



علم متميز مع حب المجتمع  
*Learning Excellence with a Community Heart*

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## **Inclusion Policy**

Ratified by RAK Academy Board of Governors on 12<sup>th</sup> March 2026

### **1. Statement of Intent**

RAK Academy is committed to providing an inclusive, equitable, and high-performing educational environment in which all students, regardless of ability, background, or need, are welcomed, supported, and empowered to thrive. Inclusive education is not a provision; it is a principle that underpins our culture, curriculum, and community.

This policy outlines the structures, responsibilities, and processes that ensure inclusive practice is embedded across all campuses, in full alignment with UAE Federal Law No. 29 (2006) and the RAK DOK Inclusive Education Policy (2025), the Dubai Inclusive Education Framework (2017), and the UN Convention on the Rights of Persons with Disabilities (2006).

### **2. Aims**

- To uphold the right of every child to access quality education within a common learning environment. To remove barriers to learning and participation through an adapted, responsive provision.
- To ensure that inclusive practice is consistent, transparent, and strategically led across all campuses. To foster a culture of compassion, collaboration, and continuous improvement in support of diverse learners.

### **3. Objectives**

To operationalize our aims, RAK Academy sets out the following objectives. These guide the implementation of inclusive practice across all campuses and ensure alignment with national policy frameworks and internal quality standards.

- Identify and respond to individual learning needs through a graduated support model
- Deploy Learning Support Assistants (LSAs) based on documented need and formal approval
- Maintain accurate records of all-inclusive provision, in compliance with RAK DOK and MOE requirements
- Engage parents as partners in the planning, implementation, and review of support RAK Academy actively engages parents as partners in the planning, implementation, and review of support. Parents are invited to participate in all review meetings and may request updates or adjustments at any time. Their insights and collaboration are essential to the success of inclusive education.
- Ensure all staff receive targeted professional development in inclusive education. All staff must participate in annual professional development focused on inclusive education. This ensures that inclusive practices are consistently applied, and that staff remain informed of current strategies and legal requirements.
- Monitor the impact of provision through termly reviews, audits, and stakeholder feedback

### **4. Definitions**

A Student of Determination is a student with a long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with peers of the same age.



Students with Additional Learning Needs (ALN) may or may not be classified as Students of Determination. RAK Academy recognizes the four categories from the UAE Unified Categorization of Students of Determination:

Category	Presentation by Pupil
Cognition and Learning	Intellectual disability, Specific learning difficulties, Multiple disabilities, Developmental delay
Communication and Interaction	Communication disorders, autism spectrum disorders
Social, Emotional and Mental Health	ADHD, Psycho-emotional disorders
Physical, Sensory and Medical	Sensory impairment, Deaf-blind disability, Physical disability, Chronic or acute medical conditions

### **5. Identification and Referral Process**

Early identification is essential to effective support. Students may be flagged through admissions screening, teacher observation, parent disclosure, or pastoral concerns. Referrals must be submitted using the standardized Inclusion Referral Form and reviewed by the campus Inclusion Lead.

The process follows a graduated response model: **Monitor → Refer → Assess → Plan → Implement → Review**

Initial screening may involve classroom observation, academic data review, and consultation with families or external professionals. RAK Academy is not a diagnostic center and may request families to seek external assessments. Parents are responsible for ensuring assessments are current, particularly where accommodations are required for examination access.

No student may be denied admission based on disability or learning needs. Where the school determines it is unable to accommodate a Student of Determination, a formal notification will be submitted to RAK DOK with documented justification, in accordance with Section 3.4 of the Inclusive Education Policy.

### **6. Tiered Model of Support**

RAK Academy adopts a tiered model of support to ensure that every student receives the level of intervention appropriate to their individual needs. This model is overseen by the Head of Positive Engagement, who holds strategic responsibility for inclusion across all campuses.

Tier	Description	Support Examples
Tier 1	Universal	Differentiated instruction, classroom accommodations, common learning environment, Quality First Teaching
Tier 2	Targeted	Small group interventions, short-term support, behavior plans
Tier 3	Intensive	IEPs, LSA support, external agency involvement

All Tier 3 support must be documented using IEPs and reviewed termly. Support decisions follow the Assess–Plan–Do–Review cycle, ensuring that interventions are purposeful, measurable, and responsive.



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Tier 1 support includes Quality First Teaching (QFT), ensuring that all students benefit from inclusive classroom practices and differentiated instruction.

