

Policy Name	Inclusion Policy	Policy No.	WPSH_PLC_004
Effective Date	April 2025	Date of Last Review	25th March 2025
Date of Next Review	March 2026	Person in-charge	

This policy is aligned with the UAE Ministry of Education’s inclusive education framework, the right of students with disabilities (Students of Determination) to education is considered a fundamental right guaranteed by the state. Federal Law No. 29 of the year 2006, as amended by Law No. 14 of the year 2009, emphasizes the inclusion of individuals with disabilities, stating that “The special needs do not constitute intrinsically an obstacle hindering from applying to enroll, join or enter any educational institution whether governmental or private”.

1. Introduction

Woodlem Park Al Hamidiya Private School is committed to providing a high-quality, inclusive education for all students, regardless of their diverse learning needs, backgrounds, abilities, or any protected characteristic. This policy, aligned with the UAE Ministry of Education’s inclusive education framework, outlines our commitment to creating a learning environment where every student feels valued, respected, and empowered to reach their full potential. We believe inclusion is a fundamental right, not a privilege, and are dedicated to removing barriers to learning and participation for all.

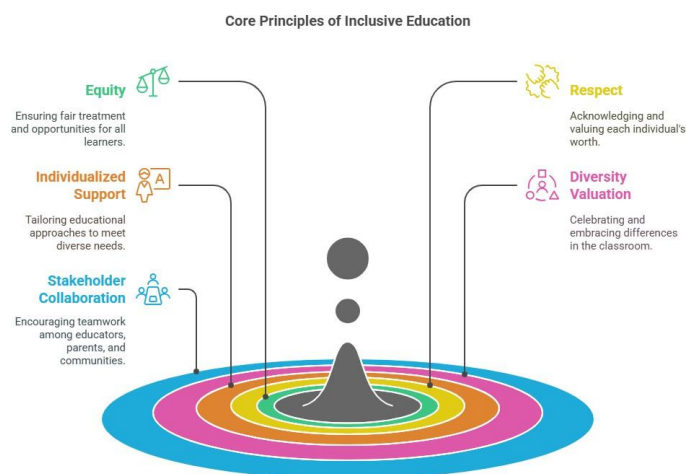
2. Guiding Principles



This policy is grounded in the following core principles, consistent with the MoE decree:

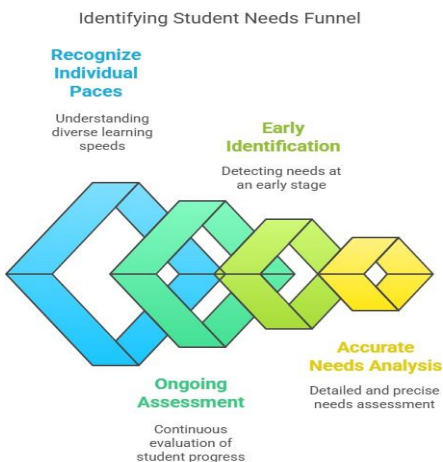
- **Right to Inclusive Education:** Every child has the fundamental right to access and participate in a quality, inclusive education within a mainstream setting, alongside their peers, to the greatest extent possible.
- **Equity and Non-Discrimination:** We are committed to providing equitable access to educational opportunities and resources for all students, ensuring that no student is discriminated against based on any protected characteristic.
- **Person-First Language:** We use person-first language, placing the individual before any disability or other characteristic (e.g., "student with autism" rather than "autistic student").
- **Valuing Diversity:** We celebrate the rich diversity of our student population and recognize the unique strengths, talents, and perspectives each student brings.

- **Individualized Support:** We provide individualized support and accommodations tailored to meet the specific learning needs of each student, recognizing that needs are diverse and unique.
- **Collaboration and Partnership:** We believe that effective inclusion requires strong partnerships between students, parents/guardians, educators, support staff, related service providers, external professionals, and the wider community.
- **Continuous Improvement:** We regularly review and update our inclusion policy, practices, and procedures based on ongoing evaluation, feedback, and current best practices, in line with MoE guidelines.
- **Respect and Dignity:** We treat all students with respect and dignity, valuing their individuality, contributions, and right to participate fully in all aspects of school life.
- **Accessibility:** We are committed to providing a physically and digitally accessible learning environment for all students.
- **Child-Centered Approach:** The best interests of the child are paramount in all decisions related to their education and well-being.

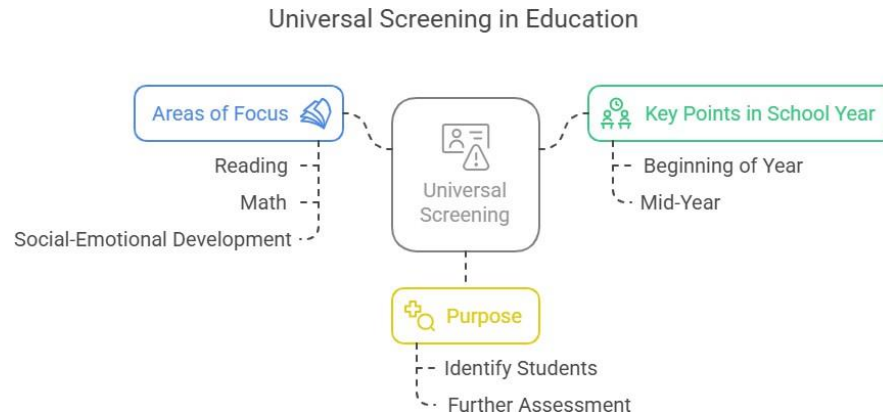


3. Identification and Assessment

We employ a comprehensive and multi-tiered approach to identify students who may require additional support or enrichment, recognizing that every student learns and develops at their own pace. This process is ongoing and responsive to the evolving needs of each student. We aim to identify needs early and accurately to provide timely and effective interventions.

