



Universal Private School

License No. 372

## **Updated Consolidation Policy 2024-2025**

This policy has been created and updated based on the latest ADEK Inclusion Policy version February 2024

### **School Integration Policy**

#### **\*\*Vision\*\*:**

Our vision is to foster an inclusive, supportive and enabling learning environment where every student, regardless of their individual learning needs, can thrive and achieve their full potential. We believe that diversity enriches the learning experience and that every student has the right to equitable access to high-quality education.

#### **\*\*It's important\*\*:**

Our mission is to promote inclusivity within our school community by ensuring that students with additional educational needs are provided with the support and resources needed to succeed academically, socially, and emotionally. We are committed to fostering a culture of acceptance, respect and collaboration among all stakeholders.

#### **\*\*Strategy\*\*:**

- 1 . Develop and implement comprehensive policies and practices in all school operations.
- 2 . Provide professional development to employees to enhance their ability to support diverse learners.
- 3 . Engage families and the community in supporting inclusive education.
- 4 . Leverage evidence-based interventions and facilities to support student learning.
- 5 . Review and evaluate the effectiveness of inclusive practices regularly and make necessary adjustments. **\*\*Objectives\*\*:**



- 1 . Ensure that at least 95% of students with additional learning needs achieve their individual educational goals.
- 2 . Achieve 90% satisfaction among families of students with additional educational needs in terms of support and resources provided.
- 3 . 100% of employees are trained on inclusive education practices and strategies annually.
- 4 . Increase the number of community partnerships to support inclusive education by 50% over the next three years.

## **Admissions Process for Students with Additional Educational Needs**

### **1\*\* Application and Identification\*\*:**

- Parents/guardians of students with additional educational needs are encouraged to disclose relevant information during the application process to ensure that appropriate support can be provided.
- A detailed assessment of the student's needs will be carried out in collaboration with parents/guardians, former educational institutions and relevant professionals.

### **2 \*\* Admission Meeting \*\*:**

- An admission meeting will be held with parents/guardians, the student (if appropriate) and school staff to discuss the student's needs, strengths and support available at the school.
- A personalized educational plan (PEP) will be developed outlining specific accommodations and support required.



### **3\*\*Transition Support\*\*:**

- A transition plan will be developed to ensure a smooth integration into the school environment, which may include visits, meetings with staff and orientation sessions.

#### **###Standard Comprehensive Savings**

#### **1 \*\* Individualized Education Plans (IEPs)\*\*:**

- Each student with additional learning needs will have an IEP program developed in collaboration with parents, teachers and professionals. The IEP will define specific goals, accommodations, and support strategies.

#### **2. \*\* Classroom Facilities \* \*:**

- Differentiated teaching and assessment practices will be used to meet the diverse needs of students.  
- Assistive technologies and specialized resources will be provided as needed.

#### **3 \*\* Support Services \*\*:**

- Access to specialized staff such as special education teachers, speech and language therapists, occupational therapists and counselors.  
- Monitor and regularly review student progress and adjust strategies as necessary.

#### **4 \*\*Additional Fees\*\*:**

The school has not yet charged any additional fees for students of determination for the additional services provided for the year 2024-2025, but when the decision is made to impose fees, the school will re-update and publish the policy.

#### **###Staffing Arrangements and Eligibility**



## **1 \*\* Recruitment \*\*:**

- The school has hired a team of qualified special education specialists, including the head of integration, special education teachers, assistants and therapists.
- All staff will receive continuous professional development in inclusive education practices.

## **2 \*\* Eligibility \*\*:**

- Staff involved in inclusive education must have relevant qualifications and experience in working with students with additional educational needs.
- Continuing professional development will be mandatory to ensure that employees remain up-to-date with best practices in inclusive education.

## **Accessibility and evacuation**

### **1 \*\* School Accessibility \*\*:**

- The school campus will be fully available, with ramps, elevators and accessible restrooms.
- Learning spaces will be designed to meet the needs of all students, including those with physical disabilities.

### **2 \*\* Evacuation Procedures \*\*:**

- Evacuation plans will include specific actions to assist students with additional educational needs.
- Regular trainings will be conducted to ensure that all students and staff are aware of the procedures.

## **Inclusive Education and Learning Support**

### **1. \*\* Pedagogy \*\*:**

- Inclusive teaching practices will be included in all classroom activities, ensuring that lessons are accessible and shared for all students.



- Teachers will use a variety of instructional strategies to meet different learning styles and needs.

## **2. \*\* Curriculum \*\* :**

- The curriculum will be adapted to ensure that it is inclusive and relevant to all students.

- Adjustments will be made to accommodate individual learning needs without compromising educational standards.

## **3. \*\* Appraisal Facilities \*\* :**

- Students with additional learning needs will be provided with appropriate accommodations during assessments, such as extra time, alternative formats, or use of assistive technology.

## **4. \*\* Identification, Referral and Tracing System \*\* :**

- A robust system will be put in place to identify students with additional educational needs early.

- The referral process will ensure that students receive the right support at the right time.

- Progress will be tracked through regular reviews and adjustments to IEPs as necessary.

# **Roles and Responsibilities**

## **1. School Leadership \*\* :**

- Ensure that inclusive education is a priority within the school's strategic plan.

Allocate resources and support for inclusive education initiatives.

- Supervise the development and implementation of policies and practices.

## **2 \*\* Head of Merger \*\* :**

- Lead the special education team and coordinate services for students with additional educational needs.

Provide training and support to teachers and staff.

- Liaison with families and external agencies.

**3 \*\* Teachers \*\*:**

- Implement inclusive teaching practices in the classroom.
  - Develop and adapt lesson plans to meet the needs of all students.
  - Collaborate with the special education team to support students with additional educational needs. 4
- \*\* Support Staff \*\*:**

- Assist in providing individual support and interventions.
- Monitor and report on student progress.
- Provide assistance during assessments and activities in the classroom.

**5 \*\*Parents/Guardians\*\*:**

- Engage in regular communication with the school regarding their children's progress and needs.
- Participate in the development and review of IEPs.
- Support their children's learning at home.

**6 \*\*Students\*\*:**

- Actively participate in learning processes and set their own goals.
  - Communicate their needs and seek support when necessary.
- Engage with peers in an inclusive and respectful manner.

School Principal

Date 10 Jul 2024



A handwritten signature in black ink, appearing to read "Dr. Hana", with a large, stylized flourish above it.

