



مدرسة جلوبال الفلبينية

**THE PHILIPPINE GLOBAL SCHOOL**

*Leader in Academic Excellence and Values Formation*

Hadbat Al Zaafaranah, Abu Dhabi, United Arab Emirates

## INCLUSION POLICY

### SECTION 1. School's Philosophy, Vision, Mission and Aims

#### I. Introduction

The Philippine Global School (TPGS) is firmly dedicated to fostering inclusive education throughout all grade levels. This commitment extends to every student admitted to the school, encompassing those learners with additional learning needs as well as those identified as able, gifted, or talented. This comprehensive provision addresses teaching, learning, achievements, attitudes, and the well-being of all pupils.

Our primary goal is to gain a deep understanding of each individual, facilitating their journey to reach their maximum potential. This is achieved through a personalized approach to curriculum opportunities and the implementation of individualized and enrichment programs as needed. Our objective is to nurture well-rounded individuals, equipping them with the skills and competencies essential for their future life roles.

#### II. School's Educational Philosophy, Vision and Mission Statement

##### **Educational Philosophy**

The Philippine Global School is geared towards developing a holistic personality among learners, physically fit, emotionally stable, morally upright, intellectually capable, spiritually guided, scientifically empowered and culturally awakened in a global competitive society.

##### **Vision**

We envision to be the center of academic excellence, train students to become good leaders who are globally competitive and build character that makes a difference; Equipping them to be competent for the future challenges and be of service to mankind.

##### **Mission**

The Philippine Global School is a God-centered learning institution. It is committed to providing education for the development of the youth in all aspects of life, striving for excellence in academic, social, physical, and spiritual lives of its students, their families, the community and the world. Our mission is to provide an affordable quality education while developing and nurturing the whole child in a God-centered environment.

### III. Aims

This policy articulates the vision, mission and core values of The Philippine Global School (TPGS), guiding our stance on assisting students with additional learning needs (ALN), students of determination (SOD) and enriching programs for able, gifted, or talented students. We affirm the principle that every student deserves an entirely inclusive education, and every educator is responsible for the education of each student.

The objective of the Inclusion Department is to foster a comprehensive school-wide approach to recognizing, planning, executing, and overseeing support for learners with additional learning needs as well as those identified as able, gifted, or talented. This is achieved by offering suitable learning strategies and adjustments that empower these learners to realize their potential within a supportive community and inclusive learning setting.

We aim:

- To identify and provide a safe, nurturing and inclusive community for the students with additional learning needs and able, gifted, or talented students
- To provide an individualized, tailored and comprehensive educational support plan that will deliver the best quality of education suited for all students
- To impart guidance and support to all teaching and non-teaching staff through CPDs like trainings, workshops, supervisions, walkthroughs and talks
- To ensure access to accommodation and modification in the curriculum and assessment if necessary
- To guarantee the increase of level of achievements of students with additional learning needs
- To ensure proper transition of students with additional learning needs
- To communicate and work regularly with parents and fully include them in their child's education and development
- To ensure that gifted and/ or talented learners have access to comprehensive curriculum and broad enriching experience to meet individual needs
- To promote cross-curricular approach to students under this provision
- To include opportunities for enrichment, extension and acceleration within and beyond the classroom
- To provide opportunities that will challenge and extend students' interests and abilities

## SECTION 2. Admissions

In line with ADEK Inclusion Policy, The Philippine Global School is committed to ensuring that no student is denied a place at our school, provided we have the capacity to admit them in the appropriate grade or year, as per Policy 44 (Student Admission, Registration, and Distribution). Our school adheres to the following guidelines:

**1. Prioritizing Admissions:**

- We prioritize the admission of students with additional learning needs and their siblings.

**2. Clinical Assessments:**

- We request original clinical assessment reports from parents, completed by relevant specialists such as therapists, psychologists, or pediatricians.

**3. Transition Support:**

- We support the transition process for all students with additional learning needs to ensure a smooth integration into our school environment.