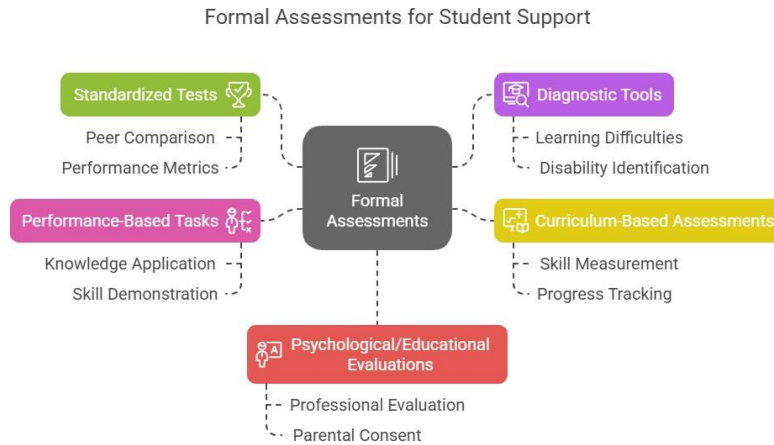


- ❖ **Universal Screening (where appropriate):** We may use universal screening tools at key points in the school year to identify students who may be at risk for learning difficulties in areas such as reading, math, or social-emotional development. These screenings are brief and designed to flag students who may benefit from further assessment. Universal screening is not a diagnostic tool but rather a way to identify students who require further evaluation. We will consider the age and developmental stage of students when selecting and administering universal screening tools.



- ❖ **Teacher Observations:** Teachers play a crucial role in identifying students who may require additional support. They are trained to observe student behavior, academic performance, and social interactions in the classroom and other school settings. Teachers will document their observations, noting specific areas of strength and challenge, and share these observations with the appropriate school personnel, including the inclusion coordinator and parents/guardians. Teachers will also be provided with professional development on recognizing the signs and symptoms of common learning differences and disabilities.
- ❖ **Parent/Guardian Input:** We highly value parent/guardian insights as they have unique knowledge of their child's strengths, needs, and developmental history. We encourage open and ongoing communication with parents/guardians regarding their child's learning, development, and well-being. Parents/guardians are encouraged to share any concerns they may have with their child's teacher or the school's inclusion coordinator. We will provide multiple avenues for parent/guardian communication, including meetings, phone calls, email, and online platforms.
- ❖ **Student Self-Referral (where appropriate):** As students mature, they become more aware of their own learning styles and challenges. Older students are encouraged to self-refer if they are experiencing learning difficulties, social-emotional challenges, or believe they have exceptional abilities that are not being adequately addressed. We will provide a confidential and accessible process for students to self-refer. We will ensure that student self-referrals are taken seriously and followed up on promptly.
- ❖ **Formal Assessments:** If initial screening or observations suggest a potential need for additional support, we will utilize a range of formal assessments to gain a more in-depth understanding of the student's strengths and needs. These assessments may include:
 - **Standardized Tests:** These tests compare a student's performance to that of their peers.
 - **Diagnostic Tools:** These assessments are designed to identify specific learning difficulties or disabilities.
 - **Curriculum-Based Assessments:** These assessments measure student progress on specific skills within the curriculum.
 - **Performance-Based Tasks:** These tasks assess a student's ability to apply their knowledge and skills in real-world situations.

- **Psychological/Educational Evaluations:** These evaluations, conducted by qualified professionals, may be necessary to diagnose specific learning disabilities, intellectual disabilities, or other conditions. Parental consent will be obtained before any psychological or educational evaluation is conducted.



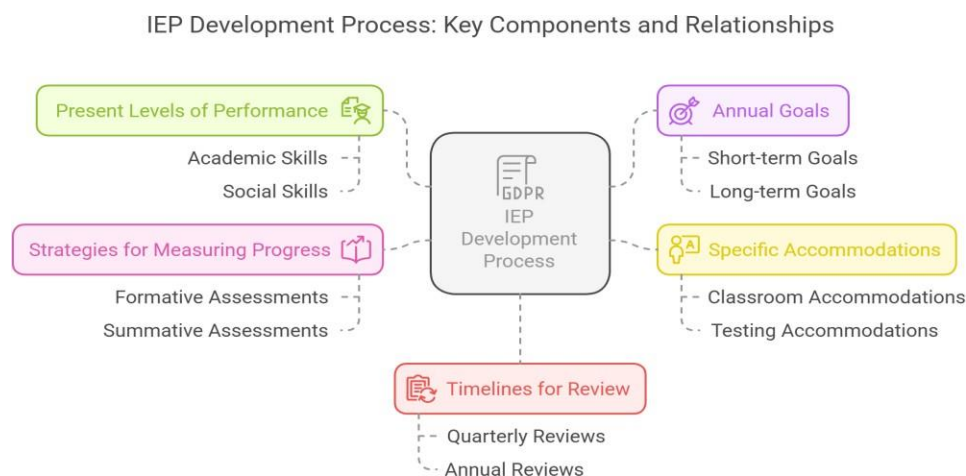
- ❖ **Previous School Records:** When a student transfers to our school, we will review records from previous schools, when available and with parental consent, to gain insights into the student's learning history, any existing support plans (IEPs or equivalent), and any previous assessments or evaluations. This information will be used to inform our initial assessment and planning for the student.
- ❖ **Medical/Psychological Evaluations (with parental consent):** In some cases, medical or psychological evaluations from qualified professionals may be necessary to fully understand a student's needs and inform educational planning. These evaluations will only be conducted with informed parental consent. We will work closely with parents/guardians to explain the purpose of the evaluation and to ensure that they understand the process.
- ❖ **Collaboration with Specialists:** We collaborate with specialists, such as educational psychologists, therapists, medical professionals, and other related service providers, as needed, to conduct comprehensive assessments and to develop appropriate intervention plans. We will establish clear communication protocols with external specialists to ensure effective collaboration and coordination of services.
- ❖ **Progress Monitoring:** Once a student begins receiving support or interventions, we will use ongoing progress monitoring to track their learning and development. This data will be used to evaluate the effectiveness of the interventions and to make adjustments as needed. Progress monitoring will be conducted regularly and the results will be shared with parents/guardians.



