المدرسة الفلبينية
THE PHILIPPINE SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

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SCHOOL POLICY on INCLUSION
ACADEMIC YEAR 2026 – 2027
(TPS – Transform, Progress, Succeed)

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SCHOOL INCLUSION POLICY
S.Y. 2026–2027

1. INTRODUCTION

The Philippine School – Abu Dhabi (TPS) is a mainstream school that welcomes and supports students with Additional Learning Needs (ALN). The school is committed to removing barriers to learning, promoting equitable access, respecting diversity, and ensuring that students learn alongside their peers wherever appropriate. TPS recognizes inclusive education as a fundamental right and embeds inclusion across teaching, learning, assessment, safeguarding, accessibility, student well-being, family engagement, and school improvement.

This policy is guided by Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments, the ADEK School Inclusion Policy, and other applicable ADEK requirements. It also reflects the school's established practices for identification, referral, assessment, tiered support, Documented Learning Plans, push-in and pull-out intervention, specialist services, and collaboration with families and external professionals.

2. PURPOSE

- Define TPS expectations for inclusive education as a fundamental right for all students, including students with ALN.
- Provide clear procedures for admissions, transition, identification, referral, assessment, support planning, monitoring, review, and record keeping.
- Ensure standard inclusive provision in staffing, accessibility, teaching and learning, assessment, specialist support, and student safety.
- Establish a consistent Tiered Model of Support: Tier 1 Universal, Tier 2 Targeted, and Tier 3 Intensive and Individualized.
- Ensure that students receiving Tier 2 or Tier 3 support have appropriate Documented Learning Plans (DLPs), with progress monitored at least every four weeks and DLPs reviewed at least three times annually.
- Provide clear roles and responsibilities for the Governing Board, Principal, Head of Inclusion, Inclusion Team, teachers, support staff, students, parents, and specialists.
- Coordinate In-School Specialist Services (ISSS) and other specialist interventions in accordance with ADEK requirements.
- Ensure accurate eSIS ALN records, secure documentation, and evidence-based monitoring of provision.
- Provide transparent arrangements for any provision that is beyond the school's standard inclusive provision and may require ADEK-approved additional fees.
- Support continuous improvement of inclusion through the School Development Plan, CPD, quality assurance, and annual policy review.

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3. SCHOOL VISION AND MISSION

3.1 Vision

It envisions becoming a leader in academic excellence and values formation through respect, self-discipline, tolerance, inclusivity and national identity.

3.2 Mission

The Philippine School - Abu Dhabi is a learning institution with a mission to provide an affordable quality education while developing and nurturing the whole child in a student-centered learning environment, embracing every learner's unique needs and abilities.

4. DEFINITIONS

ALN Module on eSIS	New terms and definitions, including between a Student of Determination and a Student with Additional Learning Needs.
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 Fees	Removal of additional fee charges for low or very-low-fee schools.
Additional Leaning 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).
ALN Module on eSIS	Updated requirements for maintaining and updating student records on The ALN module.
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.

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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.
Compliance	New compliance expectations for updates by Academic Year 2026/27 (Fall term).
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 appropriate0, including Individual Educational Plans (IEP), Individual Support Plans (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.
Governing Board	The governing body of the school, appointed by the school owners, and including qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inability to Accommodate	The process, where the school applies to ADEK to inform, through a variety of evidence, of their inability to accommodate a student within the school, including, but not limited to medical/clinical reports, student observations, adapted assignments, physical environments, and any other information available. Schools shall be able to evidence that allowing a student to join the school would negatively impact a student's development or safety, negatively impact peer development or other students' safety, or put a strain on resources beyond what is mandated in policy.
Inclusion Assistans	Mandatory appointment of Inclusion Assistants for each Student of Determination who requires Tier 3 level of support in KG/Year 1. Grade 2/Year 3.

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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 (with ADEK PASS approval) 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.
In-School	Within the premises of the school where the service is delivered.
In-School Specialist Services	Specialist services, which take place periodically on school premises.
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.
Mandatory Training	Requirement that all Individual Assistants receive training in the school's student protection and safeguarding procedures.
Marketing	Compliance-based restrictions on marketing schools as "inclusive".
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 as 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 existing the school building.
Professional Development	Increases expectations on Continuous Professional Development (CPD) requirements for all teachers.
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.
Specialist Services	Services that require specialist knowledge and expertise delivered by a specialist.
Specialist	The professional, holding a DoH Allied Health Professional license or MoCD license, delivering the specialist service.

