

School Inclusion Policy (AY 2024-26)

Introduction

Bright Riders School is dedicated to creating an inclusive learning environment where each student is respected, encouraged, and given the tools they need to succeed. Our efforts to advance inclusive education within a school ecosystem run by qualified professionals with the pedagogical know-how to address the various needs of our students are guided by this policy. By integrating the values of equity and inclusion into every facet of school life, the policy promotes a rights-based approach to education. It shows that we support the School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.) and Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments.

We at Bright Riders School understand that inclusivity is a mindset that influences our instructional strategies, community involvement, and institutional culture rather than a program. We are committed to making sure that all students have access to worthwhile educational opportunities and holistic development, irrespective of their aptitude, circumstances, or needs.

Purpose

This policy of inclusion complies with ADEK statutory requirements so that:

- All students, including those with additional learning needs (ALNs), should have access to inclusive education as a fundamental right.
- Indicate the prerequisites for students with ALNs to be admitted.
- By using staffing, accessibility, and learning support, you can guarantee inclusive services.
- Describe the conditions for charging parents' extra fees.
- Determine the responsibilities and leadership roles in advancing inclusion.
- Establish minimal requirements for compliance when teaching students with ALNs.

Definitions

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 supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/ or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/ or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/ Y2-G5/ Y6), Cycle 2 (G6/ Y7- G8/ Y9), and Cycle 3 (G9/ Y10-G12/ Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).
Documented Learning Plan	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, 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 day.
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.

Modified Curriculum	Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.
Multilingual Learners	Students who are acquiring the language of instruction and require 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 exiting the school building.
Pull-out intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in intervention	Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student’s peer group.
Specialized Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.

Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), 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/ or talented and have other additional learning needs.
Universal Design	A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

Policy

1. Inclusion Policy

1.1 Inclusion Policy Requirements:

Bright Riders School has developed a comprehensive Inclusion Policy that outlines, at a minimum, the essential components required for its effective implementation as following:

1. The school's vision, mission, strategy, and targets in promoting inclusive education.
2. Details of how the school supports the admissions process for students with additional learning needs and their families (see [Section 2. Admissions](#)).
3. The school's standard inclusive provision for students with additional learning needs as per [Section 3. Standard Inclusive Provision](#) including:
 - a. Staffing arrangements and eligibility (see [Section 3.1 Inclusion Staff Requirements](#)).
 - b. Accessibility and evacuation of the campus and learning spaces (see [Section 3.2 Physical Accessibility](#)).

- c. Inclusive teaching and learning support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system (see [Section 3.3 Inclusive Teaching and Learning Support](#)).
 - 4. Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs (see [Section 5. Leadership](#)).
- 12 Students: This policy is applicable to any student who may require in-school specialist Services.

2 Admissions

21 Admitting Students with Additional Learning Needs:

At Bright Riders School, we are committed to ensuring that students with additional learning needs are not denied access to education, provided they can be placed in the appropriate grade level. This commitment is upheld in accordance with Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its subsequent amendments, and is embedded within the [BRS Student Administrative Affairs Policy](#).

Accordingly, schools' admissions processes adhere to the following:

1. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
2. Requesting original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
3. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support is provided to:
 - a. Students starting school for the first time or coming from alternative early education settings.
 - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - c. Students in exchange programs.
4. Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments as a means to inform the provision of learning support as per the [BRS Student Administrative Affairs Policy](#). These assessments are never used to deny admission to the school.

5. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
6. Defining what constitutes the school's "inability to accommodate" (see [Section 2.2.](#)).

22 Inability to Accommodate Notification:

If we determine that we are unable to meet the needs of any students with additional learning needs, we submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

1. ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. However, we make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.

23 Re-enrollment: In line with the [BRS Student Administrative Affairs Policy](#), the school re-enrolls all students for the next academic year.

24 Referrals to Specialized Provision: The majority of students with additional learning needs attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

If we consider that a student may require a more specialized placement, we contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

3. [Standard Inclusive Provision](#)

31 Inclusion Staff Requirements: BRS has appointed the following inclusion positions, as per the requirements of the [BRS Staff Eligibility Policy](#):

1. Head of Inclusion: BRS has appointed a Head of Inclusion as per the [BRS Staff Eligibility Policy](#), covering the topics related (but not limited) to:

- SEND (Special Educational Needs and Disabilities) pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Learning interventions and evaluation of effectiveness
- Target-setting for learning and developing IEPs
- Coordinating inclusive provision
- Resource allocation and deployment

2 Inclusion Teacher: BRS has appointed one Inclusion Teacher per Cycle as per the *BRS Staff Eligibility Policy*, covering topics related (but not limited) to:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

3 Remedial Teachers: The school has appointed Remedial Teachers to provide additional support to teachers for students with additional learning needs. Remedial Teachers work under the direction of a Head of Inclusion and provide:

- a. Whole-class support where there are higher numbers of students with additional learning needs.
 - b. Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets (see [Section 3.3.1.D](#))
 - c. Dedicated 1:1 support to a particular student, if required, as per their DLP (see [Section 3.3.1.d](#)) and the Clinical Assessment Report.
- The school conducts an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

4 Individual Assistant: Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, school seeks the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

- a. When requesting parents to engage an Individual Assistant, the school provides evidence and a justification to outline the need for support for the majority of the student's school day.
- b. The Individual Assistant is available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.
- c. BRS maintains records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

3.2 Physical Accessibility

1. General Accessibility: BRS building and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per the *BRS Buildings and Facilities Policy*.
 - a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
 - b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
 - c. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
 - d. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
 - e. School buildings are accessible on the ground floor, at a minimum, to all students.
 - f. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
 - g. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
 - h. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
 - i. All teaching staff received training in the safe operation of evacuation chairs and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
 - j. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
 - k. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
 - l. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
 - m. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
2. Accessibility of Learning Spaces: To provide equitable access to education and inclusive learning opportunities, the school ensures:
 - a. All classrooms are accessible for all students, with desks and chairs providing

adapted seating options for those who require it.