4. Individualized Education Programs (IEPs)

An Individualized Education Program (IEP) is a crucial document for students with disabilities who require specialized instruction and related services. It's a roadmap designed to address their unique learning needs and help them achieve their full potential. Here's a deeper dive into the different aspects of IEPs mentioned below:

- **IEP Team:** The IEP team is the cornerstone of the entire process. Its collaborative nature ensures that all perspectives are considered. The inclusion of the student (when appropriate) is vital, as their voice and input are essential. Parents/guardians play a critical role, providing valuable insights into their child's strengths, weaknesses, and learning styles. Teachers offer their expertise on curriculum and classroom strategies. Special education staff bring specialized knowledge of disabilities and effective interventions. Related service providers, like therapists and counselors, address specific needs such as speech, occupational, or emotional challenges. School administrators ensure that resources are available to support IEP implementation. Other professionals, such as psychologists or medical experts, may be included as needed.
- **IEP Development:** The IEP itself is a comprehensive document that covers several key areas:
 - **Present Levels of Performance (PLOP):** This section describes the student's current academic, social, emotional, and functional abilities. It serves as a baseline for measuring progress. Information is gathered from various sources, including assessments, observations, and parent/teacher input.
 - **Annual Goals:** These are specific, measurable, achievable, relevant, and time-bound (SMART) objectives that the student is expected to achieve within a year. They address the student's identified needs and are based on their PLOP.
 - **Specific Accommodations, Modifications, and Support Services:** This section details the changes made to the learning environment or instructional methods to help the student access the curriculum and demonstrate their learning. *Accommodations* are changes in how the student learns the material (e.g., extended time on tests, preferential seating). *Modifications* are changes to the content or expectations of the curriculum (e.g., reducing the number of assignments, simplifying instructions). *Support services* are additional resources provided to the student (e.g., speech therapy, counseling, assistive technology).
 - **Strategies for Measuring Progress:** The IEP outlines how the student's progress toward their annual goals will be measured (e.g., through tests, observations, work samples). This ensures that the IEP is effective and that adjustments can be made if needed.
 - **Timelines for Review:** The IEP specifies when periodic progress reports will be provided and when formal IEP meetings will be held to review and revise the plan. This ensures that the IEP remains current and responsive to the student's evolving needs.



- **IEP Meetings:** These meetings are essential for developing, reviewing, and revising the IEP. They provide a forum for the IEP team to collaborate, share information, and make decisions about the student's education. Meetings are typically held annually, but they can be convened more frequently if necessary.
- **IEP Implementation:** Simply having an IEP is not enough. It must be implemented effectively and consistently across all learning environments. This requires collaboration and communication among all members of the IEP team, including teachers, therapists, and parents. Regular monitoring of the student's progress is crucial to ensure that the IEP is being followed and that it is achieving its intended outcomes.

