RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

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Prepared by	Name
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Approving Committee	Name	Signature
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Purpose, Vision & Mission

Vision

Our vision is to nurture a learning community where every individual is valued, respected, and supported to reach their full potential, embracing, and celebrating the richness of diversity, regardless of background, abilities, or differences.

Mission

Our mission is to foster a culture of inclusivity and belonging within our learning community by providing a supportive environment, implementing inclusive practices, and celebrating the unique strengths of everyone. Through collaboration, empathy, and innovation, we strive to ensure that every member of our community feels valued, respected, and empowered to thrive academically, socially, and emotionally.

Policy Development

At Raha International School - Gardens Campus, the development of our Inclusion Policy was guided by the ADEK Inclusion Policy of 2023. We also consulted the ADEK inspection framework, which provides provisions for various categories of special educational needs and disabilities, to shape our policy effectively.

Inclusion and Learning Differences

At Raha International School, we understand that students have diverse starting points and progress at different rates. We are committed to making reasonable adjustments to the school environment, curriculum, and teaching methods to enhance the learning experience for all students.

We recognize that achieving Inclusive Education involves the provision of alternative resources, teaching strategies, and appropriate accommodations. We are dedicated to ensuring that our facilities and support systems are robust enough to safeguard the health, safety, and welfare of all students while fostering an inclusive environment that meets their individual needs.

To ensure the safety of all students, we will adapt risk assessments for curriculum activities as necessary. No student should be excluded from an activity on health and safety grounds unless unavoidable. Risk assessments will be tailored to address any additional needs a student may have, especially when these needs present an increased health and/or safety risk to themselves or others.

Main Categories of RIS Inclusion Programs

At Raha International School, we understand that students in our Inclusion program may fall into one or more of the following categories. We aim to provide the necessary services in a creative, supportive, and personalized manner, recognizing that students may have overlapping needs.

Our Inclusion team's goal is to develop strong partnerships with students, parents, educators, carers, and external agencies, supporting students on their educational journey towards academic success, independence, workplace skills, leadership, and lifelong learning.

Additional Learning Needs (ALN):

This term describes students who may not have an external or medical report formalizing their needs but require additional support to access the school curriculum. Provisions for these students are designed and implemented within the school.

Special Educational Needs and Disabilities (SEND)/Person of Determination (PoD):

These terms describe students who need more than the typical educational offering and are formally identified by an external professional. Provisions for these students are guided by both external reports and internal school resources. Additional support may also be provided by external agencies.

English as an Additional Language (EAL)/Multi-Lingual Learners (MLL):

This term refers to students for whom English is a second or additional language, or those who have not had prior exposure to English and therefore need extra support to access the curriculum. The ADEK Inclusion Policy of 2023 refers to these students as Multilingual Learners. Provisions for these students are guided by the school's EAL policy.

Gifted and Talented (G&T):

This term refers to students who, based on standardized tests or other identification methods, exhibit abilities in one or more areas at levels above the expected range. Identified areas include Intellectual Ability, Subject-Specific Aptitude, Psychomotor Ability, Visual and Performing Arts, Mechanical/Technical Ingenuity, and Social Maturity and Leadership. These categories align with ADEK's guidelines. Provisions for G&T students are guided by the school's G&T policy.

Twice Exceptional (TE):

This term describes students who are gifted or talented in one or more areas but also have one or more learning challenges, such as ADHD, dyslexia, autism spectrum disorder (ASD), or other learning or developmental differences.

Multiple Learning Differences (MLD):

This term is used to identify students with more than one learning need. Students are categorised based on their primary need or formal diagnosis. These subcategories are recorded in the formal school register, which assists the inclusion department in providing valuable information to the School Support Team (SST) and in planning and implementing student DLP's. The school register also guides teachers in their planning.

Inclusion Process

At Raha International School, our Inclusion Process incorporates a graduated response approach to identify and provide appropriate provisions for students. These provisions are outlined in a student's Individual Education Plan (IEP), Individual Accommodation Plan (IAP), or Advanced Learning Plan (ALP)—our internal equivalents of ADEK's "Documented Learning Plans."

