



المدرسة الأمريكية الخليجية
AMERICAN GULF SCHOOL



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IB Inclusion Policy and Procedures





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Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

Inclusion Policy

Inclusion Philosophy

This policy is guided by UAE Federal Law No. 29 of 2006 (amended 2009) and Ministerial Decree No. 647 of 2020, which affirms the right of all students of determination to equitable access to education. American Gulf School is committed to implementing these laws through structured inclusion processes, ensuring compliance with SPEA requirements and alignment with the principles of the International Baccalaureate (IB).

At American Gulf School, we aim to identify and provide for learners with diverse needs and ensure that inclusive learning is consistently maintained. Learners with diverse needs are

provided access to a broad, balanced, and relevant curriculum so they can reach their full potential and enhance their self-efficacy. To achieve this, AGS provides a caring and supportive environment along with a rigorous, diverse curriculum and co-curricular program, within which learners have opportunities to gain experience, develop, and reach their full potential. The school encourages collaboration between teachers, support staff, and parents to provide individualized and effective support, integrates technology and adaptive learning tools to accommodate diverse learning needs, supports learner autonomy and reflection to help students recognize their strengths and areas for growth, and implements regular monitoring and review of inclusive practices to ensure.

Rights and Responsibilities

Person	Rights	Responsibilities
STUDENTS	<ul style="list-style-type: none"> To be taught in an inclusive learning environment To be understood as an individual Learning without barriers 	<ul style="list-style-type: none"> To proactively engage with students of all needs To promote tolerance and respectfulness To show empathy and awareness
PARENTS	<ul style="list-style-type: none"> To be informed on progress and development To meet regularly with the academic team 	<ul style="list-style-type: none"> To be aware of the policy and the steps required from their side. To promote and use strategies at home to ensure continuity
SLT, TEACHERS	<ul style="list-style-type: none"> To have access to professional development on SEND To have access to resources and support 	<ul style="list-style-type: none"> Create community links that promote inclusion. Celebrate events and activities that promote diversity

Inclusion and the Learner Profile

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a

student's well-being. We will strive to meet all three of these needs for students.

In addition, the school encourages open-mindedness, reflection, and risk-taking to ensure that all students value diversity, recognize their strengths and challenges, and feel supported to try innovative approaches to learning. All members of the school community share responsibility for modeling these attributes to create an inclusive culture.

Links to Other Policies

[Inclusion Policy and Assessment Policy](#)

At American Gulf School, Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g., additional time, use of assistive technology, and breaks) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the DP and CP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization follows the IB Access and Inclusion Policy requirements and are listed in the students' Individualized Education Program. Access arrangements and reasonable adjustments are reviewed termly to ensure they meet students' current needs and are applied consistently during tests and examinations.

[Inclusion Policy and Admissions Policy](#)

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, and documentation of diagnosis). The school may review these documents to identify any specific support needs in advance, ensuring appropriate inclusion arrangements can be provided from the start of enrollment.

American Gulf School welcomes all learners in accordance with UAE law and does not discriminate in admissions based on additional learning needs or disabilities. Families are asked to provide documentation of previous evaluations and support received so that the school can plan appropriately. Where specific needs exceed the provision available at AGS, this is discussed transparently with families to ensure honesty, fairness, and clarity in admissions decisions.

Inclusion Policy and Academic Integrity Policy

All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organizes seminars on related topics (plagiarism, copyrights, etc.). In MYP, DP and CP, students with identified learning difficulties receive individualized checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing. Additional individual guidance and support is provided to these students during assignments and assessments to ensure proper application of academic honesty standards.

Inclusion Policy and Language Policy

All teachers at American Gulf School are language teachers and are provided with training on techniques and procedures for supportive language learners and non-native speakers in their classrooms. This becomes an important part of lesson planning and execution to ensure that there is strong differentiation, collaboration, and extension. This is monitored through data, lesson observations and informs next steps in teaching and learning.

