



1.0 Rationale

Brighton College Abu Dhabi is committed to providing an inclusive educational environment in which every pupil is valued, respected and enabled to achieve their potential.

We recognise that pupils have different strengths, needs and starting points and may require different levels of support, challenge, accommodation or provision to access learning successfully. We celebrate diversity within our community and believe that inclusive education benefits all pupils by promoting respect, understanding, independence and a sense of belonging.

The College is committed to ensuring equitable access to education for pupils with Additional Learning Needs (ALN), including Students of Determination (SoD), and to removing barriers that may affect learning, participation or engagement.

Our approach is based upon early identification, high-quality adaptive teaching, appropriate intervention and collaborative working with pupils, parents and professionals.

The College also recognises the needs of Multilingual Learners and Gifted and Talented pupils as part of its wider commitment to inclusion. Further information regarding provision for these pupils is provided within the College's EAL Policy and Gifted and Talented Policy.

This policy should be read alongside the College's:

- Admissions Policy
- Access Arrangements Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Behaviour Policy
- Health and Safety Policy
- EAL Policy
- Gifted and Talented Policy

This policy is aligned with the ADEK School Inclusion Policy v1.3 and relevant UAE legislation and guidance.

2.0 Vision & Aims

At Brighton College Abu Dhabi, we aspire to create a culture in which every pupil feels valued, supported and empowered to succeed.



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Inclusion is the responsibility of the whole College community. All pupils should have equitable opportunities to participate in academic, social, cultural and extracurricular experiences alongside their peers.

The College aims to:

- provide equitable access to education for all pupils;
- identify additional learning needs at the earliest opportunity;
- remove barriers to learning, participation and engagement;
- provide high-quality adaptive teaching that responds to individual need;
- provide targeted and individualised support where appropriate;
- promote independence, confidence and self-advocacy;
- ensure the views of pupils and their families contribute to decisions regarding support;
- work collaboratively with parents and relevant outside agencies;
- provide appropriate accommodations and modifications to teaching, learning and assessment;
- monitor the progress and impact of provision for pupils with ALN;
- develop staff knowledge and expertise through ongoing professional development; and
- meet the requirements of the ADEK School Inclusion Policy.

This reflects ADEK's rights-based approach to inclusion and its expectation that schools provide equitable access to education for pupils with additional learning needs.

3.0 Definitions

Additional Learning Needs (ALN) - Individual requirements for additional support, accommodations or modifications within the College. These may be temporary or long-term and may relate to barriers affecting learning, access, participation or interaction.

Student of Determination (SoD) - A pupil who is a Person of Determination and has a medical or clinical report confirming a disability within the categories recognised by the UAE National Standard Classification of Disabilities.

Documented Learning Plan (DLP) - A personalised plan which identifies a pupil's needs and may include individual targets, accommodations, modifications, interventions, additional support and strategies for learning.

Adaptive Teaching - Teaching which responds to pupils' individual needs through appropriate strategies, resources, accommodations and levels of support.

Gifted and Talented (G&T) - Pupils who demonstrate exceptional ability or performance in one or more domains. Further information is provided within the College's Gifted and Talented Policy.



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English As an Additional Language (EAL) - Pupils who are developing proficiency in the language of instruction and may require additional language support. Further information is provided within the College's **EAL Policy**.

Multilingual Learners - Pupils use more than two languages for communication

4.0 Admissions

Brighton College Abu Dhabi welcomes applications from all pupils and is committed to providing an equitable admissions process.

During the admissions process the College may:

- review educational, medical and clinical reports;
- meet with parents and the pupil;
- gather information from previous educational settings;
- conduct appropriate admissions assessments;
- provide reasonable accommodations to enable pupils to access admissions assessments; and
- identify adjustments or provision that may be required to support successful transition into the College.

Admissions assessments are used to inform provision and support planning. Parents are expected to provide relevant information and reports to enable the College to plan effectively for the pupil's needs.

The College works closely with families to support successful transition into school and between phases of education.

Where the College believes it may be unable to meet a student's needs, ADEK's Inability to Accommodate process will be followed.

5.0 Identification and Referral

Early identification is essential to ensuring that pupils receive appropriate support.

A concern regarding a pupil's academic, communication, social, emotional, behavioural, physical or developmental needs may be identified through:

- teacher observation;
- assessment and progress data;
- screening assessments;
- pupil voice;
- parent concerns;
- pastoral information;
- previous educational information; or
- reports or recommendations from external professionals.



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Teachers remain responsible for the progress and development of all pupils within their classes and should use appropriate adaptive teaching strategies before and alongside referral to the Inclusion Team.

Where concerns remain, a referral may be made to the Inclusion Team in accordance with the College's referral procedures.