The core of our process is centered on the student and their family, who are integral to every step. Initially, we monitor the student, followed by a referral to the inclusion department. Next, we conduct a thorough assessment, develop a plan of action, implement the plan, and review it as necessary.
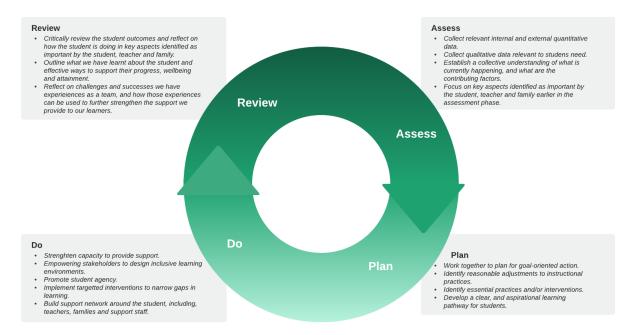
During the review period, the inclusion team, in collaboration with all relevant stakeholders, will either amend the plan of action or, if the plan has been successful, conclude the plan and return to monitoring the student.

RAHA INTERNATIONAL SCHOOL
Gardens Campus

Graduated Response

Review
- *Critically review the student outcomes and reflect on how the student is doing in key aspects identified as important by the student, teacher and family.*
- *Outline what we have learnt about the student and effective ways to support their progress, wellbeing and attainment.*
- *Reflect on challenges and successes we have experieiences as a team, and how those experiences can be used to further strengthen the support we provide to our learners.*

Assess
- *Collect relevant internal and external quantitative data.*
- *Collect qualitative data relevant to studens need.*
- *Establish a collective understanding of what is currently happening, and what are the contributing factors.*
- *Focus on key aspects identified as important by the student, teacher and family earlier in the assessment phase.*

Do
- *Strenghten capacity to provide support.*
- *Empowering stakeholders to design inclusive learning environments.*
- *Promote student agency.*
- *Implement targetted interventions to narrow gaps in learning.*
- *Build support network around the student, including, teachers, families and support staff.*

Plan
- *Work together to plan for goal-oriented action.*
- *Identify reasonable adjustments to instructional practices.*
- *Identify essential practices and/or interventions.*
- *Develop a clear, and aspirational learning pathway for students.*

At Raha International School, the Graduated Response process is initiated when a student's needs require a coordinated approach beyond standard classroom differentiation. A **Student Support Team (SST)** is formed to collaboratively assess, plan, and implement appropriate support.

The core SST typically includes:

- The Subject, Homeroom, Class, and/or Advisory Teacher

- A member of the Inclusion Team

- Parent/Guardian

- The Student (where appropriate and feasible)

Additional members may be included as needed, based on the student's specific profile:

- Pastoral Team Member

- School Counsellor

- Head of Grade or Head of Department

- Learning Assistant or Inclusion Assistant

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- School Nurse or Medical Team Representative

- External Specialist or Agency Representative

- Director or Head of Inclusion (in complex or high-needs cases)

If the Student Support Team determines that the student would benefit from targeted support, one or more of the following plans will be developed and implemented:

- **Individual Accommodation Plan (IAP):** For students requiring specific adjustments to teaching and assessment environments.

- **Individual Education Plan (IEP):** For students with identified additional learning needs, outlining academic, behavioural, or developmental goals.

- **Advanced Learning Plan (ALP):** For students identified as Gifted and Talented, requiring enrichment, extension, or acceleration.

- **Language Acquisition Plan (LAP):** For Multilingual Learners requiring targeted English language development support.

- **Wellbeing Support Plan (WSP):** For students needing ongoing social-emotional or pastoral interventions.

Each plan is co-created with relevant stakeholders, grounded in student strengths and needs, and reviewed regularly to ensure continued impact and alignment.

Identification

Identification is a crucial step in supporting students with diverse learning needs, and it can occur through various means: during the admissions process, through disclosure from the parents or guardians, information from an external report, or through observations and assessment of the pupil. While the methods of identification may differ for each of the four categories, the graduated response process remains consistent. This process is further outlined below, ensuring that each student's needs are addressed effectively and comprehensively.