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Student Registration	Strengthened procedures for reporting 'Inaability to Accommodate' notifications.
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/talented and have other additional learning needs.
Universal Design of Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

5. POLICY REQUIREMENTS

TPS shall maintain an Inclusion Policy that addresses the school's vision, mission, strategy and targets; admissions; inability to accommodate; standard inclusive provision; additional fees; and leadership responsibilities. The policy applies to any student who may require in-school specialist services.

The policy shall be communicated to relevant stakeholders and reviewed at least annually, or earlier where ADEK requirements, school provision, or identified needs change.

6. ADMISSIONS AND TRANSITION

6.1 Admission Principles

- TPS welcomes students with ALN and does not discriminate on the basis of disability or additional learning need.
- Students with ALN and their siblings shall receive the admission priority required by ADEK, subject to the school's applicable admission and grade/year capacity requirements.
- Clinical assessment reports provided by parents shall be requested where relevant to understand the student's needs and plan provision.
- Where an admission assessment is used, reasonable accommodations shall be provided as needed. Assessment results shall inform support planning and shall not be used to deny admission.
- Information supplied by families and specialists shall be used to promote equitable and safe access to learning and the physical environment.
- TPS shall maintain accurate ALN information on the eSIS ALN module as required by ADEK.

6.2 Transition

TPS shall support transitions for students with ALN, particularly students entering school for the first time, transferring from another educational setting or specialized provision, or requiring significant changes in support. Transition planning may include review of previous reports, meetings with parents and professionals, baseline observations, classroom orientation, visual supports, and initial DLP planning.

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6.3 Re-enrollment and Grade Retention

Students shall be re-enrolled in accordance with applicable ADEK requirements. Where parents request grade/year repetition, TPS shall follow the ADEK approval process and provide the required DLP and relevant clinical/medical documentation. Where approval is granted, the student's DLP shall be reviewed and updated.

7. INABILITY TO ACCOMMODATE

TPS is committed to making reasonable adjustments to enable students with ALN to access education. Inability to Accommodate shall be considered only where evidence demonstrates that the school cannot safely and appropriately meet the student's needs within the provision mandated by ADEK despite reasonable adjustments.

- Evidence may include clinical or medical reports, student observations, adapted assessments, evaluation of physical and learning environments, and other relevant information.
- The evidence must address whether admission or continued placement would negatively affect the student's safety, development, or well-being; negatively affect peers' learning, development, or safety; or require resources beyond those mandated and reasonably available.
- Where applicable, TPS shall submit an Inability to Accommodate notification to ADEK and the parents within the required timeframe.
- A decision shall not be made solely on the existence of a disability or diagnosis.
- Where specialized provision may be considered, TPS shall consult ADEK before discussing referral or alternative placement with parents, in accordance with ADEK requirements.

8. STANDARD INCLUSIVE PROVISION

8.1 Staffing

- TPS shall appoint at least one Head of Inclusion and ensure the role meets ADEK staff eligibility requirements.
- TPS shall provide at least one Inclusion Teacher per cycle, subject to ADEK staffing requirements.
- Inclusion Teachers shall devote no more than 10% of their timetabled workload to duties outside their inclusion role.
- Where applicable, Inclusion Assistants shall support teachers and students with ALN through whole-class, targeted small-group, push-in, pull-out, or individualized support as directed by teachers and supported by DLPs and relevant clinical information.
- Where a student requires individualized personal care or other non-teaching support for the majority of the school day, TPS may request a parent-funded Individual Assistant in accordance with ADEK requirements.
- All inclusion staff shall maintain required approvals, qualifications, safeguarding responsibilities, and CPD.

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8.2 CPD

TPS shall provide and support CPD on inclusive education for teachers and relevant staff. CPD shall include adaptive teaching, differentiated and accessible resources, assessment accommodations, early identification and referral, DLP development and implementation, data-informed practice, safeguarding, and collaboration with the Inclusion Team.

8.3 Physical Accessibility and Safety

TPS shall work toward equitable physical access to buildings, classrooms, specialist spaces, facilities, transport access, and emergency evacuation. Accessibility planning shall consider mobility, sensory, communication, behavioral, and other identified needs.

- Accessible routes, ramps, appropriate signage and visual contrast shall be maintained where applicable.
- Learning spaces shall provide adapted seating, accessible resources, and appropriate environmental adjustments.
- Specialist support spaces shall be appropriate for intervention and consider acoustics, lighting, flooring, textiles, sensory needs, digital resources, and non-digital intervention resources.
- PEEPs shall be developed where individualized evacuation support is required and reviewed at least termly or when needs or circumstances change.
- Risk assessments and accessibility improvement plans shall identify barriers and required actions.
- Staff responsible for evacuation support shall receive relevant training.