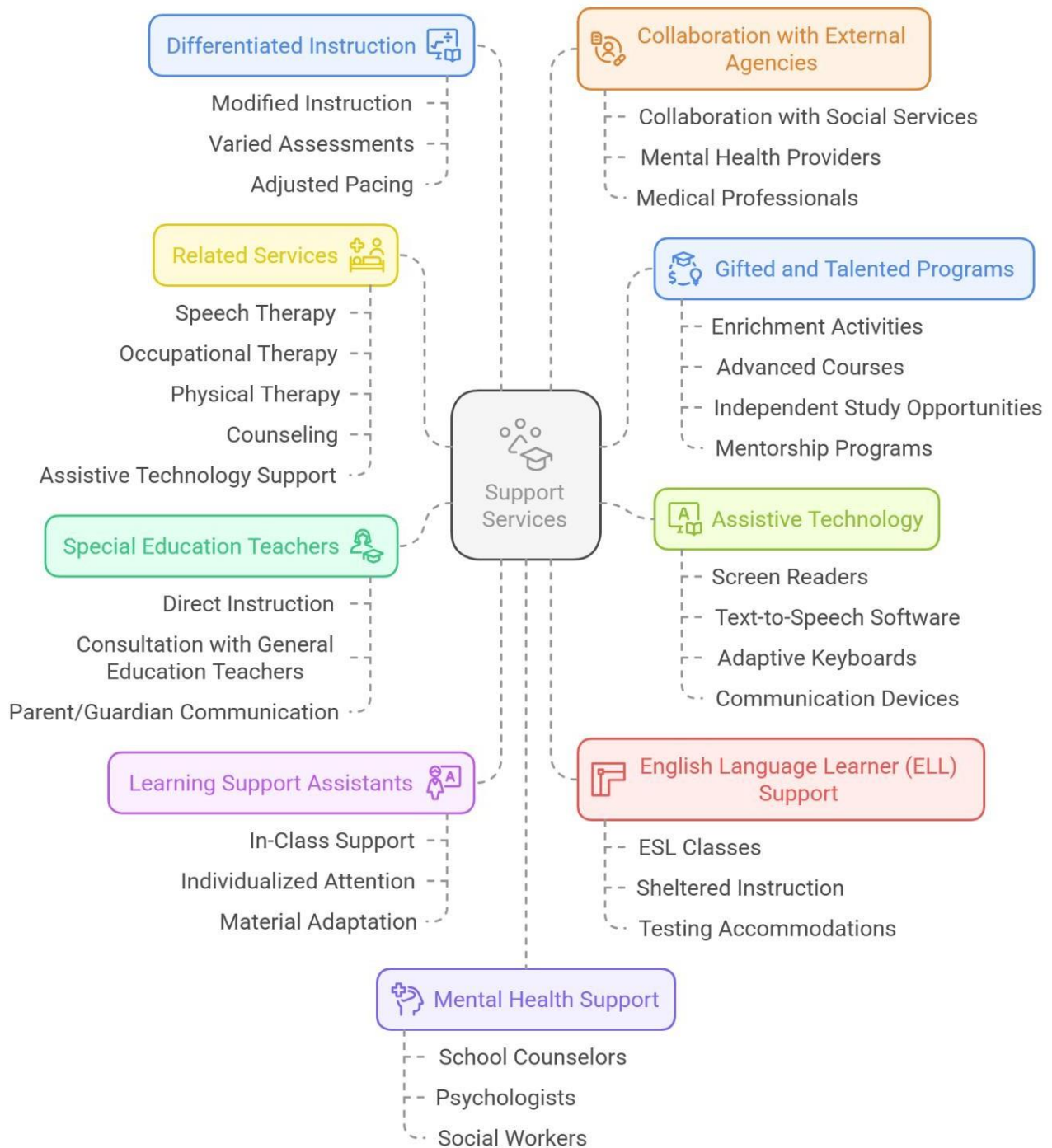
5. Support Services

- **Special Education Teachers:** These educators are highly trained professionals specializing in working with students with disabilities. They provide direct instruction, often in small groups or one-on-one, tailored to the student's IEP goals. They also act as consultants, sharing their expertise with general education teachers on how to best support students with disabilities in the mainstream classroom. Furthermore, they serve as a vital link between the school and parents/guardians, providing updates on progress and strategies for supporting learning at home.
- **Learning Support Assistants:** These individuals provide valuable in-class support, working alongside students who need extra help with academic tasks, organization, or behavior. They work under the guidance of teachers and special education staff, providing individualized attention and reinforcement. They may also assist with adapting materials or providing accommodations.
- **Related Services:** These are specialized services designed to address specific needs that may be impacting a student's learning. *Speech therapy* helps students with communication disorders. *Occupational therapy* focuses on developing fine motor skills, self-help skills, and sensory processing. *Physical therapy* addresses gross motor skills and mobility. *Counseling* provides emotional and social support. *Assistive technology support* ensures students have access to and can effectively use devices and tools that enhance their learning. These services may be provided on-site by school staff or through referrals to external providers.
- **Gifted and Talented Programs:** These programs aim to nurture the unique talents and abilities of gifted students. They may include enrichment activities, advanced courses that delve deeper into specific subjects, opportunities for independent study, and mentorship programs that connect students with experts in their areas of interest.
- **English Language Learner (ELL) Support:** Students learning English as a second language receive specialized instruction and support to develop their language proficiency. This may include English as a Second Language (ESL) classes, sheltered instruction in content areas, and accommodations in testing and assignments. The goal is to help ELLs achieve fluency in English and succeed academically.
- **Assistive Technology:** This encompasses a wide range of tools and devices that help students with disabilities access the curriculum and participate more fully in the learning process. Examples include

screen readers, text-to-speech software, adaptive keyboards, and communication devices. Schools often provide training to students and staff on how to use assistive technology effectively.

- **Differentiated Instruction:** This is a teaching approach that recognizes that students learn in different ways and at different paces. Teachers are trained to modify their instruction, materials, and assessments to meet the diverse needs of all learners in the classroom. This may involve providing different levels of challenge, offering various ways for students to demonstrate their learning, or adjusting the pacing of instruction.
- **Resource Room:** A resource room provides a dedicated space for students to receive individualized or small-group instruction from special education teachers or other support staff. It can be a valuable setting for targeted interventions and specialized instruction. The availability of a resource room can vary from school to school.
- **Collaboration with External Agencies:** Schools often collaborate with external agencies and specialists, such as social services, mental health providers, and medical professionals, to provide comprehensive support to students and their families. This collaborative approach ensures that students receive the necessary services and resources, both within and outside of the school setting.
- **Mental Health Support:** Recognizing the crucial link between mental health and academic success, schools are increasingly providing access to mental health services and support. This may include school counselors, psychologists, or social workers who can provide individual or group counseling, as well as referrals to external mental health providers when needed. Promoting a positive and supportive school climate is also essential for student well-being.

Comprehensive Support Services in Education



6. Accommodations and Modifications

Accommodations and modifications are essential tools for creating an inclusive learning environment where all students can thrive. They address the diverse learning needs of students, ensuring they have equitable access to the curriculum and opportunities to demonstrate their understanding. The key

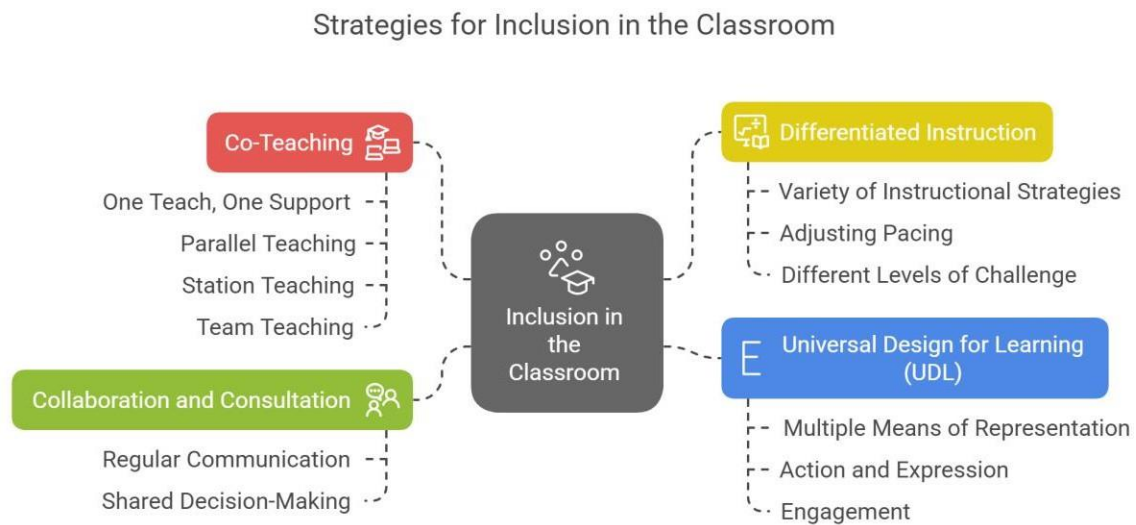
difference lies in *how* they impact learning: accommodations level the playing field, while modifications change the playing field itself.

