

AMERICAN INTERNATIONAL SCHOOL

INCLUSION POLICY

Academic Year 2026–2027

Approved by: Dr. Layne B. Hunt, Principal

Date: _____

1. INTRODUCTION

At American International School (AIS), under the guidance of Athena Education, we are committed to creating an inclusive learning environment where barriers to participation and achievement are identified, addressed, and removed wherever possible. We aim to foster a culture that values diversity and promotes equity, ensuring all students—including Emirati students—are recognized, supported, and empowered in alignment with the UAE National Agenda.

2. PURPOSE, AIMS AND OBJECTIVES

Our Inclusion Policy seeks to:

1. Establish a clearly defined and communicated Inclusion Policy;
2. Outline procedures and routines that support inclusive practices;
3. Maintain an inclusive ethos across all aspects of school life;
4. Ensure compliance with all relevant UAE legislation and regulatory frameworks.

3. TERMINOLOGY

In accordance with the UAE School Inspection Framework:

- Special Educational Needs (SEND): Educational needs arising from disabilities or recognized disorders.
- Disability: A long-term physical or mental impairment affecting daily activities.
- Discrimination: Any restriction preventing equal access due to disability.
- Students of Determination: Students requiring specialized support as per UAE Inclusive Education Framework.

4. LEGISLATIVE COMPLIANCE

This policy ensures compliance with the following UAE regulations:

1. UAE Federal Law No. 29 (2006) — Rights of People with Special Needs;
2. UAE Federal Law No. 2 (2015) — Against Discrimination and Hatred;
3. Dubai Law No. 2 (2014);

4. Executive Council Resolution No. (2) of 2017;
5. Dubai Inclusive Education Framework (2017).

Relevant clauses include equitable treatment, non-discrimination, proactive provision of accommodations, and promotion of an inclusive environment.

5. CATEGORISATION OF NEED

The UAE Inspection Framework identifies:

- Six Categories of Need:
 1. Behavioural, Social, and Emotional;
 2. Sensory Impairments (Visual, Hearing);
 3. Physical Disability;
 4. Medical or Health-related Disability;
 5. Speech and Language Disorders;
 6. Communication and Interaction.
- Four General Learning Difficulties:
 1. Below average intellectual functioning;
 2. Significant learning difficulties;
 3. Profound and Multiple Learning Disabilities (PMLD);
 4. Syndromes with identifiable genetic causes.
- Four Specific Learning Difficulties:
 1. Dyslexia;
 2. Dysgraphia;
 3. Dyscalculia;
 4. Dyspraxia.

6. COMMITMENT TO INCLUSION

AIS is committed to:

1. Maximizing accessibility to services;
2. Fostering a culture that values diversity;
3. Identifying and addressing barriers;
4. Sharing information on services and support.

7. RESPONSIBILITIES

- School Leadership: fostering inclusion and supporting Students of Determination.
- All Staff and Students: eliminating discrimination, promoting equality, involving students, and encouraging participation.

8. INCLUSION SUPPORT TEAM

The AIS Inclusion Support Team includes:

1. Principal;
2. Inclusion Champion;
3. Heads of Inclusion;
4. Support Teachers;
5. Learning Support Assistants;
6. Parent Representatives.

9. ADMISSION AND SUPPORT FOR STUDENTS OF DETERMINATION

- AIS welcomes applications from Students of Determination.
- Applicants should declare known disabilities during admission.
- Current students should notify of emerging needs.
- All disclosures are confidential and non-discriminatory.

10. NON-DISCRIMINATION

- Promoting equality and diversity;
- Preventing unlawful discrimination;
- Full alignment with UAE Federal Law No. 2 of 2015.

11. TEACHING AND LEARNING

- Mainstream curriculum with adjustments;
- High-quality, differentiated teaching;
- Teachers responsible for all learners;
- Gifted and talented supported appropriately.

12. ROLE OF THE INCLUSION DEPARTMENT

- Supporting students with diverse learning needs;
- Advising staff and parents;
- Coordinating assessment accommodations;
- Promoting student success and well-being.

13. INCLUSION REGISTER

The school maintains a confidential register of students with learning needs, ensuring appropriate support and family collaboration.

Policy Review

This Inclusion Policy is reviewed annually to ensure alignment with best practices and regulatory requirements.

Signed: _____

Dr. Layne B. Hunt, Principal

Date: _____