Referral

Concerns about a student's academic, behavioural, social, or emotional development may be raised by a teacher, parent, student, or member of the admissions team. These concerns should be brought to the Inclusion Team using a structured, staged approach.

Pre-Referral: Start with a Conversation

Before submitting a formal referral, the Class or Subject Teacher should:

- Discuss their concerns with the student's parents or guardians,

- Share classroom observations and examples of student work,

- Trial appropriate differentiation strategies, and

- Explain that the next step may involve seeking support from the Inclusion Team.

Following this discussion, if concerns persist, the teacher submits a referral via Microsoft Teams.

Step 1: Referral Acknowledgement & Review

- The Inclusion Teacher acknowledges receipt of the referral within **48 hours**.

- Relevant school data (e.g., CAT4, NGRT, PT assessments, attendance, behaviour) is reviewed.

- Teachers are asked to provide student work, observation notes, and details of previous strategies trialled.

Step 2: Additional Evidence (if needed)

The Inclusion Teacher may:

- Conduct classroom observations,

- Review further work samples and feedback from other teachers,

- Meet with the student or family, and

- Administer formal assessments (e.g., PROBE, Dyslexia Screener, SENT, FlashAcademy), with parental consent.

Step 3: Decide Next Steps

The Inclusion Teacher and referring teacher meet within **2 weeks** to determine next steps. Options include:

- Continuing with classroom-based strategies (Level 1 support),

- Initiating targeted intervention (Level 2 or 3),

- Requesting additional assessment or specialist input.

Step 4: Decision Point – Inclusion Register

Any student receiving structured support at Level 1, 2, or 3 is added to the Inclusion Register. This includes students whose next steps involve classroom-based strategies only.

Parents are always informed when their child is added to the Inclusion Register. The Inclusion Team ensures that the student's profile is created and that parents are given an overview of the planned support.

Where appropriate, a formal support plan is developed (e.g., Individual Education Plan, Individual Accommodation Plan, Advanced Learning Plan).

Monitoring and Review

All students on the Inclusion Register are monitored regularly. The Inclusion Team collaborates with teachers and families to review support, adjust provisions, and ensure student needs continue to be met effectively.

Assessment

A variety of assessments, including both informal and formal standardized diagnostic tools, will be employed to evaluate and guide support for pupils, removing any barriers to learning. These assessments aim to provide a holistic understanding of the pupil's needs, in collaboration with the pupil, parents, medical professionals, and other relevant parties. The information gathered will then be used to formulate recommendations for staff to support the pupils inclusively. If observations or internal assessments indicate potential social, medical, or specific learning difficulties, an external assessment may be advised, with parental consultation preceding any referral.

Progress data will be regularly reviewed to assess and inform planning, establish specific learning targets, and tailor intervention programs based on individual needs. With parental permission, a combination of the following assessments will be utilized, depending on the pupil's age, to identify areas of deficit:

- The Cognitive Abilities Test Fourth Addition (CAT4)
- Pupils Attitude to Self and School (PASS)
- PROBE
- Dyslexia & Dyscalculia Screener
- New Group Reading Test (NGRT)
- Progress Tests in English, Math and Science

Monitor

Monitoring throughout the process is essential for effective support. This includes, but is not limited to:

- Reviewing the pupil's progress termly.
- Providing advice on strategies and interventions to both teachers and parents.
- Maintaining records of pupil intervention and progress within the Inclusion department.
- Discussing the needs of individual pupils in regular meetings with relevant staff to ensure a cohesive approach.
- Keeping parents informed of their child's progress and inviting them to contribute to termly Parent Conferences or appointments.
- Responsibly moving pupils from one level of support to another based on their progress, overseen by the Inclusion department.

Review

A pupil's progress will undergo regular review, with parents receiving ongoing updates on their child's development. Both the Inclusion Team and teaching team will collaboratively review and update any pupil support plans. Parents can contribute to termly review meetings, typically held during Parent Conferences or as needed. For older pupils with longer-term goals, reviews may occur annually.