- **Accommodations:** These are changes to *how* a student learns the material or demonstrates their knowledge. They do *not* change the content or expectations of the curriculum. Instead, they provide alternative ways for students to access information, complete assignments, or participate in assessments. Think of accommodations as providing different routes to the same destination. Here are some examples:
 - **Extended Time:** Giving a student more time to complete tests or assignments. This is helpful for students with learning disabilities, ADHD, or other conditions that affect processing speed or focus.
 - **Preferential Seating:** Placing a student in a location that minimizes distractions or provides better access to the teacher. This can be beneficial for students with attention difficulties or sensory sensitivities.
 - **Use of Assistive Technology:** Providing access to tools like screen readers, text-to-speech software, or graphic organizers. These tools can help students with disabilities overcome barriers to learning.
 - **Reduced Distractions:** Providing a quiet workspace or minimizing visual and auditory distractions during tests or assignments.
 - **Alternative Formats:** Offering materials in different formats, such as audiobooks, large print, or Braille. This can be helpful for students with visual impairments or learning disabilities.
 - **Oral Presentations Instead of Written Reports:** Allowing a student to demonstrate their knowledge through a presentation rather than a written assignment.
 - **Use of a Calculator:** Permitting the use of a calculator for math assignments or tests.
 - **Frequent Breaks:** Allowing a student to take short breaks during long tasks to help maintain focus and attention.
- **Modifications:** These are changes to *what* a student is expected to learn. They *do* change the content or expectations of the curriculum. Modifications are typically used when a student's disability prevents them from achieving the same learning goals as their peers, even with accommodations. Think of modifications as changing the destination itself. Here are some examples:
 - **Reduced Workload:** Decreasing the number of assignments or test questions.
 - **Modified Assignments:** Simplifying or adapting assignments to make them more accessible. This might involve breaking down complex tasks into smaller steps or reducing the level of difficulty.
 - **Alternative Assessments:** Providing different ways for students to demonstrate their learning, such as portfolios, projects, or oral exams.
 - **Shortened Assignments:** Reducing the length of assignments while still focusing on key concepts.
 - **Modified Grading System:** Using a different grading scale or rubric that reflects the student's modified learning goals.
 - **Focusing on Key Concepts:** Prioritizing essential learning objectives and reducing the number of concepts the student is expected to master.
 - **Providing a Paraphrased Version of Text:** Simplifying complex text so it is more accessible.

7. Inclusion in the Classroom:

Inclusion in the classroom goes beyond simply placing students with disabilities in the general education setting. It's about creating a welcoming and supportive learning environment where all students feel

valued, respected, and have the opportunity to participate fully and succeed. Here's a closer look at the strategies mentioned:



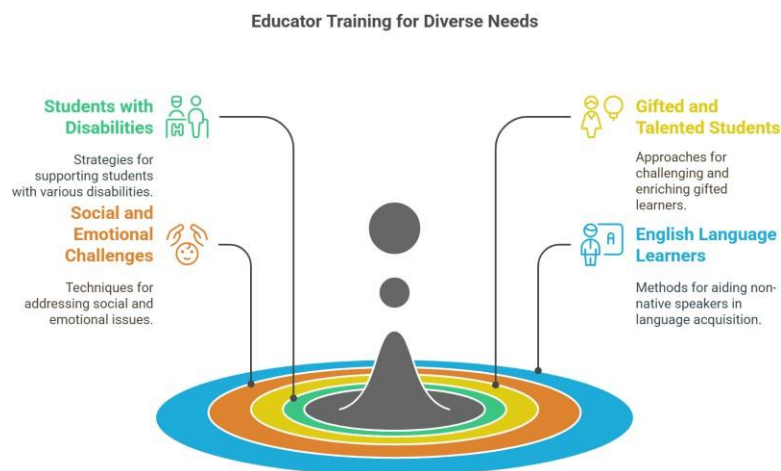
- **Co-teaching:** This model brings together a general education teacher and a special education teacher to share instructional responsibilities in the same classroom. They collaborate on planning, teaching, and assessing students, providing a wider range of expertise and support to all learners. Co-teaching can take various forms, such as:
 - **One Teach, One Support:** One teacher leads the instruction while the other provides support to students, often those with disabilities, within the classroom.
 - **Parallel Teaching:** The class is divided into two groups, and each teacher instructs a group on the same content. This allows for smaller group sizes and more individualized attention.
 - **Station Teaching:** Students rotate through different stations, each led by one of the teachers, where they receive instruction on different aspects of the same topic.
 - **Team Teaching:** Both teachers share the instruction, presenting information together and engaging in a dynamic dialogue with students.
- **Collaboration and Consultation:** Effective inclusion requires ongoing collaboration and consultation among teachers, special education staff, related service providers, and other professionals. This ensures that everyone is working together to meet the individual needs of all students. Regular communication and shared decision-making are essential for successful inclusion.
- **Differentiated Instruction:** This approach recognizes that students learn in different ways and at different paces. Teachers use a variety of instructional strategies and techniques to adapt their teaching to meet the diverse needs of all learners in the classroom. This may involve providing different levels of challenge, offering various ways for students to demonstrate their learning, or adjusting the pacing of instruction.
- **Universal Design for Learning (UDL):** UDL is a framework for designing curriculum and instruction that is accessible to all students, regardless of their learning styles, abilities, or disabilities. UDL principles emphasize providing multiple means of representation (offering information in various formats), action and expression (allowing students to demonstrate their learning in different ways), and engagement (motivating and engaging students in the learning process). By incorporating UDL principles, teachers can create a more inclusive and equitable learning environment for all students.

