?	<u>Not yet in place</u>	Schools should adopt a consistent Universal Design for Learning (UDL) approach across classrooms to ensure all students can access teaching and learning effectively. Classrooms should present content in multiple formats and offer varied ways for students to engage, reflecting UDL principles. By employing multimodal strategies, educators create inclusive environments that cater to diverse learning needs and provide flexible options for students to access materials and demonstrate their understanding.
10	Can all students access teaching and learning?	<u>Working towards</u>	
Specialist Support Spaces			
1	Are there suitable spaces for therapy sessions and pull-out interventions to take place?	<u>Working towards</u>	The school needs to allocate spaces for interventions and therapy sessions, anticipating an increase in demand.
2	Are these spaces suitably equipped and resourced?	<u>Not yet in place</u>	
Inclusive Teaching and Learning Support			
1	Does the school have a robust identification, referral and tracking system which: Enables staff to raise a concern	<u>Not yet in place</u>	Even though there is a referral process, teachers often need extra training to effectively identify and support students' diverse needs. The school should focus on targeted professional development to improve staff's ability to recognize and respond to academic, social, emotional, physical, behavioral, and developmental challenges.
2	Does the school have a robust identification, referral and tracking system which: Integrates input from students, parents and staff	<u>Not yet in place</u>	The development of an effective and inclusive educational plan requires the active collaboration of students, parents, and school staff. Students offer valuable perspectives on their learning experiences, enabling more personalized and responsive support. Parents contribute essential insights into their child's strengths, challenges, and developmental needs. Educators and staff bring professional expertise in instructional strategies, accommodations, and support services. Through meaningful engagement among these key stakeholders, the school can create a comprehensive inclusion plan that addresses the diverse needs of all learners and fosters a more supportive, equitable, and inclusive educational environment.
3	Does the school have a robust identification, referral and tracking system which: Identifies needs, necessary provision and those who require further assessment, e.g. by an external professional	<u>Not yet in place</u>	

4	Does the school have a robust identification, referral and tracking system which: Enables DLP development, incorporating all available sources of information	<u>Not yet in place</u>	Documented Learning Plans (DLPs) are created through teamwork and detailed student insights, setting specific goals and personalized support strategies. Their success depends on ongoing monitoring, family involvement, and alignment with school policies.
5	Does the school have a robust identification, referral and tracking system which: Facilitates communication with parents and guides them in how to support the child at home	<u>Not yet in place</u>	A well-organized system for identification, referral, and tracking in schools should actively promote communication with parents and offer guidance on how they can assist their child at home. This involves providing regular progress updates, establishing clear and accessible communication channels, and sharing practical advice and resources. These measures help ensure that parents remain well-informed and empowered to contribute effectively to their child's learning and growth.
6	Does the school have a robust identification, referral and tracking system which: Records ALN students details on eSIS	<u>Not yet in place</u>	
7	Does the school have a robust identification, referral and tracking system which: Tracks progress using a Tiered Model of Support	<u>Not yet in place</u>	A robust system for identifying, referring, and tracking student needs should be built on a Tiered Model of Support. This framework integrates universal screening, differentiated interventions at various levels, and ongoing progress monitoring to ensure effective educational outcomes. By adopting this structured approach, schools can ensure every student receives timely, personalized, and appropriate support, fostering equal access to valuable learning opportunities.
8	Does the school have a robust identification, referral and tracking system which: Leads to the creation of DLPs for Tier 2 and Tier 3 students	<u>Not yet in place</u>	All students identified as Tier 2 or Tier 3 must have Documented Learning Plans (DLPs) that follow the S.M.A.R.T. framework— Specific, Measurable, Achievable, Relevant, and Time-bound.
9	Does the school have a robust identification, referral and tracking system which: Includes termly reviews of DLPs and sharing information with parents	<u>Not yet in place</u>	
10	Does the school have a robust identification, referral and tracking system which: Includes annual reviews for at least Tier 2 and Tier 3 students	<u>Not yet in place</u>	
11	Does the school have a robust identification, referral and tracking system which: Ensures subject leaders are involved in tracking progress and attainment of students with ALN	<u>Not yet in place</u>	The school will ensure that subject leaders actively participate in monitoring the progress and attainment of these students, thereby fostering consistent and effective support across all subjects. Additionally, the ALN module on ESIS will be updated to reflect current student data and support plans, enabling more accurate tracking and reporting across departments.