The Inclusion Team will provide guidance to teachers and parents on relevant strategies, maintaining comprehensive records of educational history, identification, intervention, and progress. Individual pupils' needs will be a focal point in regular meetings with relevant staff, fostering collaboration and drawing upon the collective experience and expertise of the school's team to ensure a cohesive approach.
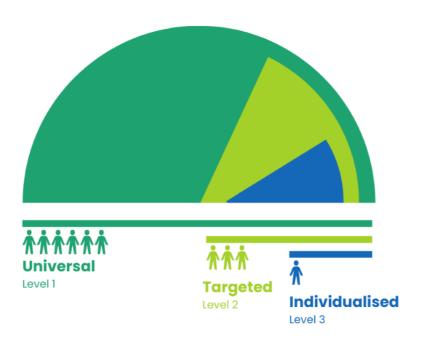
Report

The Head of Inclusion and/or Inclusion Teachers are responsible for maintaining an updated Inclusion Register, documenting pupils identified as requiring support across the three waves of support. It is the duty of individual teachers to familiarize themselves with the Inclusion Register and to differentiate their teaching methods accordingly for pupils with specific needs. The Inclusion Register is accessible on iSAMS. Additionally, teachers have access to a more detailed inclusion register containing links to Pupil Support Plans, Access Arrangements, and/or strategies and interventions tailored for individual pupils. Class registers are marked with stars and include notes for all pupils identified as English as an Additional Language (EAL), Additional Learning Needs (ALN), Special Educational Needs (SEN), Persons of Determination (POD), and/or Academically Gifted and Talented (AGT).

Tiered Model of Support

At Raha International School, we employ the Response to Intervention (RTI) model to ensure the success of all our students. This structured approach involves multiple tiers of support, tailored to meet the individual needs of each student. The RTI model allows students to move between different levels of support based on their progress. This flexibility ensures that each student receives the appropriate assistance at the right time.

Universal
Level 1

Targeted
Level 2

Individualised
Level 3

Across all levels of support, Raha aims to seamlessly connect in-class and out-of-class learning while building a strong support network involving students, teachers, families, and support staff.

Level 1: Removing barriers to engagement and access.

Level 1 inclusive support at Raha focuses on ensuring all students have equal access to learning opportunities. This level emphasizes collaborative efforts among students, families, and staff to foster an inclusive environment through:

- Strengthening all stakeholders' capacity to provide support.
- Empowering teachers to design inclusive learning environments and experiences.
- Promoting student agency.

Level 2: Unlocking potential by narrowing gaps in skills and knowledge.

At Raha, Level 2 inclusive support targets specific areas where students may be struggling, aiming to close gaps in skills and knowledge. This level involves:

- Implementing targeted interventions to narrow learning gaps.
- Developing skills required to reach potential.

Level 3: Creating alternative pathways to reach student potential.

At Raha, Level 3 inclusive support involves designing a motivating learning journey for students. This includes intensive, personalized interventions led by the inclusion team in collaboration with students, families, and staff. Implementing targeted interventions to narrow learning gaps, and enabling students to:

- Engage fully in school life.
- Experience daily meaningful success.
- Acquire relevant skills and knowledge across the curriculum.
- Achieve their potential.

Inclusion Register

Raha International School maintains a confidential Inclusion Register that details key information for students with Additional Learning Needs. This register includes essential data such as individual learning profiles, support strategies, progress notes,

and relevant assessments. It is securely held to ensure privacy and is accessible only to authorized staff members. The Inclusion Register helps us monitor and review the effectiveness of support provided, ensuring that each student receives tailored and timely interventions to aid their academic and personal development.

Raha International School also complies with the ADEK directive to have all students receiving support for Additional Learning Needs registered on eSIS. This information remains private and is not accessible to other schools for use at any time.

At-Risk Register

In alignment with ADEK's *At-Risk Students Policy*, Raha International School maintains an **At-Risk Register** to monitor students who are in danger of not meeting year-level expectations or not graduating to the next academic year.