**4. Assessment Accommodations:**

- We provide necessary accommodations for students to complete assessments and use these assessments to inform the provision of learning support.

**5. Equitable Access:**

- We use all provided information to ensure equitable and safe access to both the learning and physical environments of the school, making reasonable adjustments where necessary.

**6. Coordination with Parents and ADEK:**

- If we determine that we are unable to meet the needs of a student with additional learning needs, we will coordinate with the parents and ADEK. We will submit an inability to accommodate notification within 7 days of the admission decision being issued.

By following these guidelines, The Philippine Global School aims to create an inclusive environment that supports the educational needs of all students.

## SECTION 3. Standard Inclusive Provision

**I. Staffing Arrangements and Eligibility**

At The Philippine Global School, we prioritize inclusion by appointing the following positions in line with the ADEK Staff Eligibility Policy:

**a. HEAD OF INCLUSION**

- We appoint one Head of Inclusion who dedicates no more than 10% of their timetabled workload to teaching commitments outside of their role as Head of Inclusion and as a member of the school leadership team.

## **b. INCLUSION TEACHER**

- We appoint at least one Inclusion Teacher per cycle, ensuring that no more than 10% of their timetabled workload is outside of their role in teaching students with additional learning needs.

## **c. INCLUSION ASSISTANTS**

- We appoint Inclusion Assistants to support teachers and students with additional learning needs. These assistants work under the direction of a teacher and provide:
  - Whole-class support in classrooms with higher numbers of students with additional learning needs.
  - Targeted pull-out and push-in support to small groups, and occasionally to individual students, to help them progress towards their Individualized Education Plan (IEP) targets.
  - Dedicated 1:1 support to particular students as required by their IEP and Clinical Assessment Report.

## **d. INDIVIDUAL ASSISTANTS**

- For students requiring individualized assistance for personal care and non-teaching related support, we may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

## **II. General Accessibility**

The Philippine Global School ensures that our buildings and learning spaces reflect a universal design approach, providing equitable access to education for all students:

### **1. Accessibility Features:**

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps conforming to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails.
- Signage includes symbols alongside text and considers color contrast for visibility.
- Accessible bathrooms are equipped with appropriate sanitary provisions for individuals with physical disabilities as per applicable codes.
- Evacuation chairs are available for safe exit during emergencies.
- Staff are trained in the safe operation of evacuation chairs, with identified members responsible for assisting those in need during emergencies.

### **2. Emergency Preparedness:**

- Personal Emergency Evacuation Plans (PEEPs) are developed for each student and staff member requiring additional support during evacuations, with trained staff assigned to assist.
- Risk assessment and mitigation plans address identified accessibility deficiencies.
- A School Accessibility Plan, based on the risk assessment, outlines required adaptations with clear steps and timelines for improvement.

### **III. Accessibility of Learning Spaces**

To ensure equitable access and inclusive learning opportunities, The Philippine Global School guarantees:

#### **1. Classroom Accessibility:**

- All classrooms are accessible, with adapted seating options for those who need them.
- Classroom resources, such as pens, pencils, and scissors, offer a variety of sizes and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs as much as possible.
- Specialized teaching spaces (science labs, sports facilities, arts spaces, etc.) are accessible and equipped with adapted resources to support students with physical disabilities and sensory impairments.
- Classroom acoustics and lighting are evaluated to minimize interference for students with hearing or visual impairments.
- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information in multiple ways, allowing various forms of expression, and engaging students through different means.
- The teaching and learning environment incorporates accommodations and modifications to enable fair access to the curriculum and school facilities.

### **IV. Specialist Support Spaces**

To provide specialist intervention or targeted support for students with additional learning needs, The Philippine Global School ensures:

#### **1. Dedicated Spaces:**

- Each cycle has dedicated spaces within the school for the duration of interventions, allowing specialist learning support and pull-out interventions.