12	Does the school have a robust identification, referral and tracking system which: Provides personalized progress reports to parents where the standard format would be inappropriate	<u>Not yet in place</u>	
13	Do the school's approaches to teaching and learning reflect the following: Inclusive strategies are incorporated into lesson planning	<u>Not yet in place</u>	The integration of inclusive strategies within lesson planning is essential to fostering an equitable learning environment. Such strategies encompass differentiated instruction, the provision of accessible learning materials, and the promotion of collaborative learning, thereby ensuring that all students can engage meaningfully and benefit fully from the educational experience.
14	Do the school's approaches to teaching and learning reflect the following: Content for students with ALN is appropriately personalized and relates to DLP targets	<u>Not yet in place</u>	
15	Do the school's approaches to teaching and learning reflect the following: A programme of CPD on inclusive teaching approaches	<u>Not yet in place</u>	Ongoing Continuing Professional Development (CPD) in inclusive teaching practices is vital for cultivating inclusive classroom environments. Educators must be equipped with the knowledge and skills to address diverse learning needs, foster inclusive classroom cultures, collaborate effectively with parents and colleagues, utilize appropriate instructional tools, and implement positive behavior management strategies to support all learners equitably.
16	Do the school's approaches to teaching and learning reflect the following: Effective deployment of the Inclusion Team	<u>Not yet in place</u>	
17	Do the school's approaches to teaching and learning reflect the following: Guidance and training for Inclusion Assistants and Individual Assistants	<u>Not yet in place</u>	
18	Do the school's approaches to teaching and learning reflect the following: Use of a Tiered Model of Support to ensure progress in response to interventions	<u>Not yet in place</u>	A school's approach to teaching and learning should be built on a Tiered Model of Support that includes universal screening, differentiated intervention levels, and ongoing progress monitoring. This organized system ensures that all students receive timely and appropriate academic and behavioral support, helping them succeed.
19	Do the school's approaches to teaching and learning reflect the following: Use of the In School Services System to facilitate therapy on site	<u>Not yet in place</u>	
20	Do the school's approaches to teaching and learning reflect the following: Use of assistive technology to improve access to learning	<u>Not yet in place</u>	
21	Do the school's approaches to teaching and learning reflect the following: Expectations that teachers seek to meet needs and to learn from others before referring to the Hol	<u>Not yet in place</u>	

22	Do the school's approaches to teaching and learning reflect the following: Concerns are raised with parents to support early intervention	<u>Not yet in place</u>	The school will adopt a proactive approach to teaching and learning, emphasizing early detection of student issues and prompt communication with parents. This strategy allows for early intervention to address academic and developmental problems before they worsen. Consistent and open collaboration with families ensures students receive the support they need to succeed and grow in their educational journey.
23	Does the school's curriculum meet the needs of all students by: Ensuring all students with ALN access a broad and balanced curriculum including ECAs	<u>Not yet in place</u>	
24	Does the school's curriculum meet the needs of all students by: Ensuring TVET pathways are aligned with MoE equivalency guidelines	<u>Not yet in place</u>	
25	Does the school's curriculum meet the needs of all students by: Informing parents about modified pathways and how they affect MoE equivalency	Not applicable	
26	Does the school's curriculum meet the needs of all students by: Updating eSIS to reflect that the student is following a modified curriculum	<u>Not yet in place</u>	
27	Does the school prevent disadvantage to students with ALN through: Implementing accommodations and modifications as the students normal way of working	<u>Not yet in place</u>	
28	Does the school prevent disadvantage to students with ALN through: Seeking permission from external examination boards and adhering to their policies, as applicable	<u>Not yet in place</u>	
29	Does the school prevent disadvantage to students with ALN through: Developing an Assessment Accommodations Policy	<u>Not yet in place</u>	