Students may be added to the At-Risk Register if they demonstrate:

- Consistent underachievement across core academic subjects,

- Significant gaps in foundational knowledge or skills,

- Poor assessment outcomes, including external and internal benchmarks,

- Attendance concerns that are affecting academic progress,

- Social-emotional, behavioural, or wellbeing challenges that impact learning,

- Any combination of the above that places them at risk of grade retention or failure to meet curriculum standards.

Inclusion on the At-Risk Register prompts targeted intervention and increased monitoring. The process includes:

- Communication with the student and their family,

- Collaboration between academic, pastoral, and inclusion staff,

- Development of a coordinated support plan,

- Ongoing data review to track progress toward promotion and graduation criteria.

Students may simultaneously be listed on the Inclusion Register and the At-Risk Register where applicable. Being added to the At-Risk Register does not automatically

indicate a learning need but ensures that appropriate supports are considered and actioned in a timely manner.

External Support

Aligned with ADEK guidelines, Raha International School facilitates on-campus services provided by external specialists from licensed centers. These specialists, including Speech and Language Therapists, Occupational Therapists, and Behavior Therapists, collaborate with students, parents, and staff to implement evidence-based classroom strategies, enhancing support for our students. Services such as speech-language therapy, occupational therapy, behavior therapy, and psychotherapy contribute to our inclusive provision.

We work closely with external agencies to arrange and fund services like Occupational Therapy, Speech Therapy, or Individual Assistant provision, ensuring collaboration with parents before implementing one-to-one support resources. We aim to accommodate all students' needs and may suggest alternative settings if beneficial, without discrimination based on Specific Educational Needs or Physical Disabilities.

While we offer approved assessments, we do not diagnose pupils. Our Head of Inclusion or Inclusion Teacher can guide parents towards external professionals for specialized support, including formal diagnoses or recommended strategies.

Withdrawal for Extra Support

When a pupil requires additional support, it may be necessary to withdraw them from certain classes. The Inclusion department will collaborate with the subject teacher, Head of Grade (HOG), Head of Department (HOD), and the Senior Leadership Team (SLT) to determine if withdrawal from a particular subject area is feasible. The school will comply with ADEK regulations regarding mandatory attendance in specific subjects. Upon receiving the necessary permissions, intervention will commence.

Accommodations for Assessment

Access Arrangements

Access arrangements are modifications or adaptations made to learning, teaching, and assessment practices to remove or reduce barriers for students. These adjustments ensure that all students have equal opportunities to learn and demonstrate their knowledge and skills without altering the core learning objectives or lowering academic expectations. The main goal of access arrangements is to

provide optimal support that addresses various barriers, enabling students to overcome them effectively.

At Raha International School, access arrangements are a fundamental component of our commitment to inclusivity, ensuring that every student receives the necessary support to thrive in their educational journey.

Access Arrangements in IB Assessments at Raha International School

Standard assessment conditions may disadvantage some students, preventing them from demonstrating their true level of attainment. Access arrangements can be applied in these situations to remove or reduce such barriers.

Access arrangements should reflect the student's regular learning experiences and align with those acceptable in IB assessments.

The IB Access and Inclusion Policy 2022 lists available access arrangements for MYP and DP assessments. Some require IB authorisation, while others can be implemented by the school. Refer to the IB Access and Inclusion Policy details and deadlines.

Access arrangements must be available throughout study, including all classroom work and formative assessments, ensuring consistent support. This ensures that all students at Raha International School receive necessary support during their learning and IB assessments.

Inclusion Staffing and Resources

Raha employs staff in the following positions, Head of Inclusion, Secondary Inclusion Lead, Inclusion Teacher, Inclusion Assistant, Learning Assistant. Each staff member meets the requirements of the ADEK Staff Eligibility Policy. Individual Assistants are employed by the parent of the student in question.

Roles and Responsibilities

Role of the Governor for Inclusion:

- **Strategic Support:** Assist in setting the strategic direction through a clearly stated inclusive vision and ethos.
- **Resource Allocation:** Support the allocation of financial resources to ensure that targeted plans are sufficiently funded.