The Inclusion Team will gather relevant information and work collaboratively with the pupil, parents, teachers and, where appropriate, outside professionals to identify barriers to learning and determine appropriate next steps.

Further assessment or specialist advice may be recommended where this is required to develop a clearer understanding of a pupil's needs.

The College will maintain appropriate records of pupils with Additional Learning Needs and update relevant information on **eSIS** in accordance with ADEK requirements and with parent consent.

The College will ensure that information relating to pupils with Additional Learning Needs is handled sensitively and in accordance with applicable UAE data protection legislation and College policies. Access to such information will be restricted to staff who require it to support the pupil's educational, pastoral, or wellbeing needs. Records will be stored securely, and information will be shared on a need-to-know basis while maintaining the pupil's dignity, privacy, and best interests.

6.0 Graduated Approach

Brighton College Abu Dhabi follows a graduated Assess, Plan, Do, Review approach to supporting pupils with Additional Learning Needs.

Assess

Information is gathered from a range of sources to develop a clear understanding of the pupil's strengths, needs and barriers to learning. This may include observations, assessment information, pupil and parent views, screening and specialist reports.

Plan

Appropriate outcomes, accommodations, strategies, interventions and support are identified. Where required, these are recorded within the pupil's Documented Learning Plan.

Do

Teachers implement agreed strategies and accommodations as part of everyday teaching. Additional interventions or specialist support may be provided by the Inclusion Team where appropriate.



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Review

The pupil's progress and the impact of provision are reviewed regularly. Support is adjusted in response to progress and changing needs.

The cycle is repeated as necessary to ensure provision remains appropriate, responsive and focused on improving pupil outcomes and independence.

6.0 Tiered Model of Support

The College uses a three-tier model to ensure that the level of support provided reflects individual pupil need.

The level of support will be reviewed regularly and may increase or decrease according to the pupil's needs and progress.

6.1 Tier 1 – Universal

Tier 1 represents high-quality inclusive provision available to all pupils.

Class and subject teachers are responsible for meeting pupils' needs through high-quality adaptive teaching. This may include appropriate adjustments to teaching strategies, resources, classroom organisation, communication and assessment.

The Inclusion Team may provide advice and guidance to teachers to support effective classroom provision.

6.2 Tier 2 – Targeted

Tier 2 provides additional targeted support for pupils whose needs are not fully met through universal classroom provision alone.

Support may include:

- targeted small-group or individual intervention;
- additional assessment or screening;
- specific classroom accommodations;
- push-in or pull-out intervention;
- specialist resources or assistive technology; and
- additional advice from the Inclusion Team.

Pupils receiving Tier 2 support will have a Documented Learning Plan (DLP).

6.3 Tier 3 – Intensive and Individualised

Tier 3 provides highly personalised provision for pupils with significant or complex needs.



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Provision may include:

- individualised teaching and learning approaches;
- intensive or specialist intervention;
- significant curriculum accommodations or modifications;
- assistive technology;
- specialist professional involvement; and
- additional adult support where appropriate.

Pupils receiving Tier 3 support will have a DLP which clearly identifies their needs, targets, provision and accommodations.

7.0 Documented Learning Plans (DLPs)

Documented Learning Plan will be developed for pupils receiving Tier 2 or Tier 3 support.

DLPs are developed collaboratively and may include:

- the pupil's strengths and areas of need;
- pupil and parent views;
- personalised targets;
- teaching strategies;
- accommodations and modifications;
- interventions and additional provision;
- specialist recommendations, where applicable; and
- information regarding how progress will be monitored.

Pupils, parents and relevant staff will be involved in developing and reviewing their DLP where appropriate. DLPs will then be shared and reviewed at least three times during each academic year.

Progress towards identified targets will be monitored internally at least every four weeks.

Pupils receiving Tier 2 or Tier 3 support will have an annual review of their needs, at a minimum, to ensure that provision remains appropriate and supports their longer-term educational pathway. The Director of Inclusion will ensure that relevant DLP information and pupil records are accurately maintained and updated on eSIS in accordance with ADEK requirements.

8.0 Teaching, Learning and Curriculum

All teachers are responsible for providing an inclusive learning environment and for the progress and outcomes of pupils within their classes.

High-quality adaptive teaching is the first response to individual need.



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Teachers will:

- know and respond to the needs of pupils they teach;
- implement accommodations, strategies and DLP targets;
- adapt teaching, resources and learning activities where appropriate;
- maintain high expectations for all pupils;
- promote pupil independence;
- work collaboratively with the Inclusion Team; and
- monitor and communicate pupil progress.

Pupils with Additional Learning Needs will have access to a broad and balanced curriculum and opportunities to participate in the wider life of the College, including extracurricular activities, trips and events.

Where appropriate, teaching and learning may incorporate assistive technology or modifications to enable equitable access.