4. Additional Fees

No:	Additional Fees Element	Rating	Comments
1	Does the school aim to meet the needs of students with ALN within the existing fee structure?	Fully met	
2	Does the school obtain parents' agreement to pay additional fees for support outside the Standard Inclusive Provision?	<u>Not yet in place</u>	Schools would require parental consent for additional fees associated with services beyond the Standard Inclusive Provision. These might include specialized interventions or support not covered by the basic package. When such fees are involved, schools should provide clear, transparent information, including a justified reason supported by evidence and a detailed cost breakdown.
3	Does the school justify and itemize additional fees, providing termly statements to parents?	<u>Not yet in place</u>	
4	Are additional fees capped at 50%, and is the ISS admin charge capped at 10%?	<u>Not yet in place</u>	
5	For low and very low fee schools, does the school have a procedure for exceeding the 50% cap?	<u>Not yet in place</u>	
6	Does the school review additional fees termly and evaluate the impact of services?	<u>Not yet in place</u>	

5. Leadership

No:	Leadership Element	Rating	Comments
1	Has the Governing Board:Committed to inclusive education?	<u>Not yet in place</u>	A Governing Board dedicated to inclusive education will ensure policy development, resource allocation, ongoing staff training, and stakeholder engagement. These actions demonstrate a strong commitment to creating an inclusive educational environment.
2	Has the Governing Board:Nominated an Inclusion Governor?	<u>Not yet in place</u>	
3	Has the Governing Board:Budgeted for sufficient inclusion staff and resources?	<u>Not yet in place</u>	
4	Has the Governing Board:Sought to improve accessibility, where needed?	<u>Not yet in place</u>	
5	Does the Principal:Make inclusive provision a standing agenda item for SLT and GB meetings?	<u>Working towards</u>	
6	Does the Principal:Include inclusive provision in the school development plan?	<u>Working towards</u>	
7	Does the Principal:Include the Head of Inclusion on the SLT?	Fully met	
8	Does the Principal:Allocate responsibility for G&T and EAL to staff other than the Head of Inclusion?	<u>Not yet in place</u>	The Principal needs to assign specific staff members the responsibility of overseeing and coordinating support for Gifted and Talented (G&T) students and students with English as an Additional Language (EAL), ensuring targeted assistance and strategic growth in these areas.
9	Does the Principal:Ensure there is a program of CPD on inclusive practice?	<u>Working towards</u>	
10	Does the Principal:Ensure risk assessments are carried out for vulnerable students?	<u>Working towards</u>	
11	Does the Principal:Ensure PEEPs are developed where required?	<u>Working towards</u>	
12	Does the Principal:Record and resolve incidents of bullying and maltreatment of students with ALN?	<u>Not yet in place</u>	
13	Does the Head of Inclusion:Coordinate all aspects of provision for students with ALN?	Fully met	
14	Does the Head of Inclusion:Collaborate with teachers on progress and attainment for students with ALN?	<u>Working towards</u>	
15	Does the Head of Inclusion:Keep secure records?	Fully met	
16	Does the Head of Inclusion:Maintain and update a school register of students with ALN?	Fully met	
17	Does the Head of Inclusion:Contribute to PEEPs?	Fully met	
18	Does the Head of Inclusion:Ensure eSIS is up to date?	Fully met	
19	Does the Head of Inclusion:Meet with parents to discuss their child and support at home?	<u>Not yet in place</u>	Strengthen parental engagement by providing practical home management resources and diversifying communication channels, including parent guides, newsletters, and educational workshops.

20	Does the Head of Inclusion:Evaluate push in and pull out interventions?	<u>Working towards</u>	This involves evaluating how well the strategies meet students' individual needs and providing suitable support, either through in-class interventions (push-in) or targeted instruction in alternative settings (pull-out).
21	Does the Head of Inclusion:Facilitate therapy on site through the In School Specialist Services system?	<u>Not yet in place</u>	

Additional Areas of Discussion

The school shows a basic understanding of inclusive education; however, it is advised that specific admission criteria for students with additional needs be clearly outlined. It is essential to establish robust inclusive practices, especially concerning staffing, and consistently provide sufficient teaching and learning support. Leadership roles and responsibilities must be clearly assigned to nurture and maintain an inclusive learning environment. This includes appointing dedicated leaders or coordinators to oversee the development and implementation of inclusive strategies, facilitate staff training, and ensure that appropriate resources are available for students requiring extra support. Using a consistent Universal Design for Learning (UDL) framework will further improve accessibility and engagement for all students through multimodal teaching strategies.