- b. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
- c. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- d. Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/ or sensory impairment.
- e. Classroom acoustics and lightings are evaluated for students with hearing and/ or visual impairment to reduce any background noise/ visual disturbances that may interfere with access to learning.
- f. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.
- g. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

3. Specialist Support Spaces: In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the *BRS In-School Specialist Services Policy*, the school has:

- a. *Provided accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.*
- b. Availed a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- c. Availed a range of non-digital teaching and learning resources to allow specialists to deliver interventions as part of the DLP (see [Section 3.3.1.d](#)).

3.3 Inclusive Teaching and Learning Support

- 1. Identification, Referral, and Tracking System:** The school has developed a robust identification, referral, and tracking system which:
 - a. Outlines how teachers or other staff can raise a concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.

- b. Integrates the input of the student (as appropriate), parents, and staff members.
 - c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
 - d. Enables the development of a DLP that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. The school incorporates information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
 - e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
 - f. Records the details of students with additional learning needs on eSIS, as required by ADEK.
 - g. Tracks the progress of students with additional learning needs by:
 - Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
 - Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
 - Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.
 - Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
 - Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
 - Personalizing, where necessary, attainment and progress reports, which are created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.
- 2 Inclusive Teaching & Learning Approaches:** BRS ensures that the teaching and learning approaches reflect the following elements:
- a. Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of

- adaptive teaching.
 - b. Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
 - c. Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion and other specialists.
 - d. Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
 - e. Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
 - f. Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
 - g. Ensure the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In- School Specialist Services system,
 - h. Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
 - i. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.
 - j. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.
- 3. Curriculum:** BRS provides students with additional learning needs opportunities to follow an appropriate curriculum pathway and achieve appropriate outcomes by:
- a. Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
 - b. Ensuring that where any agreed modified curriculum pathway may not fulfill equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
 - c. Ensuring that eSIS is updated to indicate when the student is following a modified curriculum.
- 4. Assessment Accommodations:** BRS safeguards that the students with additional learning needs are not disadvantaged during any form of assessment. Consequently, the schools:
- a. Evaluates the needs of all students with additional learning needs to:

- Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.
- Ensure permissions for accommodations and modifications are sought and adherence to policies/ guidelines stipulated by external assessment providers and examination boards, where necessary.
- Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable).

4. Additional Fees

4.1 BRS follows the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

1. Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), the school may request additional school fees. Where additional school fees are necessary, the school will:
 - a. Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision.
 - b. Obtain a parental agreement, which shall be renewed at least annually, or when there is a change in the fees charged.
 - c. Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges.
 - d. The school shall provide termly financial statements to parents itemizing the allocation of additional funds charged.
 - e. Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of the cost, as per the *BRS In-School Specialist Services Policy*.
 - f. Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

Leadership

4.2 Leadership Roles and Responsibilities: The school's Inclusion Policy also describes the roles and responsibilities of the school leadership, with the following as a minimum:

- 1. The Board of Trustees:**
 - a. Set the strategic direction for the school incorporating a commitment to inclusive education.
 - b. Nominate one board member for oversight of inclusive provision.
 - c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
 - d. Ensure adjustments and accommodations to the school environment/ infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.
- 2. The Principal:**
 - a. Ensures inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
 - b. Develops and reviews their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
 - c. Ensures a member of the senior leadership team has direct oversight of inclusive provision in the school.
 - d. Appoints a Head of Inclusion who meets the requirements of the *BRS Staff Eligibility Policy* with responsibility for the coordination of all aspects of education for students with additional learning needs (see [Section 3.1](#)).
 - e. Appoints a separate member of staff to be responsible for the coordination and provision of multilingual learners.
 - f. Appoints a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
 - g. Ensures all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the *BRS Student Protection Policy*.
 - h. Establishes a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.

- i. Ensures data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- j. Ensures all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- k. Establishes a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- l. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

The Head of Inclusion:

- a. Coordinates all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborates with all teachers on the teaching and learning needs of students with additional learning needs and tracks their progress and attainment in relation to curriculum expectations.
- c. Ensures all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the *BRS Records Policy*.
- d. Maintains, reviews, quality assures, and updates the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- e. Develops PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the *BRS Health and Safety Policy*. This is reviewed on a termly basis or where the needs of the individual or setting changes.
- f. Evaluates, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- g. Ensures all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- h. Engages in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- i. Meets with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Coordinate with in-school specialists to facilitate the delivery of

specialist services in the school setting where required, through the in-school services system, as per the *BRS In-School Specialist Services Policy*.

5. Compliance

51 This policy is effective as of 3 October 2023.

52 Next Review: AY 2026-2027

Approved By:

Rachna Prakash

Principal

Bright Riders School-Abu Dhabi

