

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

ABU DHABI EDUCATION COUNCIL
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مدرسة الشيخ خليفة بن زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم
(ترخيص رقم ١٠٩ / ١ بتاريخ ١٠/١/١٩٨٠م)
ص.ب : ٨١٧٤ - أبوظبي
الإمارات العربية المتحدة
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INCLUSION POLICY

2025-26

1. Vision

This policy aims to ensure that all students at Shaikh Khalifa Bin Zayed Bangladesh Islamia School, regardless of their individual differences, have access to a high-quality education that meets their diverse needs. We are committed to fostering an inclusive environment where every student including students of determination feels valued and supported. The school aims to promote inclusion of students with special education needs to help them achieve their full learning potential through a differentiated curriculum.

2. Scope

This policy applies to all students, staff, parents, and stakeholders at Shaikh Khalifa Bin Zayed Bangladesh Islamia School. It covers all aspects of school life, including curriculum delivery, extracurricular activities, and school events.

3. Objectives

- To create a welcoming and inclusive environment for all students.
- To provide equitable access to learning opportunities.
- To identify and address barriers to learning and participation.
- To promote respect and understanding among students of different backgrounds and abilities.
- To ensure compliance with ADEK guidelines and other relevant legislation.

4. Key Principles

- **Equality and Non-Discrimination:** All students have the right to be treated equally and with respect. Discrimination based on race, gender, ability, religion, or any other characteristic will not be tolerated.
- **Individual Needs:** We recognize that every student is unique and may require different levels of support. Our school is committed to providing tailored support to meet the individual needs of each student.

Collaboration: Inclusion is a shared responsibility. We work closely with parents, teachers, and external agencies to support the learning and well-being of all students.

- **Continuous Improvement:** We continuously monitor and review our practices to ensure that our inclusion strategies are effective and responsive to the needs of our students.

5. Inclusion Committee

- 1. Mrs. Fatematuz Zohra (Inclusion Head)**
- 2. Mrs. Mahmuda (Inclusion Teacher Cycle 3)**
- 3. Mrs. Rishad Sharmin (Inclusion Teacher Cycle 2)**
- 4. Mrs. Nure Jannat (Inclusion Teacher Cycle 1)**

6. SEN Committee

- 1. Mrs. Bhawvvena Devi Jai Singh (Principal)**
- 2. Mrs. Kiran Akter (Principal – Vice Principal)**
- 3. Anita Saul (School Development Officer)**
- 4. Mrs. Mahmuda Hussain (Student Counsellor)**
- 5. Mrs. Shiliny (School Nurse)**
- 6. Mrs. Rishad Sharmin (Teacher)**
- 7. Mrs. Aziza Iqbal (Teacher)**

• Composition:

The SEN (Special Educational Needs) Committee consists of the SEN Coordinator, School Development Officer, Subject Teachers, School Counsellor, Nurse, and Principal.

• Role:

The SEN Committee identifies students with special educational needs, develops Individualized Learning Plans (ILP) and Individualized Educational Plans (IEP), and coordinates support services. The committee also oversees the implementation of inclusion strategies and ensures that the needs of SEN students are met effectively.

• Identification Tools:

To ensure accurate and comprehensive identification of students with special educational needs, the committee uses the following tools:

- Behavioral and academic reports from the Support and Teachers Department
- Behavioral Assessments
- Screening Checklists
- Socio-emotional Screenings
- Medical Reports

• **Meetings:** The SEN Committee meets regularly to review the progress of students with special educational needs and makes necessary adjustments to their support plans.

7. Inclusive Teaching and Learning Support

Differentiated Instruction: Teachers will use differentiated instruction strategies to cater to the diverse learning needs of students. This may include varying teaching methods, providing additional resources, or adjusting the pace of lessons.

Collaborative Teaching: Teachers will collaborate with the SEN Coordinator and other support staff to design and implement inclusive teaching strategies. Coteaching models may be used to provide targeted support within the classroom.