Any modified curriculum pathway will be considered carefully and implemented in accordance with relevant ADEK and UAE requirements.

9.0 Assessment Accommodations and Access Arrangements

The College is committed to ensuring that pupils with Additional Learning Needs are not disadvantaged when completing assessments.

Assessment accommodations will reflect a pupil's identified needs and, wherever appropriate, their normal way of working within the classroom.

Accommodations may include reasonable adjustments to the way an assessment is accessed or completed without inappropriately altering the demands of the assessment.

For external examinations and assessments, all access arrangements will comply with the requirements of the relevant examination board or assessment provider.

Further information regarding eligibility, evidence and application procedures is provided within the College's Access Arrangements Policy.

10.0 Accessibility and Safety

Brighton College Abu Dhabi is committed to providing an accessible, safe and inclusive environment.

The College will make reasonable adjustments to the physical and learning environment to support equitable access for pupils with Additional Learning Needs.



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Consideration will be given to:

- physical access to classrooms and specialist learning spaces;
- appropriate seating and classroom resources;
- sensory needs, including lighting and acoustics;
- assistive technology;
- accessible facilities;
- safe participation in College activities; and
- emergency evacuation.

Where a pupil requires additional support to evacuate safely, a Personal Emergency Evacuation Plan (PEEP) will be developed in collaboration with relevant College staff.

PEEPs will be reviewed termly, or sooner where the pupil's needs or circumstances change.

The College will monitor accessibility and identify reasonable adaptations required to improve access to the learning environment.

11.0 Partnership with Parents and Outside Agencies

Brighton College Abu Dhabi recognises that effective inclusion depends upon strong partnership between pupils, families, College staff and relevant professionals.

Parents are encouraged to share relevant information regarding their child's strengths, needs and previous support. The College will maintain regular communication with families regarding identification, provision, progress and review.

Pupils will be involved in decisions regarding their learning and support wherever appropriate and will be encouraged to develop independence and self-advocacy.

Where specialist advice, assessment or intervention is required, the College may work collaboratively with appropriately qualified outside professionals. These may include:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- counsellors and psychologists;
- medical professionals; and
- other appropriately qualified specialists.

The Director of Inclusion will coordinate specialist involvement where appropriate and ensure that relevant recommendations are considered within the pupil's provision and DLP.



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Any specialist services delivered within the College will operate in accordance with relevant ADEK requirements.

12.0 Roles and Responsibilities

Governing Board - Provides strategic oversight of inclusive education, nominates a Governor with responsibility for inclusion and ensures appropriate staffing, resources and accessibility arrangements are in place.

Head Master - Has overall responsibility for inclusive provision across the College and ensures that inclusion remains a strategic priority. The Head Master ensures appropriate leadership, staffing, resources and professional development are in place.

Director of Inclusion - Leads and coordinates inclusive provision across the College, including identification, DLPs, the ALN register, pupil progress, staff development, outside agencies, eSIS and the deployment of the Inclusion Team.

Inclusion Teachers - Provide specialist teaching, assessment and intervention for pupils with Additional Learning Needs. The College will appoint at least one Inclusion Teacher per cycle/phase, and no more than 10% of their timetabled workload will be allocated to teaching outside their Inclusion role.

Inclusion Assistants - Work under the direction of teachers to provide whole-class, small-group, push-in, pull-out or individual support according to identified pupil need. Dedicated 1:1 Inclusion Assistant support will be provided where required by a pupil's DLP and Clinical Assessment Report.

Individual Assistants - Provide individualised, non-teaching support where a pupil requires assistance with personal care, safety, behavioural, medical, social or emotional needs. Individual Assistants are parent-funded and will work in accordance with the pupil's identified needs and College procedures.

13.0 Monitoring and Review

This policy undergoes an annual review by the Head Master to ensure ongoing effectiveness and relevance, aligning with our commitment to providing an inclusive and challenging educational environment for all pupils.

14.0 Approved By

Head Master on behalf of the College:

On behalf of the Governors:



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Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Amalgamation of separate policies for ELA, SEN, and G&T into one College policy for Inclusion	SENCO	October 2015
2.0	Updated Inclusion Policy to reflect changes in practice and new guidelines from ADEK	SENCO and Head of ELA	January 2018
3.0	Updated Inclusion Policy to reflect changes in language	Director of Inclusion, Inclusion Teachers (Pre-Prep and Prep)	September 2021
4.0	Updated Inclusion Policy to reflect changes in EAL, Provisions, Plans of Action	Director of Inclusion, Inclusion Teachers (Pre-Prep and Prep)	October 2022
5.0	Update Inclusion Policy to reflect changes to the ADEK Inclusion Policy for compliance by September 2024	Director of Inclusion & Vice Principal	January 2024
6.0	Updated Inclusion ADEK Policy	Director of Inclusion	September 2026



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Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.