Inclusion Processes

Inclusion Team

The Inclusion Team at American Gulf School is responsible for implementing the school's vision of inclusive education and ensuring compliance with UAE Federal Law No. 29 of 2006 (amended 2009), Ministerial Decree No. 647 of 2020, and SPEA regulations.

The team is led by the Head of Inclusion, who is the officially designated Inclusion Champion. This role carries responsibility for leading the school's inclusive practices, ensuring alignment with IB and UAE expectations, and reporting regularly to the Pedagogical Leadership Team and regulatory authorities.

The Inclusion Team consists of:

Inclusion Teacher – provides direct support in classrooms, collaborates with subject teachers, and ensures strategies from student plans are embedded in daily teaching.

Inclusion Specialist – offers targeted intervention for students of determination, develops

Individual Education Plans (IEPs) or Individual Support Plans (ISPs), and provides expertise in assessment and differentiation.

Learning Support Assistants (LSAs) – support students' access to learning, reinforce teacher strategies, and contribute to social, emotional, and academic development under the guidance of the Inclusion Teacher or Specialist.

School Social Worker – provides socio-emotional support, works with families to strengthen home–school collaboration, and ensures that wellbeing and safeguarding are embedded in all aspects of inclusion.

The Inclusion Team works in close partnership with classroom teachers, parents, and students to ensure that every learner receives the support needed to achieve their full potential.

Collaboration and regular communication are central to this process, with all members of the team contributing to the planning, implementation, and review of inclusive practices across the school.

Inclusion Arrangements

American Gulf School ensures accessibility both academically and physically:

- Ramps and wide doors for wheelchair access
- Specialist teachers (Reading/ELA)
- Intervention sessions and Individualized Education Plans (IEPs)
- Trained teaching assistants
- Communication and collaboration with parents and, when needed, external specialists

AGS recognizes that wellbeing and safeguarding are integral to inclusion. Students of determination have equal rights to child protection and wellbeing support. The Inclusion Team collaborates with the Safeguarding Team to ensure holistic provision, including risk assessments, behavior support, and safe learning environments. Concerns are escalated in line with the school's safeguarding policy.

Tiers of Support

Our school follows a tiered model of support to ensure every student can access learning:

- Tier 1 – Universal Support: High-quality, differentiated classroom instruction and strategies available to all students.
- Tier 2 – Targeted Support: Small group interventions and short-term supports for students who require additional assistance.
- Tier 3 – Individualized Support: Intensive, personalized interventions and services coordinated by the Inclusion Team, including the inclusion teacher, inclusion specialist, learning support assistants, and school social worker.

Gifted Arrangements

Appropriate placement, curriculum, and pedagogy significantly influence Gifted and Talented learners' motivation, engagement, and social-emotional well-being. Each learner is assessed individually to identify areas of giftedness and/or talent, and each identified area may require diverse types of educational provision. Most gifted and talented learners can be supported within regular lessons through an extensive and rigorous differentiated curriculum. In addition, Advanced Learning Plans (ALPs) are developed for learners who require personalized goals, targeted challenges, and enrichment opportunities. These plans outline specific learning objectives, strategies, and resources to ensure each learner's needs are met and progress is monitored effectively.

Differentiation

Differentiation occurs naturally in class through content, process, environment, or product, paying particular attention to learners' interests, readiness, or profile to enhance motivation, skills, and strengths.

Professional Development for Inclusive Education

In line with MOE requirements, AGS provides ongoing professional development for all staff to ensure inclusive practices are consistently implemented. All teachers receive annual training in areas such as Universal Design for Learning (UDL), differentiation, behavior management, and effective strategies for students of determination. Teaching assistants and

support staff receive additional targeted training to strengthen classroom implementation. Professional learning is documented and monitored through annual training plans.