8. Professional Development: Cultivating Expertise in Inclusive Practices

Woodlem Park Al Hamidiya Private School recognizes that effective inclusion requires ongoing professional development for all staff members. We are committed to providing regular and relevant training to equip teachers, administrators, support staff, and other personnel with the knowledge, skills, and dispositions necessary to create and maintain an inclusive learning environment for all students.

This professional development program will encompass a variety of strategies and will address the following key areas:

- **Understanding Inclusive Education:** Training will cover the philosophy, principles, and legal framework of inclusive education, including the UAE Ministry of Education's guidelines and regulations. This will ensure all staff understand the "why" behind inclusion and their role in its successful implementation. It will also cover topics like understanding different learning needs, including specific disabilities, giftedness, and other learning differences.
- **Differentiated Instruction:** A core focus will be on developing teachers' skills in differentiated instruction. This will include training on various strategies for adapting teaching methods, materials, and assessments to meet the diverse learning needs of students in the classroom. Teachers will learn how to create flexible grouping arrangements, provide tiered assignments, and use a variety of instructional techniques to cater to different learning styles and abilities.
- **Universal Design for Learning (UDL):** Professional development will explore the principles of UDL and how to apply them in curriculum design and lesson planning. Staff will learn how to create learning environments that are accessible and engaging for all learners, regardless of their individual differences.¹ This includes providing multiple means of representation, action and expression, and engagement.
- **Working with Students with Diverse Learning Needs:** Training will be provided on specific strategies for working with students with various learning needs, including:



- **Students with Disabilities:** This will cover understanding specific disabilities, implementing accommodations and modifications, and using assistive technology. It will also include training on developing and implementing Individualized Education Programs (IEPs).
- **Gifted and Talented Students:** Training will focus on identifying gifted students, providing enrichment opportunities, and differentiating instruction to meet their advanced learning needs.
- **Students with Social, Emotional, and Behavioral Challenges:** Staff will receive training on strategies for supporting students with social, emotional, and behavioral

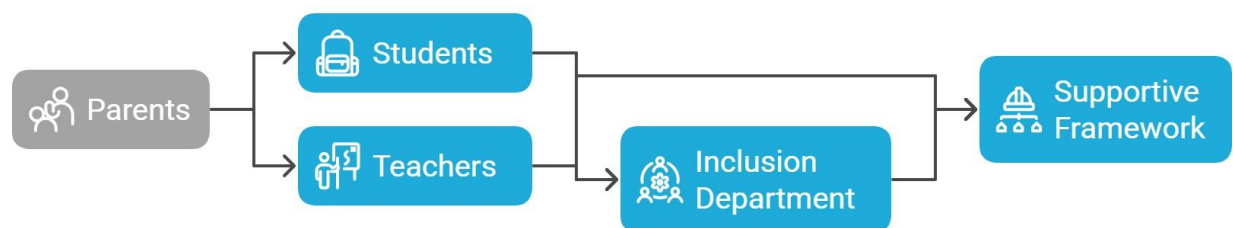
challenges, including positive behavior supports, conflict resolution, and creating a safe and supportive classroom environment.

- **English Language Learners (ELLs):** Training will be provided on strategies for supporting ELLs in the classroom, including language acquisition strategies, differentiated instruction, and culturally responsive teaching.
- **Assessment and Evaluation:** Professional development will cover the use of a variety of assessment methods to evaluate student learning, including formative and summative assessments, and how to adapt assessments for students with diverse learning needs. This will also include training on how to use assessment data to inform instruction and make adjustments to IEPs.
- **Collaboration and Communication:** Training will emphasize the importance of collaboration and communication among teachers, support staff, parents, and external agencies. This will include training on effective communication strategies, collaborative problem-solving, and building strong parent-teacher relationships.
- **Current Research and Best Practices:** The professional development program will stay up-to-date with current research and best practices in inclusive education. This will ensure that teachers are using the most effective strategies to support all students.
- **Mentorship and Coaching:** The school will establish a system of mentorship and coaching to support teachers in implementing inclusive practices in their classrooms. Experienced teachers and specialists will provide guidance and support to newer teachers.
- **Ongoing and Sustained Training:** Professional development will not be a one-time event, but rather an ongoing and sustained process. Regular workshops, training sessions, and opportunities for collaboration will be provided to ensure that staff continue to develop their expertise in inclusive education.
- **Evaluation of Professional Development:** The effectiveness of the professional development program will be evaluated regularly to ensure that it is meeting the needs of staff and improving outcomes for students. Feedback from teachers and staff will be used to make adjustments to the program as needed.

9. Parent Involvement: Building Strong Partnerships for Student Success

Woodlem Park Al Hamidiya Private School believes that active parent involvement is essential for creating a truly inclusive learning environment. We are committed to fostering open communication, mutual respect, and collaborative partnerships with parents to ensure that every student receives the support they need to thrive. We recognize that parents are the experts on their children and hold valuable insights into their strengths, needs, and learning styles.