Tiered Model of support : We follow a tiered model of support where most students needs are met through universal teaching (Tier1), some through targeted interventions (Tier 2), and a few through intensive, individualized support (Tier 3).

8. Progress Tracking

- **Individualized Monitoring:** Progress tracking for all students, particularly those with SEN, will be individualized to reflect their specific learning goals and needs. Regular assessments will be conducted to monitor academic, social, and emotional development.
- **Reporting:** Progress reports will be shared with parents regularly, highlighting achievements and areas where additional support may be needed. The SEN Committee will also review progress data to ensure that interventions are effective.
- **Intervention Planning:** Based on progress tracking data, interventions will be planned and adjusted as necessary to support continuous improvement in student outcomes.

9. Curriculum Mapping

- **Alignment with Inclusion Goals:** Curriculum mapping will be undertaken to ensure that the school's curriculum is inclusive and accessible to all students. This includes identifying potential barriers to learning within the curriculum and making necessary adjustments.

- **Flexible Curriculum Design:** The curriculum will be designed to be flexible, allowing for modifications that cater to the diverse needs of students. This may include offering alternative assessment methods, modifying content delivery, or integrating assistive technologies.
- **Continuous Review:** Curriculum mapping will be an ongoing process, with regular reviews to ensure that the curriculum remains relevant, inclusive, and aligned with the learning needs of all students.

10. Physical Accessibility

- **Accessible Facilities:** The school will ensure that all physical facilities, including classrooms, restrooms, and common areas, are accessible to students with physical disabilities. This includes providing ramps and other necessary accommodations.
- **Emergency Procedures:** Emergency evacuation procedures will be designed to accommodate the needs of students with disabilities, ensuring their safety in all situations.

Audits and Improvements: Regular audits of the school's physical environment will be conducted to identify and address any accessibility issues. Improvements will be made as needed to ensure full compliance with accessibility standards.

11. Risk Assessment

- **Identification of Risks:** The school will conduct regular risk assessments to identify potential hazards that may impact the safety and well-being of students, particularly those with special educational needs or disabilities.
- **Mitigation Strategies:** Strategies will be developed to mitigate identified risks, including adjustments to the physical environment, changes to school procedures, and provision of additional support where necessary.
- **Monitoring and Review:** Risk assessments will be regularly reviewed and updated to reflect changes in the school environment or the needs of students. The SEN Committee will be involved in this process to ensure that the needs of SEN students are fully considered.

12. Implementation

- **Curriculum Access:** All students will have access to a broad and balanced curriculum that is differentiated to meet their individual needs.
- **Support Services:** The school will provide or facilitate access to support services, including special education resources, counselling, and health services.
- **Professional Development:** Teachers and staff will receive ongoing training on inclusive practices, cultural competency, and strategies for supporting students with diverse needs.

- **Parent and Community Involvement:** We will actively engage parents and the community in the inclusion process, ensuring they are informed and involved in decision-making related to their child's education.
- **Assessment and Monitoring:** Regular assessments will be conducted to monitor student progress and identify any additional support needs.

13. Roles and Responsibilities

- **School Leadership:** Responsible for setting the tone for inclusion, ensuring policies are implemented, and providing the necessary resources.
- **Teachers:** Responsible for delivering inclusive lessons, identifying students' needs, and working with support staff and parents to meet those needs.
- **Support Staff:** Assist in providing targeted support to students with additional needs.

SEN Committee: Responsible for overseeing the identification, support, and progress of students with special educational needs, ensuring alignment with the school's inclusion objectives.

- **Parents:** Encouraged to collaborate with the school to support their child's learning and inclusion.

14. Monitoring and Evaluation

The Inclusion Policy will be reviewed annually to assess its effectiveness. Feedback from students, parents, staff, and external stakeholders will be used to inform any necessary changes.

15. Compliance with ADEK Guidelines

This policy complies with the requirements set forth by ADEK and aligns with the school's commitment to providing an inclusive and supportive learning environment.

SCHOOL ADMINISTRATION



Review date: 01/01/2026