- **Performance Monitoring:** Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Role of the Principal:

- **Leadership and Direction:** Provide overall leadership and direction for inclusion.
- **Accountability:** Hold the designated school-based inclusion support team accountable for developing and implementing a strategic inclusive education improvement plan.
- **Advocacy:** Champion inclusive practices, allocate resources, and ensure that the school's ethos promotes diversity, equity, and inclusion.

Role of the Head of Inclusion:

- **Support and Guidance:** Monitor and support all teachers in removing barriers to learning and identifying approaches to help every student succeed.
- **Collaboration with Agencies:** Work collaboratively with outside agencies to provide advice and guidance to both teachers and parents.
- **High Expectations:** Promote high expectations for all students.
- **Facilitate Collaboration:** Facilitate collaborative meetings to develop DLPs and implement research-based interventions.
- **Policy Development:** Develop, implement, and monitor inclusive policies.
- **Professional Development:** Provide professional development for teachers and support staff to enhance inclusive strategies within the classroom.
- **Collaborative Development:** Work with Heads of Department, Heads of Grade, EAL Coordinator, and Inclusion Teachers to develop the school's provisions, CPD programmes, and school development plan.

Role of the Inclusion Teacher:

- **Mentorship:** Act as a role model, coach, and professional mentor to all teachers.
- **Direct Support:** Work directly with pupils individually or in small groups to implement interventions and accelerate learning.
- **Assessment and Monitoring:** Assess, monitor, and record the progress of pupils requiring additional support.
- **PSP Management:** Create, monitor, communicate, and revise DLPs for all relevant stakeholders.
- **Collaborative Teaching:** Co-teach within classrooms to promote support through differentiation, sharing best practices and resources.

- **Professional Development:** Provide Continuous Professional Development (CPD) in collaboration with the Head of Inclusion.

Role of the EAL Teacher:

- **Assessment and Monitoring:** Assess, monitor, and record the progress of pupils requiring additional EAL support.
- **Direct Support:** Work directly with pupils individually or in small groups to implement interventions and accelerate learning.
- **Collaborative Teaching:** Co-teach within classrooms to promote EAL support through differentiation, sharing best practices and resources.
- **Professional Development:** Provide CPD in collaboration with the EAL Coordinator.

Roles of the Multilingual Learning, and Gifted and Talented Coordinators:

- **Inclusive Assessment:** At the beginning of each cycle, collaborate with the Inclusion Support Team to review potential candidates for inclusive assessment requests, informing pathway and subject selection and considering any required special accommodations.
- **Progress Monitoring:** Regularly monitor pupil progress through internal assessments and mock examinations to ensure instructional programs and support services meet each pupil's needs.
- **Professional Development:** Provide professional development for teachers to enhance EAL and G&T competencies.
- **Effective Communication:** Ensure effective communication between EAL teachers and class teachers, and for the G&T Coordinator, ensure communication regarding competitions and strategies to challenge G&T pupils.
- **Curriculum Development:** The EAL Coordinator will create, monitor, report, and revise the EAL curriculum, while the G&T Coordinator will do the same for the G&T curriculum to challenge and stretch G&T pupils.

Role of the Teacher:

- **Implementation of Support:** Implement accommodations and provide support to pupils in line with their DLP.
- **Identification of Needs:** Identify any learning needs and raise concerns.
- **Learning Environment:** Provide a safe and welcoming environment where pupils are motivated to learn.

- **Adaptive Instruction:** Deliver adaptive, holistic, and differentiated instruction for inclusive practice.
- **Collaboration:** Work collaboratively with the Inclusion Team and other professionals.
- **Self-Development:** Enhance teaching practices through continuous self-development.

The Role of the Student

- All students in secondary who have access arrangements are responsible for advocating and coordinating with their teachers for their AAs to be implemented. They are also responsible for attending appointments made with the Inclusion Team.

The Role of the Parents

- Parents are responsible for disclosing all relevant information about their child during enrolment and at any point during the child's time at the school to ensure the most appropriate placement.
- Attend any relevant Inclusion Team meetings.