Types of Plans

Plans for students may include:

- In Class Support (Push-in): Learning Support teacher assisting within the classroom.
- Pull Out Support: One-to-one or small group sessions targeting specific learner goals.
- IEP (Individualized Education Plan/Program): Developed collaboratively with private providers, school staff, parents, and students to address academic, well-being, or behavioral needs. Updated medical information supports these plans.
- ISP (Individual Support Plan): Internally created plan for students needing additional support without external intervention.
- BIP (Behavior Intervention Plan): Socio-emotional support provided by the school's support team. Severe cases may involve external guidance for parents.

All individualized plans (IEPs, ISPs, BIPs, or Gifted Plans) are formally documented, shared with teachers and parents, and reviewed at least once per term. Progress is tracked by using school-wide data systems, including Mind Print, MAP, NGRT, classroom assessments, and teacher observations. Summaries of student progress are signed by parents and teachers and stored securely in the student's inclusion file to ensure accountability and consistency across the school.

Referral Process

AGS emphasizes early identification of learning needs. All students participate in universal screening assessments (Mind Print, NGRT, MAP, wellbeing surveys) to provide baseline data. Teachers also use classroom observations and formative assessments to identify concerns early. Before formal referrals, teachers implement Tier 1 strategies and universal support, which are documented and reviewed to determine if the student responds to initial interventions.

The referral process consists of:

1. Teacher Identification & Tier 1 Strategies

The teacher identifies academic, behavioral, or social-emotional concerns through classroom data and observations. Before referral, Tier 1 strategies and universal

2. Supports are documented and implemented to determine if the student responds to initial interventions.

3. Data Collection & Tier 2 Support

If concerns persist, the teacher submits a concern form to the Head of Inclusion, outlining strategies already tried. The Inclusion team (counsellors, psychologists, wellbeing staff) conducts additional observations, gathers assessment data, and collaborates with the teacher to design targeted Tier 2 interventions.

4. Parental Collaboration

Parents are engaged early in the process. Findings and Tier 2 strategies are shared, and family input is gathered to ensure a holistic understanding of the student's needs.

Parents are equal partners in decision-making. In addition to regular review meetings, AGS offers parent workshops on strategies to support learning at home and provides resources to strengthen continuity between school and home. Parents are invited to contribute to setting IEP/ISP goals and participate in evaluating progress during termly reviews.

5. External Assessment & Tier 3 Referral (if needed)

For students requiring intensive support, referrals may be made to external specialists. Recommendations inform the development of individualized plans such as an IEP (Individualized Education Plan), LSP (Learner Support Plan), or BSP (Behavior Support Plan).

6. Implementation of Support Plans

The support plan is communicated to all relevant teachers. Strategies and accommodations are embedded into daily classroom practice to ensure consistency across settings.

7. Documentation & Progress Monitoring

Every step of the process is documented, and timelines are set for review. Progress

monitoring tools are used to measure student response to interventions and track growth.

In addition to individual tracking, AGS maintains an Inclusion Register at the school level. This register records the number of students of determination, types of plans in place, and progress data. The Inclusion Team reviews this data termly with the Heads of School to ensure accountability, equity of provision, and continuous school improvement.

8. Review & Adjustment

Regular reviews with teachers, parents, and the student ensure that interventions remain effective. Plans are adapted based on data, with movement between tiers as appropriate.

Inclusion and External IB Assessments

In line with, they must be authorized by the IB. IB Coordinators must apply for the access arrangements in a timely manner and it is the responsibility of the family to provide correct and the IB Access and Inclusion Policy, if a student is meeting the requirements for access arrangements updated documents (such as medical, psychological, psycho-educational documentation or a language report) when required to do so to facilitate this process. Inclusive arrangements must be submitted to IBIS at a minimum of six months before the written examinations.

IB Standards and Practices for Inclusion

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between

its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all its IB mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international mindedness in all its IB mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Cycle of Review

This Inclusion Policy will be reviewed annually each August during staff inset week. A mid-year review is conducted in January to ensure continued compliance with MOE and SPEA regulations as well as IB standards. The review process includes consultation with parents, students, the Academic Leadership Team, and the Board of Governors.