Collaborative Framework for Student Success



This parent involvement strategy will encompass the following key areas:

- **Open and Ongoing Communication:** The school will maintain open and ongoing communication with parents regarding their child's progress, both academically and socially-emotionally. This will include regular parent-teacher conferences, progress reports, newsletters, emails, and other communication channels. Communication will be accessible and in a format preferred by the parent where possible. The school will strive to communicate in a language the parent understands or provide translation services.
- **Active Participation in IEP Development and Review:** Parents will be actively involved in the development, implementation, and review of their child's Individualized Education Program (IEP), if applicable. Their input will be valued and incorporated into the IEP to ensure that it reflects their child's unique needs and goals. Parents will be given opportunities to share their perspectives, ask questions, and contribute to decision-making regarding their child's education.
- **Regular Parent-Teacher Meetings:** Regular parent-teacher meetings will be scheduled to discuss student progress, address concerns, and collaboratively develop strategies to support the student's learning. These meetings will provide a forum for open dialogue and mutual understanding.
- **Workshops and Training:** The school will offer workshops and training sessions for parents on topics related to inclusive education, specific learning needs, and strategies for supporting their child's learning at home. These workshops will provide parents with valuable information and resources to help them advocate for their child and support their educational journey.
- **Parent Support Groups:** The school will facilitate or support the creation of parent support groups where parents can connect with other families, share experiences, and learn from each other. These groups can provide a valuable source of support and information for parents.
- **Opportunities for Volunteering and Engagement:** Parents will be encouraged to volunteer at the school and participate in school events and activities. This will provide them with opportunities to become more involved in the school community and build relationships with other parents and staff.
- **Accessibility and Inclusivity for Parents:** The school will strive to create a welcoming and inclusive environment for all parents, regardless of their background, language, or culture. Information will be provided in multiple formats and languages, and accommodations will be made to ensure that all parents can participate fully in school events and activities.
- **Feedback Mechanisms:** The school will establish feedback mechanisms to solicit input from parents on the school's inclusion policy and practices. This feedback will be used to continuously improve the school's efforts to create an inclusive learning environment for all students.
- **Home-School Connection:** The school will work to strengthen the connection between home and school by providing parents with resources and strategies to support their child's learning at home. This will include sharing information about curriculum, assignments, and learning activities.
- **Confidentiality and Respect:** The school will maintain confidentiality and respect for all parent information.

10. Monitoring and Evaluation: A Cycle of Continuous Improvement

Woodlem Park Al Hamidiya Private School is committed to regularly monitoring and evaluating the effectiveness of this Inclusion Policy and its implementation. This process will be data-driven and will involve gathering information from a variety of sources to identify areas of strength and areas for improvement. The goal is not just to comply with regulations, but to create a dynamic system that adapts and improves to better serve all students.

Monitoring and Evaluation Strategy for Inclusion Policy



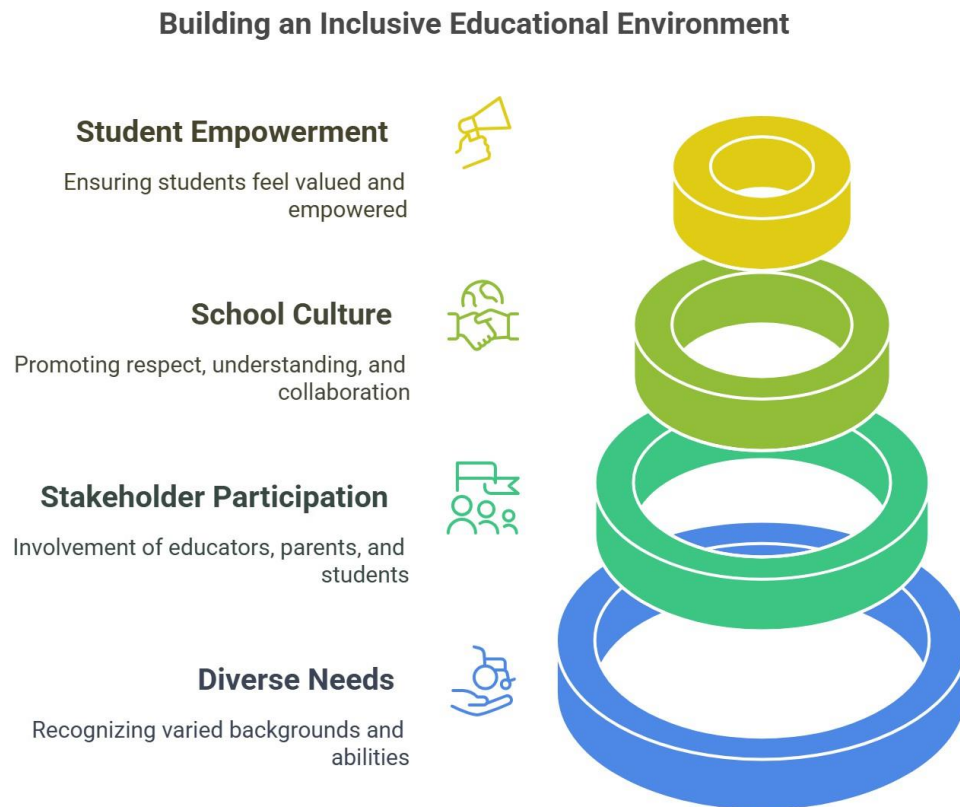
This monitoring and evaluation strategy will encompass the following key areas:

- **Regular Policy Review:** This Inclusion Policy will be formally reviewed at least annually, or more frequently as needed, by a designated team, including the SENCO, administrators, teachers, parents, and where appropriate, student representatives. This review will ensure the policy remains aligned with current Ministry of Education regulations, best practices in inclusive education, and the evolving needs of the school community.
- **Data Collection and Analysis:** The school will collect and analyze data related to various aspects of inclusion, including:
 - **Student Progress:** Data on academic achievement, social-emotional development, and progress towards IEP goals (where applicable) will be collected and analyzed for all students, including those with diverse learning needs. This data will be used to track individual student progress and identify any trends or patterns.
 - **Effectiveness of Support Services:** The effectiveness of support services provided to students with diverse learning needs, such as individualized instruction, assistive technology, and therapy, will be evaluated regularly. This will involve gathering feedback from students, parents, and staff.