By clearly defining these roles and responsibilities, Raha International School ensures a comprehensive and collaborative approach to inclusive education, benefiting all students.

Admissions

Welcoming Students of Determination

At Raha International School, we proudly welcome students of determination and are committed to providing an inclusive and supportive learning environment. In accordance with UAE law and the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, we ensure that all students with additional learning needs have the opportunity to join our school community. If we can accommodate them in the appropriate grade/year, no student will be denied admission.

Raha International School's admissions process is designed to support and prioritize students with additional learning needs and their siblings. We are dedicated to facilitating smooth transitions for all students with additional learning needs. Special attention is given to students starting school for the first time or coming from

alternative early education settings, those transferring from specialized provisions or homeschooling, and students participating in exchange programs.

Admission and Support

Raha International School will admit students with mild to moderate special educational needs and provide additional learning support as needed, provided there is availability in the program. Students performing significantly below the expectations for their year group or requiring support may be waitlisted if the needed support program is at capacity.

Support During the Admissions Process

Raha International School is committed to supporting students and families through the admissions process, particularly those with Special Educational Needs & Disabilities (SEND) or English as an Additional Language (EAL). Our dedicated Inclusion Team is available to guide and assist families from initial inquiry through to enrolment. We offer advice, accommodation for testing and detailed information about the support available. Additionally, our team facilitates meetings to discuss any concerns, ensuring parents feel informed and confident about their child's educational journey. We strive to create a welcoming and inclusive environment for all prospective students and their families.

Raha endeavors to provide any accommodation required by the student to complete assessments that are part of the school's admissions process, utilizing such assessments to inform the provision of learning support. These assessments shall not be used to deny admission to the school.

Assessment Requirements and Documentation

To implement effective support, parents must provide the school with copies of all available medical, psychological, or educational assessment reports before entry. These materials are essential for enabling us to provide the best education for the student. Further assessments for Special Educational Needs & Disabilities (SEND) and/or English as an Additional Language (EAL) may be required to reach an admission decision, which may include a referral for evaluation by the Head of Inclusion and/or an educational psychologist. Failure to disclose such information, including deliberate withholding, may result in the student not being able to continue at the school.

Provision Determination

The Head of Inclusion will review and determine the appropriate provision for the student, which may include additional costs to the parents/guardians. This charge could be up to 50% of basic school fees in accordance with ADEK policy. Provisions may include a 1:1 Inclusion Assistant and/or specialist support from outside agencies, such as speech and language therapy or occupational therapy. All conditions for specific interventions must be agreed upon by the parents upon acceptance of the admission offer and implemented after admission.

Post-Admission Support

Should additional needs be identified after admission, all offers are conditional upon acceptance of supplementary educational provision, outside agency involvement, and associated costs deemed necessary by the school.

Support for Multilingual Learners

Notwithstanding that English is the main language of instruction, Raha International School is committed supporting students whose first language is not English. If a student is identified as requiring possible EAL support (either through identification by the parent or through the assessment process), the Inclusion Team will conduct further testing. Based on the assessment results, and in collaboration with Admissions, the Inclusion Team, and the respective Head of School, support will be put in place to ensure the successful admission of the student.

Additional Information

For more information on our admission practices, please refer to our school Admissions Policy listed on our website.

Fees

At Raha International School, we adhere to ADEK's requirements regarding additional fees for students of determination, ensuring that equitable access to education is the right of all students. We strive to meet the needs of any students with additional learning needs within the school's fee structure. Our policy includes the following provisions:

Exceptional Need Requiring Specialist Intervention

When a student's exceptional need, as stipulated in their Clinical Assessment Report, requires specialist intervention and support beyond the school's standard inclusive provision, Raha International School may request additional school fees.

Justification and Evidence

We will justify, with evidence, the requirements and costs for additional provision that extend beyond the standard inclusive provision.

Itemization of Fees

- All additional individually chargeable fees will be itemized, and student records on the eSIS database will be updated with these itemized charges.
- Financial statements will be provided to parents, itemizing the allocation of additional funds charged on a termly basis.