#### **2. Environmental Considerations:**

- Specialist support spaces are evaluated for acoustics, lighting, flooring, and textiles to promote access to learning by considering sensory needs.

### **V. Inclusive Teaching and Learning Support**

#### **Identification of Students Under Inclusion**

At **The Philippine Global School**, we recognize that students learn in diverse ways and may require varying levels of support to achieve their full potential. In line with the ADEK Inclusion Policy, the following categories define students who are considered under inclusion within our school community:

1. **Students of Determination (Students with Additional Learning Needs or Disabilities):**
  - Students who have long-term physical, sensory, intellectual, communication, or emotional/behavioral needs that may require special educational provision beyond the standard classroom environment.
  - This includes students with diagnosed conditions supported by a **Clinical Assessment Report** or **Educational Psychological Evaluation**.
  - Each student of determination will have an **Individualized Education Plan (IEP)** that outlines individualized goals, accommodations, and support strategies.
2. **Students with Temporary or Short-Term Learning Needs:**
  - Students who may experience short-term barriers to learning due to medical conditions, emotional distress, or other circumstances.
  - Temporary accommodations and support will be provided based on the student's needs and reviewed periodically to determine ongoing requirements.
3. **Students Who Are Gifted and/or Talented:**
  - Students who demonstrate exceptional abilities, talents, or potential in one or more areas such as academics, leadership, creativity, or the arts.
  - These students will be provided with enrichment programs, differentiated instruction, and opportunities for advanced learning in coordination with the school's **Head of Inclusion**.
4. **Multilingual Learners (Students for whom English is an Additional Language):**
  - Students who are developing proficiency in English and require linguistic or academic support to fully access the curriculum.
  - The school provides targeted English language support to help these students participate meaningfully in all areas of learning.

## **Inclusion and Support Framework**

- The inclusion team, led by the **Head of Inclusion**, works collaboratively with teachers, specialists, and parents to identify and support all students who fall under the inclusion categories.
- Students are identified through **teacher observations, parental input, academic performance data, and professional assessments**.
- All identified students will have access to appropriate accommodations, modifications, and interventions that ensure equitable participation in school life.
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### **A. Identification, Referral, and Tracking System**

Before identifying a student in a particular area we aim to ensure that all students have had the opportunity to learn and succeed equally. This ensures a fair identification process.

Subject teachers, with the support of their subject area coordinators, are responsible for identifying students with of Additional Learning Needs (ALN) and/or able, gifted and talented in their classes, and for tracking their progress to ensure that they achieve their potential.

### **a. Identification of Students with Additional Learning Needs**

Students with additional learning needs should be identified using a variety of methods, including elements of the following:

- Teacher nomination/ observation report
- Head of Inclusion Observation Report
- Medical Assessments or Diagnoses
- External Assessment results (CAT 4)
- School based summative and formative assessments
- Referral by parents with supporting documentation
- Anecdotal information from previous teachers/ advisers
- Previous school referrals

### **b. Identification of Able, Gifted and Talented Students**

Able, gifted and/or talented students should be identified using variety of methods, including elements of the following:

- Teacher nomination
- External Assessment results (CAT 4)
- Self-nomination
- Subject-specific checklists/criteria
- School based summative and formative assessments
- Referral by parents with supporting documentation
- Anecdotal information, especially relating to sports, arts or out of school activities
- Previous school referrals
- External agency or organization recommendations

### **c. Identification of Students with Behavioral, Social, Emotional and Mental Health Difficulties**

Students with Behavioral, Social, Emotional and Mental Health Difficulties should be identified using variety of methods, including elements of the following:

- Teacher observation through Anecdotal reports
- External Assessment results (GL PASS)
- Referral by parents with supporting documentation
- Previous school referrals
- Medical Assessments or Diagnoses

### **d. Identification of Students with Medical Conditions (e.g. asthma, allergies, epilepsy, diabetes, heart conditions)**

Students with a medical condition should be identified using variety of methods, including elements of the following:

- Teacher observation through Anecdotal reports
- Referral by parents with supporting documentation
- Previous school referrals
- Medical Assessments or Diagnoses

#### **e. Identification of Students with Physical Disabilities**

Students with a temporary or permanent physical disability should be identified using variety of methods, including elements of the following:

- Medical Assessments or Diagnoses
- Referral by parents with supporting documentation
- Teacher observation through Anecdotal reports
- Previous school referrals

#### **f. Identification of Students with Sensory Impairments**

Students with a temporary or permanent sensory impairments, such as visual or hearing impairments, should be identified using variety of methods, including elements of the following:

- Medical Assessments or Diagnoses
- Referral by parents with supporting documentation
- Teacher observation through Anecdotal reports
- Previous school referrals

## **SECTION 4. Additional Fees**

### **Principle of Inclusion**

At The Philippine Global School, we believe in the principle of inclusion, which states that equitable access to education is the right of all students. We strive to meet the needs of all students with additional learning needs within the school's standard fee structure.

#### **1. Specialist Intervention and Support:**

- In cases where a student's exceptional needs require specialist intervention and support beyond the school's standard inclusive provision, as outlined in the student's Clinical Assessment Report, additional school fees may be necessary. When such fees are required, the school will adhere to the following guidelines:

##### **a. Justification and Evidence:**

- We will provide clear evidence and justification for the additional provision and associated costs that go beyond our standard inclusive offerings.

##### **b. Itemization and Documentation:**

- 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 on a termly basis, detailing the allocation of the additional funds charged.

##### **c. Fee Limits:**

- Additional charges to parents will be limited to no more than 50% of the tuition fee. Any optional administration charge for in-school specialists will not

exceed 10% of the cost, in accordance with the ADEK In-School Specialist Services Policy.

- For schools in the low to very low tuition fee range where the above cap may be insufficient to cover costs, we may charge above 50% of the tuition fee if parents' consent to paying the extra charge. Alternatively, we will seek approval from ADEK for any extra charges.

**d. Termly Review:**

- All additional charges will be reviewed on a termly basis. We will evaluate the impact and ongoing necessity of the specialist services to ensure they continue to meet the student's needs effectively.

By following these guidelines, The Philippine Global School ensures transparency and fairness in our fee structure while providing the necessary support for students with additional learning needs. We are committed to maintaining an inclusive environment where all students have the opportunity to thrive.

## **SECTION 5. Leadership**

### **Leadership Roles and Responsibilities**

At The Philippine Global School, our Inclusion Policy defines the roles and responsibilities of school leadership to ensure the effective implementation of inclusive education practices. Below are the outlined roles as per our policy:

#### **1. Board of Governors Responsibilities:**

- The Board of Governors is committed to setting the strategic direction for the school, which includes a strong commitment to inclusive education.
- They nominate one board member to oversee inclusive provision.
- The Board ensures a financial budget that adequately supports specialist staffing and resources for students with additional learning needs.
- They ensure adjustments and accommodations are made or planned to improve access to the school environment for students with physical disabilities and sensory impairments.

#### **2. Principal Responsibilities:**

- The Principal ensures that inclusive provision is a regular agenda item at senior leadership and Board of Trustees meetings.
- Inclusive provision is developed and reviewed as part of the School Development Plan, with measurable targets to evaluate and improve accessibility and provision for students with additional learning needs.
- A member of the senior leadership team is appointed to directly oversee inclusive provision.
- The Principal appoints a Head of Inclusion who meets ADEK Staff Eligibility Policy requirements. This role coordinates all aspects of education for students with additional learning needs.
- They designate a staff member responsible for coordinating and providing support for multilingual learners.