- **Inclusion in School Activities:** Data on student participation in extracurricular activities, school events, and other aspects of school life will be collected to ensure that all students have equal opportunities to participate and belong.
- **Parent Satisfaction:** Feedback from parents regarding the school's inclusive practices and their involvement in their child's education will be collected through surveys, feedback forms, and parent meetings.
- **Staff Training and Development:** The effectiveness of professional development programs on inclusive education will be evaluated through feedback from participating staff. This will help ensure that training is relevant and impactful.
- **Incidents of Bullying or Discrimination:** Data on any incidents of bullying or discrimination targeting students with diverse learning needs will be collected and analyzed to identify patterns and implement preventative measures.
- **Feedback Mechanisms:** The school will establish multiple feedback mechanisms to gather input from students, parents, teachers, support staff, and other stakeholders regarding the implementation of the Inclusion Policy. This may include surveys, focus groups, suggestion boxes, and regular meetings.
- **Use of Data to Inform Decision-Making:** The data collected through monitoring and evaluation will be used to inform decision-making regarding resource allocation, professional development, and adjustments to the Inclusion Policy and related practices. This ensures that decisions are based on evidence and contribute to continuous improvement.
- **Reporting and Transparency:** The findings from the monitoring and evaluation process will be shared with the school community, including parents, teachers, and administrators. This promotes transparency and accountability.
- **Continuous Improvement Cycle:** The monitoring and evaluation process will be viewed as a continuous cycle of improvement. Data will be used to identify areas for growth, implement changes, and then monitor the effectiveness of those changes. This cyclical approach ensures that the school is constantly striving to improve its inclusive practices.
- **External Evaluation (if applicable):** Depending on the school's context and local regulations, external evaluations of the inclusion policy and its implementation may be conducted periodically.

11. Conclusion

In conclusion, the Inclusion Policy serves as a foundational element in our commitment to fostering an inclusive and supportive educational environment. By recognizing and valuing the diverse backgrounds, abilities, and needs of all students, we aim to create a school culture that promotes respect, understanding, and collaboration. The successful implementation of this policy relies on the active participation of all stakeholders, including educators, parents, and students. Together, we can ensure that every student feels valued and empowered to reach their full potential.



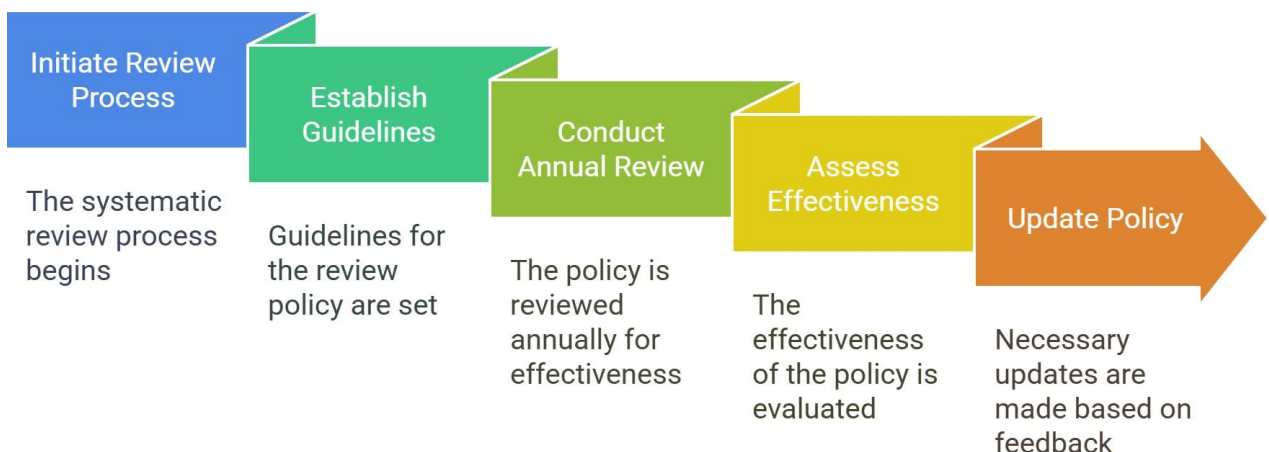
12. Review Policy

To maintain the effectiveness and relevance of the Inclusion Policy, a systematic review process will be implemented. The following guidelines will govern the review policy:

1. **Frequency of Review:** The Inclusion Policy will be reviewed annually to assess its effectiveness and to make necessary updates based on feedback and changing needs within the school community.
2. **Stakeholder Involvement:** The review process will involve input from a diverse group of stakeholders, including teachers, support staff, parents, students, and community members. This collaborative approach will ensure that multiple perspectives are considered.
3. **Data Collection:** During each review cycle, data will be collected on the implementation of the Inclusion Policy, including feedback from stakeholders, academic performance of students, and participation rates in various programs. This data will inform necessary adjustments to the policy.
4. **Reporting:** A summary of the review findings and any proposed changes to the Inclusion Policy will be documented and shared with the school community. This transparency will foster trust and encourage ongoing dialogue about inclusion practices.
5. **Continuous Improvement:** The review process will focus on identifying areas for improvement and implementing strategies to enhance the inclusivity of our educational environment. This commitment to continuous improvement will help ensure that our Inclusion Policy evolves in response to the needs of our students.

By adhering to this review policy, we aim to create a dynamic and responsive Inclusion Policy that effectively supports all students in their educational journey.

Systematic Review Process for Inclusion Policy





مدرسة وودلم بارك

Woodlem Park School

Al-Hamidiya, Ajman

INCLUSION POLICY