Limit on Additional Charges

- Additional charges to parents will be limited so that they do not exceed 50% of the tuition fee.
- Any optional administration charge for in-school specialists will not exceed 10% of the cost, as per the ADEK In-School Specialist Services Policy.

Review and Evaluation:

All additional charges will be reviewed on a termly basis to evaluate the impact and ongoing applicability of specialist services.

Through these measures, Raha International School ensures compliance with ADEK's requirements while maintaining a commitment to providing an inclusive, equitable, and supportive educational environment for all our students.

Accessibility and Evacuation

At Raha International School, we are committed to providing an inclusive and supportive learning environment for all our students, including those with diverse learning needs. In alignment with ADEK's requirements, our school has implemented

comprehensive services and facilities to ensure that students of determination receive the necessary support and opportunities to thrive.

Facilities

Accessibility

- Wheelchair Ramps and Elevators: Our school is equipped with wheelchair ramps and elevators to ensure easy access to all areas of the campus.
- Accessible Toilets: We provide toilets that are specifically designed for students with physical disabilities.
- Transport: Our school buses and cars are equipped to accommodate students with physical disabilities, and we have designated parking spaces for them.

Special Education Resource Rooms

We have dedicated special education resource rooms, sensory rooms, and comprehensive rooms to cater to the diverse needs of our students.

Site Accessibility

The responsibility for this section of the policy lies with the principal, with contributions from various individuals within the school.

Students, staff, parents, and visitors to the school have equal opportunities to access the site and curriculum. We aim to make all areas of the site accessible where possible. If the building cannot be adapted, changes will be made to the curriculum, typically involving re-rooming to accessible accommodation.

The following documents support these aims:

- School Development Plan
- Emergency Response Plan for Fire Evacuation Procedure
- Pool Safety Operating Procedures

Key features of our site accessibility plan include:

- An annual audit of the site using the appropriate framework/guidelines.

- Continuous identification and addressing of health and safety issues by various school members, including The Occupational Health and Safety Committee, teachers (activities, classrooms), Heads of Departments and Heads of Grades, and the Senior Leadership Team (SLT) in reviewing these procedures and activities.
- Risk assessments are written primarily for activities and groups of students, and for specific students. These assessments consider their time in the school and specific activities, or their disabilities.
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical conditions of students affecting health and safety and site accessibility are compiled as a separate document by the Occupational Health and Safety Team, the Medical Clinic or the Inclusion Team and circulated to staff on a need-to-know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known to the principal and relevant staff on a need-to-know basis.
- The Inclusion Team is responsible for ensuring that identified SEND students access all areas of the site within health and safety guidelines.

Personal Emergency Evacuation Plan (PEEP)

A personal emergency evacuation plan (PEEP) is required for any individual unable to leave the building unaided in an emergency. This includes any student, staff or visitor. A PEEP may be needed for someone with an impairment such as:

- Mobility impairment
- Sight Impairment
- Hearing impairment
- Cognitive impairment
- A medical condition which might cause them to need assistance to evacuate safely

The School Clinic and the Facilities Manager are responsible for completing this form together and to ensure coordination and safe evacuation.

It is important that individuals with injuries or ailments that restrict mobility or their ability to respond in an emergency have a personal emergency evacuation plan (PEEP). The PEEP ensures that arrangements are put in place prior to an emergency occurring so that any additional support required can be provided without delay to allow a quick evacuation from the building. Examples of an individual requiring a PEEP includes those with broken legs, wheelchair users, someone unable to hear the alarm or any person visually impaired and not able to see fire exits. For all individuals requiring a PEEP the form at appendix 9 should be completed and appropriately distributed. It is everyone's responsibility to identify individuals requiring a PEEP, clinic staff and the Facilities Manager will be responsible for putting the plans in place.

Revision Log

Date	Changes	Reviewed By
06.2024	Full Policy Rewriting	Benjamin Crosby
08.2024	Full Policy Review	Carol Pratt
07.2025	Full Policy Review	Benjamin Crosby