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Inclusion Infographics Accessibility & Infrastructure

RAMPS:

- help everyone access classrooms, offices, and toilets easily.
- promote **independence and confidence** for students with physical needs
- show that the school is **inclusive and caring**.



Safety tape is a **bright-colored strip** (often yellow or black) placed on the **edge of each stair step**.

- Helps students **see where each step begins and ends**
- Prevents **slips, trips, and falls**
- Especially helpful for students with **visual difficulties** or **balance issues**

Safety signages are **clear signs and symbols** that show important information — like:

🚻 Accessible Toilets
🔁 Emergency Exit
⬢ Do Not Enter / Caution Areas



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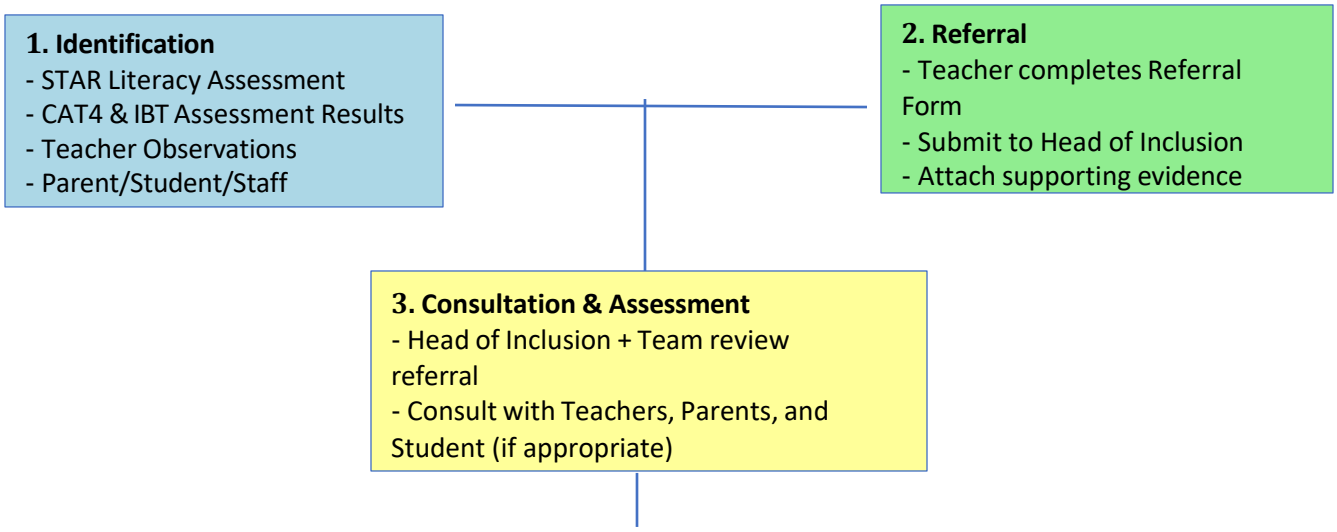
8.4 Identification, Referral and Tracking

TPS shall operate a systematic identification, referral, and tracking process. Concerns may relate to academic, social, emotional, physical, behavioral, communication, or developmental needs.

Identification may draw on Star Literacy Assessment for KG learners, CAT4 data, classroom and work-sample evidence, teacher observations, internal assessments, parent concerns, student voice where appropriate, and relevant external clinical or specialist reports. CAT4 and other assessment data shall be used as evidence within a broader triangulation process rather than as a diagnosis.

Teachers are expected to implement appropriate adaptive teaching and classroom strategies and seek guidance before referral where appropriate. Where concerns persist, the teacher completes the school referral process and provides supporting evidence to the Head of Inclusion.

Identification, Referral, and Tracking System



8.5 Assessment and Consultation

- The Head of Inclusion and Inclusion Team review referrals and consult with teachers, parents, and the student where appropriate.
- Additional screening or external assessment may be recommended when further information is required.
- Clinical assessment recommendations are considered alongside school-based evidence and educational data.
- Parents shall be kept informed of significant concerns and proposed support.