#### **7. Learning Support Assistant Protocol**

LSA support is considered when a student:

- Has a formal diagnosis or external report indicating significant need
- Demonstrates barriers to independent access that cannot be addressed through classroom differentiation
- Requires adult facilitation to achieve IEP goals
- Presents safety, communication, or behavioral risks
- Is experiencing transition, trauma, or temporary challenges

All LSA recommendations must follow the approval workflow. Once approved, parents receive a formal Letter of Undertaking outlining the rationale, provision, fees (if applicable), and review schedule.

#### **8. Admissions and Inclusion Pathway**

RAK Academy does not require medical or psycho-educational reports for admission unless a conditional offer letter is provided (see 8.2 Conditional Placement Protocol). All students are welcomed based on their right to education. Where needs are disclosed or observed, the Inclusion Team initiates a graduated response. RAK Academy does not require a formal diagnosis for admission. All students are welcomed based on their right to education, and support needs are identified through a graduated response model.

##### **8.1 Inability to Accommodate**

RAK Academy is committed to inclusive education and does not deny admission based on disability or learning needs. However, in rare and exceptional cases, a student's needs may exceed the school's capacity to provide appropriate and safe support.

In such cases:

- A formal notification will be submitted to the Ras Al Khaimah Department of Knowledge (RAK DOK), in accordance with Section 3.4 of the RAK DOK Inclusive Education Policy
- The notification will include documented evidence, justification, and any interim support offered to the family
- The decision will be made collaboratively by the Head of Positive Engagement, Head of School, and Executive Vice Principal, following consultation with the Inclusion Team and Admissions
- All communications with the family will be handled sensitively, transparently, and in writing

##### **8.2 Conditional Placement Protocol**

A conditional offer may be issued when a student's admission is pending receipt of a psycho-educational report and confirmation of LSA provision. During this period, students attend school.

Once conditions are met, placement is confirmed. If the student is already enrolled prior to identification, the Head of School and Inclusion Lead must meet with parents to present documented evidence of need. Parents have until the end of the academic year to secure and maintain appropriate support.



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The Head of School must approve the conditional offer letter, and Admissions will upload the signed letter to the student's profile via iSAMS.

#### 8.3 Post-Enrolment Identification

If a student is already attending school and needs are identified post-admission, the Inclusion Lead must meet with the parents to discuss their concerns and gather relevant information. Following this meeting, the Inclusion Lead will conduct observations and review academic and pastoral data to build a clear picture of the student's needs.

Once sufficient evidence has been gathered, the Inclusion Lead will submit a formal recommendation to the Head of School. Upon endorsement, approval will be sought from the Head of Positive Engagement, followed by final approval from the Executive Vice Principal.

The recommendation will then be communicated to the parents, including details of the support required—such as the need for a psycho-educational report, external assessment, or Learning Support Assistant (LSA) provision. Parents will have until the end of the academic year to secure and maintain the necessary support.

#### 9. Documentation and Registry

All students receiving Tier 3 support must have a documented plan (IEP). Documentation is reviewed termly and updated following any significant change in student need, provision, or staffing. All records are stored securely and made available for inspection. RAK Academy is responsible for registering all students' needs with the Ministry of Education.

#### 10. Roles and Responsibilities

Role	Responsibility
Inclusion Lead	School-based leadership, referral review, provision planning
Inclusion Teacher	Delivers targeted interventions, supports IEP and provision mapping implementation
Inclusion TA	Provides in-class support, facilitates access, monitors progress
Head of School	Approves recommendations, engages families, ensures implementation
Head of Positive Engagement	Endorses recommendations, ensures strategic alignment
Executive Vice Principal	Final approval, ensures cross-campus consistency

#### 11. Monitoring and Review

Inclusive provision is monitored through:

- Termly IEP reviews
- Weekly provision mapping meetings
- Annual audits of documentation and registry
- Stakeholder feedback cycles
- Termly review of one-to-one support



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The Head of Positive Engagement oversees consistency and impact across campuses. Parents are invited to participate in all review meetings and may request updates or adjustments at any time.

## **12. Compliance and Alignment**

This policy aligns with:

- UAE Federal Law No. 29 of 2006
- RAK DOK Inclusive Education Policy (2025)
- Dubai Inclusive Education Policy Framework (KHDA)
- UN Convention on the Rights of Persons with Disabilities (2006)

All campuses maintain physical accessibility, including ramps, handrails, visual signage, and sensory-friendly spaces. PEEPs are developed for students with physical or sensory needs.

## **13. Whole-School Accountability**

Inclusion is a shared responsibility across the entire school community. All staff, from leadership to classroom teachers and support personnel, are accountable for implementing inclusive practices and fostering an environment of equity and respect.

## **14. Monitoring and Review**

RAK Academy is aware of the need to regularly review our policies to consider new initiatives, changes in curriculum, or developments in technology. This policy will be reviewed at least every two years from the date it is ratified by the School Board.