- They appoint another staff member responsible for coordinating and supporting gifted and/or talented learners, working collaboratively with middle leaders.
- All staff have access to Continuous Professional Development (CPD) opportunities related to adaptive teaching and are trained in student protection and safeguarding awareness, including specific concerns related to students with additional learning needs as per ADEK's Child Protection Policy (ADEC, 2016).
- They establish a risk assessment procedure for all school structures to identify and mitigate hazards that may pose heightened risks to students with communication, mobility, sensory, and behavioral needs.
- Data on the identification of students with additional learning needs is submitted to ADEK as required.
- Incidents of maltreatment against students with additional learning needs, such as bullying or discrimination, are recorded and appropriately resolved.
- They establish and oversee a system for the emergency evacuation of all students, staff, and visitors, ensuring trained personnel are aware of their roles and responsibilities during emergencies.
- Overall responsibility is taken for the safe evacuation of all students with additional learning needs during emergency situations.

### **3. Head of Inclusion Responsibilities:**

- The Head of Inclusion coordinates educational, behavioral, social, and emotional provision for students with additional learning needs through collaboration with teachers and professionals.
- They collaborate with all teachers on the teaching and learning needs of students with additional learning needs, tracking their progress and attainment relative to curriculum expectations.
- Documentation related to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, following Policy 35 (Records).
- They maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their Individualized Education Plan (IEPs) and Personal Emergency Evacuation Plans (PEEPs).
- PEEPs are developed for each student in coordination with the designated Health and Safety Officer for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment), and reviewed on a termly basis or as needs change.
- They evaluate school accessibility for students with additional learning needs in collaboration with the school's Health and Safety Officer, ensuring an effective emergency evacuation procedure is in place.
- Data requirements and eSIS information on students with additional learning needs are regularly reviewed and updated.

- They participate in reviews of teaching and learning to ensure inclusive teaching approaches and provision for students with additional learning needs are effective.
- Meetings with parents throughout the school year are held to discuss provision for students with additional learning needs and support that can be provided at home.
- They coordinate and evaluate specialist push-in and pull-out interventions to ensure positive impact on student attainment.
- They collaborate with in-school specialists to facilitate the delivery of specialist services within the school setting where required, adhering to the ADEK In-School Specialist Services Policy.

By adhering to these roles and responsibilities outlined in our Inclusion Policy, The Philippine Global School is dedicated to fostering an inclusive environment where every student has the opportunity to thrive academically, socially, and emotionally.

## **SECTION 6. Termly Review and Compliance**

To ensure our Inclusion Policy remains effective and relevant, The Philippine Global School will conduct a termly review, which will involve the following:

### **1. Evaluation of Current Practices:**

- The school leadership team will assess the current implementation of inclusive practices and identify areas for improvement.
- Feedback will be collected from teachers, parents, and students regarding the effectiveness of the inclusive provisions.

### **2. Progress Tracking:**

- The progress of students with additional learning needs will be monitored and tracked against their Individualized Education Plans (IEPs) and other relevant metrics.
- The impact of specialist interventions and support services will be evaluated to ensure they are meeting the intended goals.

### **3. Stakeholder Meetings:**

- Regular meetings will be held with the Board of Trustees, senior leadership team, Head of Inclusion, and other relevant staff members to discuss the findings from the termly review.
- Parents will be involved in discussions regarding their child's progress and any adjustments needed in the inclusive provision.

### **4. Policy Adjustments:**

- Based on the review findings, necessary adjustments to the Inclusion Policy will be made to address any gaps or areas needing improvement.
- Any changes to the policy will be communicated to all stakeholders, ensuring transparency and understanding.

## Compliance

### 1. **Effective Date and Compliance:**

- This policy is effective as of 3 October 2023.

### 2. **Enforcement and Penalties:**

- Failure to comply with this policy may result in legal accountability and penalties as stipulated in accordance with ADEK's regulations, policies, and requirements, including those outlined in Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law or any other relevant law.
- ADEK reserves the right to intervene if a school is found in violation of its obligations under this policy.

By adhering to these guidelines, The Philippine Global School ensures a continuous improvement cycle for our inclusive practices, maintaining our commitment to providing an equitable and supportive learning environment for all students.