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8.6 Tiered Model of Support

TPS uses a three-tier model:

- Tier 1 – Universal: High-quality inclusive classroom teaching, UDL, adaptive teaching, differentiation, scaffolding, reasonable classroom accommodations, and universal well-being and behavior supports.
- Tier 2 – Targeted: Additional small-group or individual intervention, targeted accommodations, structured monitoring, and a DLP where required by ADEK.
- Tier 3 – Intensive and Individualized: Highly personalized intervention, intensive support, specialist input, individualized DLP targets, and coordination with external specialists or ISSS where required.

8.7 Documented Learning Plans and Progress Monitoring

For students receiving at least Tier 2 or Tier 3 support, TPS shall maintain an appropriate DLP. The DLP shall identify baseline information, measurable targets, accommodations/modifications, intervention strategies, responsible staff, review arrangements, and evidence of progress.

- DLP targets shall guide intervention and teaching, including Inclusion Teacher push-in and pull-out support.
- Progress toward identified targets shall be monitored at least every four weeks.
- DLPs shall be formally reviewed at least three times per year.
- Progress data shall be reviewed termly and reported to parents.
- Tier 2 and Tier 3 students shall receive an annual review, with external specialists involved where appropriate.
- Subject leaders and teachers shall track progress, attainment, and classroom approaches relevant to DLP outcomes.
- Where appropriate, attainment and progress reporting shall recognize the student's individual starting point and documented progress.

8.8 Push-in and Pull-out Intervention

Push-in intervention is delivered within the mainstream classroom to support access to learning alongside peers. Pull-out intervention is delivered outside the mainstream classroom for targeted cognitive, academic, behavioral, social, emotional, communication, self-regulation, or life-skills goals where appropriate.

Intervention schedules shall be coordinated with class teachers to minimize unnecessary loss of curriculum learning. Intervention shall be linked to identified needs and DLP targets and its effectiveness shall be evaluated using progress evidence.

8.9 Curriculum

- Students with ALN shall have access to a broad and balanced curriculum and extracurricular activities, with adaptations where appropriate.

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- Teaching shall use UDL, adaptive teaching, scaffolding, differentiation, assistive technology, and other reasonable adjustments as required.
- Where a modified curriculum pathway is considered, TPS shall follow the applicable ADEK/MoE/NQC requirements, including parent acknowledgment where equivalency may be affected.
- eSIS shall be updated where a student follows an approved modified curriculum.

8.10 Assessment Accommodations

TPS shall ensure that students with ALN are not disadvantaged in assessment. Accommodations and modifications shall reflect the student's normal way of working in the classroom and shall be based on documented need.

- Possible accommodations may include appropriate additional time, enlarged print, assistive technology, a scribe, or other approved access arrangements.
- Assessment accommodations shall not reduce or change the intended demand unless a formally approved modification is applicable.
- External assessment accommodations shall follow the requirements of the relevant assessment provider or examination board.
- TPS shall maintain an Assessment Accommodations process identifying eligibility, evidence, approval, implementation, and review.

8.11 Specialist Support and ISSS

TPS may coordinate specialist interventions including Speech and Language Therapy, Occupational Therapy, Psychology, Counseling, and other appropriate services through the applicable In-School Specialist Services process. The Head of Inclusion shall coordinate with specialists, school staff, parents, and leadership and ensure relevant services and documentation are managed through the required ADEK systems.

Specialist interventions shall complement, not replace, appropriate educational provision. Recommendations shall be incorporated into classroom strategies and DLP targets where appropriate.

8.12 Assistive Technology

Where assistive technology is identified as necessary to improve access to learning, TPS shall consider appropriate devices, software, or systems and coordinate their use with teachers, Inclusion staff, parents, and specialists. Where applicable, the school may explore ADEK financial support mechanisms.

8.13 Parent and Student Partnership

- Parents shall be informed about identified needs, proposed support, progress, and significant changes to provision.
- TPS shall seek parent input in DLP development and review and provide practical guidance that may support learning and well-being at home.

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- Students shall be involved in planning and review where appropriate to age, developmental level, and communication needs.
- Communication shall be accessible and, where possible, provided in the family's preferred or native language.

9. ADDITIONAL FEES

TPS recognizes equitable access to education as a right and will make reasonable efforts to meet ALN within its standard fee structure.

If an exceptional need requires specialist intervention or enhanced provision beyond standard inclusive provision, any additional fee arrangement shall only be made in accordance with ADEK requirements, including the requirement for ADEK approval where applicable.

