



MAS Inclusion Policy 2025-2026

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MAS Inclusion Policy

At Al Maaref American School, we are committed to celebrating an inclusive culture where every student feels seen, heard, valued, and empowered as a learner with the potential to succeed alongside peers of the same age.

At Al Maaref American School, we believe that every child is unique and has different educational needs. As an inclusive school, we aim to provide a safe, happy, and stimulating inclusive learning environment that guides and motivates all groups of students to be resilient, independent, responsible, creative, innovative, and life-long learners to participate in and contribute to the global world as well as practice the core values of the school with the support of the family.

At MAS, the Learning Support Team works together with administrators, teachers, non-teaching staff, and parents to nurture the intellectual, social, emotional, and physical growth and well-being of all groups of students in an inclusive and responsive learning environment. The team ensures the implementation of differentiated teaching practices and personalized learning through effective strategies, intervention, accommodation, and modification of the curriculum as well as assessments of students identified with gifts and talents. This will ensure that all groups of students are fully prepared to pursue their individual college and career goals upon graduation.

MAS embraces the principle of providing high quality education to all the children who attend the school. The school has high expectations of effort and success from all children. We believe that our children, including those identified as having “unique needs” have a common entitlement to a broad and balanced academic and social curriculum, based on the national curriculum and for pre-school children the early years curriculum, which is accessible to them, and to be fully included in all aspects of school life.

MAS is committed to inclusion with our open-door policy. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. The special educational needs of all children will be met, where appropriate, in mainstream settings, otherwise in a resource setting.

We will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

English language learners (ELL)

Learners with ‘additional needs’ Those who are ‘gifted and talented’

Where appropriate, the views of the child should be sought and considered.

Parents have a vital role to play in supporting their child’s education. At MAS, we ensure that parents will be involved in regular follow-up with the school regarding the identified needs of the students and the progress they are making.

This policy describes the way we meet the needs of the students, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/social development, or may relate to factors in their environment, including the learning environment they experience in school.

Special Educational Needs and Disability (SEND) have needs different from those of most students. The students are referred to as “***Students of determination***”. They include those who need additional support or challenge in their learning. Special educational needs and disability could mean a child has difficulties with:

- all the work in school
- reading, writing, numeracy or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- complying with school rules
- organizing themselves
- sensory or physical needs that may affect them in some or all school activities. A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which she or he is or will be taught

Type of Need

Description (compiled from a range of international best practice and using the DSIB Definition and UAE "school for all" guidance).

Behavior, Social, Emotional

Behavior that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.

Sensory Visual impairment

Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.

Hearing impairment

Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

Medical Conditions or Health Related Disability

Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes, and allergies. Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, or severe accidental injury may require support for accommodations. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.

Speech and Language Disorders (Not ELL)

- Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally.
- Receptive language disorder – problems understanding oral language or in listening.
- Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

Communication and Interaction

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination, and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

General Learning Difficulties

Learning Difficulty 1

Below average general intellectual functioning is often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

Learning Difficulty 2

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

Profound & Multiple Learning Difficulty (PMLD)

Complex learning needs result in severely impaired functioning in respect of a basic awareness of themselves, the people, and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.

Assessed Syndrome

A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include Down's syndrome, Stickler syndrome and Williams syndrome.

Learning Difficulties

Dyslexia

Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, and language skills/verbal comprehension.

Dysgraphia

Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

Dyscalculia

Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented

The term giftedness refers to *‘a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.’* These domains will include intellectual, creative, social, physical abilities.

The term talented refers to *‘a student who has been able to transform their ‘giftedness’ into exceptional performance’.* Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Aims and Objectives:

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class
- To signpost support for pupils with additional learning needs through external agencies.
- To facilitate access to the curriculum through differentiated planning by class teachers and SEND support staff as appropriate.
- To provide specific input, match to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those pupils recorded as having additional needs.
- To promote positive receptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parent/careers.
- To enable children to move on from us as well equipped as possible in the basic skills of literacy, numeracy, and social independence to meet the demands of advanced school life and learning.
- To form strong partnerships between all stakeholders so that the child’s learning and emotional well-being are optimally supported.
- To give the children a voice in planning and in decisions that affect them.
- To have an open-door policy with the support of staff and parents.
- To make information on additional needs available to staff and parents.

Learning and Teaching

Style Effective Learning:

- To aim to raise attainment levels with SMART targets for those who need it.

- To support class teachers in producing Individual Education Plans/Individual Learning Plans.
- To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

Effective teaching:

Inclusion is a whole school responsibility where all staff need to be aware of strategies and procedures to support all pupils, including those with additional needs, through differentiation or referral where appropriate. Teachers need to ensure that they build confidence, motivation, and self-esteem through a safe, calm, and secure atmosphere in all lessons. The Curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty unless it is clearly of benefit to that individual and leads towards inclusion.

Inclusion Provision

The Learning Support Department works across the whole school to promote inclusion for all children through:

Literacy and Numeracy Interventions
Behavioral Management strategies
Learning Support Assistants
English Language Learners Gifted
and Talented

This policy has been discussed and agreed to by the MAS teaching staff and leadership teams for implementation. We recognize the importance of identification as early as possible, followed by intervention for any child who may have special education needs.

Level 1 – classroom teacher responds to a child's learning needs. The child is closely monitored, and work is differentiated within the class. This could include a teacher's aide working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children's personal classroom targets; or other formal records which detail the child's needs, and which are accessible to all teaching staff.

Level 2 – any child needing additional support, the child would have an individual education plan, and this provision goes beyond the "normal" classroom. This may also possibly involve some external assessment and small grouping to support literacy and/or mathematics with staff.

Level 3 – any child needing additional support/assessment from outside agency specialists such as speech therapists, occupational therapists, or psychologists and/or any child who requires a one- to-one Learning Support Assistant to access the curriculum. The child would have an individual education plan. There may be withdrawal from lessons for specialist therapist support, one to one or small group.

Assessment of learning

All the children undergo the school's normal assessment procedures that are implemented at different times of the year.

Assessment for learning

All school staff, regardless of grade or section, are responsible for identifying those who may have learning needs. MAS graduated approach to SEND identification and provision is detailed in the MAS Learning Support Handbook.

Learning Support Team

We recognize that for pupils with special needs to progress, a key issue is “partnership”. We work together with others to promote inclusion for all children. The inclusion support team includes:

CEO – Governor of Inclusion

Principal

Senior Leadership Team/Senior Educational Leadership Team

Inclusion Champions

Counselors

Learning Support Teacher

Learning Support Assistant

The team strives to establish equal opportunities for all students and establish learning environments that encourage and support the active involvement and inclusion of every student and promote the wholesome development of every student.

Monitoring and review

The Learning Support Team monitors the movement of determined students within the system in school. The department functions effectively with a detailed Action Plan providing a regular summary of the policy's impact on the school's practice. The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Education Plans (IEPs)/Individual Learning Plans (ILPs) for the supported students.

MAS Administration