- The need for additional provision and its cost shall be supported by evidence.
- Parents shall receive transparent information and enter into the required agreement.
- Any individually chargeable provision shall be itemized and recorded on eSIS as required.
- Where required, termly financial statements shall identify the allocation of additional funds.
- Additional charges shall not exceed the ADEK-prescribed limit of 50% of the tuition fee for the enrolled year group.
- Additional charges shall be reviewed termly to evaluate continuing need and impact.

TPS shall not represent standard inclusive provision as an optional paid service. The distinction between standard provision and enhanced provision shall be communicated clearly to families.

10. LEADERSHIP AND STAKEHOLDER RESPONSIBILITIES

10.1 Governing Board

- Set the strategic direction for inclusion and ensure it is embedded in school governance.
- Nominate a board member to oversee inclusive provision and appoint a parent representative from the SoD parent community.
- Ensure an appropriate budget for specialist staffing, resources, accessibility, and inclusion provision.
- Ensure accessibility improvements and reasonable adjustments are planned and supported.

10.2 Principal

- Ensure inclusive provision is a standing agenda item in senior leadership and Governing Board meetings.
- Embed inclusion priorities and measurable targets in the School Development Plan.
- Ensure a senior leader has direct oversight of inclusive provision.
- Appoint a suitably qualified Head of Inclusion and support the staffing required by ADEK.
- Ensure responsibility is assigned for multilingual learners and gifted/talented learners.
- Ensure staff have access to inclusive education CPD and safeguarding training.
- Ensure risk assessment, emergency evacuation, accessibility, and safeguarding arrangements address the needs of students with ALN.

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- Ensure required inclusion data is submitted to ADEK.

10.3 Head of Inclusion

- Coordinate all educational, behavioral, social, emotional, and inclusion provision for students with ALN.
- Lead identification, referral, assessment, DLP development, progress monitoring, annual review, and transition processes.
- Deploy and coordinate the Inclusion Team according to student need.
- Maintain the school-based ALN register and ensure DLPs and PEEPs are reviewed and updated.
- Coordinate specialist push-in and pull-out interventions and evaluate their impact.
- Coordinate ISSS and external specialist interventions through applicable ADEK systems.
- Collaborate with teachers and subject leaders to track progress and attainment.
- Provide CPD, guidance, and awareness sessions on inclusive practice.
- Meet with parents throughout the year and support home-school collaboration.
- Ensure secure storage, appropriate sharing, and quality assurance of inclusion documentation.
- Ensure eSIS ALN information is accurate and current.
- Work with Health and Safety personnel on accessibility and emergency evacuation arrangements.

10.4 Inclusion Teachers

- Implement DLP targets during push-in and pull-out intervention.
- Use DLPs as active progress-monitoring tools, not merely as documents.
- Plan and deliver targeted and individualized teaching aligned with identified needs.
- Collect baseline and intervention data and record progress at least every four weeks.
- Collaborate with class teachers, subject teachers, parents, and specialists.
- Provide evidence and recommendations for DLP review and annual review.
- Support teachers in applying accommodations, UDL, scaffolding, differentiation, and adaptive teaching.
- Maintain accurate intervention records and confidentiality.

10.5 Inclusion Assistants

- Work under teacher direction and support classroom access and participation.
- Provide whole-class, targeted small-group, push-in, pull-out, or individualized support as assigned.
- Support students in progressing toward DLP targets.
- Record relevant observations and progress evidence and communicate concerns to the supervising teacher/Inclusion Team.
- Maintain safeguarding, confidentiality, and professional boundaries.

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10.6 Class and Subject Teachers

- Use adaptive teaching and UDL as part of high-quality classroom practice.
- Implement agreed accommodations and DLP strategies.
- Monitor academic, behavioral, social, emotional, and developmental concerns.
- Raise concerns early and follow the school referral process.
- Collaborate with the Inclusion Team and contribute evidence to DLP reviews.
- Track progress and attainment within the subject area.
- Communicate concerns about progress to parents at an early stage.

10.7 Parents/Guardians

- Provide relevant clinical, educational, and developmental information available to the school.
- Participate in assessment, planning, review, and transition meetings.
- Collaborate with school staff and specialists to support consistent strategies.
- Inform the school of significant changes that may affect the student's learning, health, safety, or support needs.

10.8 Students

Where appropriate to age, developmental level, and communication needs, students are encouraged to participate in setting goals, identifying helpful strategies, reflecting on progress, and developing self-advocacy and independence.

11. RECORDS, CONFIDENTIALITY AND eSIS

- TPS shall maintain accurate records of students with ALN in the eSIS ALN module as required by ADEK.
- Relevant records may include clinical reports, referral forms, observations, assessments, DLPs, progress data, PEEPs, intervention records, specialist reports, parent communication, and review records.
- Information shall be securely stored and shared only with staff or professionals who require it for educational planning, safeguarding, compliance, or student support.
- Records shall be maintained in accordance with applicable school records, data protection, and safeguarding requirements.
- The Head of Inclusion shall quality assure the school-based ALN register and associated documentation.

12. MONITORING, EVALUATION AND QUALITY ASSURANCE

Inclusion provision shall be monitored through a combination of student progress data, DLP reviews, classroom observations, intervention records, parent feedback, staff feedback, specialist recommendations, eSIS records, accessibility reviews, and School Development Plan targets.

- Progress data shall be monitored at least every four weeks for students with DLP targets.
- DLPs shall be formally reviewed at least three times per year.

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- Termly progress shall be communicated to parents.
- Tier 2 and Tier 3 provision shall be reviewed annually at minimum.
- Inclusion provision and accessibility shall be reviewed through school quality assurance processes.
- Findings shall inform staff CPD, resource allocation, intervention planning, and School Development Plan targets.

13. MARKETING AND PUBLIC COMMUNICATION

TPS shall use inclusion-related claims accurately and responsibly. The school shall not describe itself using terms such as "fully inclusive" or "center of excellence for inclusion" unless it has demonstrated full compliance as verified through ADEK's official compliance and review process. Where full compliance has not been officially verified, TPS shall use accurate language such as "committed to inclusion" or "working towards full compliance with the ADEK School Inclusion Policy."

14. COMPLIANCE AND REVIEW

This policy is intended to align TPS provision with the ADEK School Inclusion Policy Version 1.3 and other applicable ADEK requirements. The policy shall be reviewed annually and whenever ADEK issues a relevant policy update, clarification, or compliance requirement.

Where there is a conflict between this school policy and a current ADEK requirement, the applicable ADEK requirement shall take precedence and the school policy shall be reviewed and updated accordingly.

15. IMPLEMENTATION PRIORITIES FOR S.Y. 2026–2027

1. Maintain a complete and accurate ALN register and eSIS records.
2. Ensure Tier 2 and Tier 3 students have appropriate DLPs and measurable targets.
3. Use DLPs actively during Inclusion Teacher push-in and pull-out interventions.
4. Implement four-week progress checks and at least three DLP reviews annually.
5. Strengthen subject-level tracking of progress and attainment for students with ALN.
6. Maintain a consistent referral pathway using teacher observation, internal assessment, CAT4, IBT & Star Literacy where applicable, parent input, and clinical evidence.
7. Strengthen assessment accommodations and documentation of normal way of working.
8. Maintain specialist support spaces and coordinate ISSS through the required ADEK process.
9. Review accessibility, PEEPs, and emergency evacuation arrangements.
10. Provide ongoing staff CPD in adaptive teaching, identification, referral, DLP implementation, safeguarding, and inclusive assessment.

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11. Use inclusion targets within the School Development Plan and review progress with school leadership and the Governing Board.

16. REFERENCES

- ADEK School Inclusion Policy, Version 1.3, December 2025.
- Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments.
- ADEK School Student Administrative Affairs Policy.
- ADEK School Staff Eligibility Policy.
- ADEK School Buildings and Facilities Policy.
- ADEK School Health and Safety Policy.
- ADEK School Students Protection Policy.
- ADEK School In-School Specialist Services Policy.
- TPS School Inclusion Policy, S.Y. 2025–2026.

17. POLICY APPROVAL

CERTIFICATION

This is to certify that the School In-School Specialist Services (ISSS) Policy Committee are documented and signed by the committee and the principal.

Jesus S. Ostos Jr.
Principal

Luzminda M. Divino
Vice Principal

Lilibeth S. Afable
Head of Inclusion

Maria Divina C. Leoncio
Guidance Counselor

Edrel Dan U. Selmo
Assessment Coordinator

Mary Nilvie S. Banga
Teaching & Learning Coordinator

Louis Katherine D. Abucay
Child Protection Officer

Kier Nopia
Prefect of Discipline

June Keith M. Mariano
OHS & Compliance Officer

Cory Anu C. Enaje
Governing Council Auditor

Policy Title:	**TPS – Abu Dhabi School Policy**
Date: .	**September 1, 2026**
Review Date:	**June 21, 2027**
Head of Inclusion:	**Lilibeth S. Afable**

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