



## Inclusion Policy

**Approved by:**

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Chairwoman

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## Revision History

Revision Date	Version Number	Revised By	Signature
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## 1. Our mission, vision, strategy & targets.

Founded on the strong cultural ties between Spain and the UAE, the Spanish School of Abu Dhabi (SSAD) is dedicated to delivering quality education aligned with the Spanish curriculum. At the heart of our mission is the commitment to inclusive education, ensuring the well-being and progress of students with additional learning needs.

The Inclusion Department at SSAD plays a pivotal role in championing inclusive practices. With a focus on individualised support and tailored interventions, the Inclusion Department strives to create an educational environment that ensures all students, including those with additional learning needs, have the opportunity to flourish and become lifelong learners. Through collaborative efforts and a commitment to diversity, we aim to make SSAD a model of inclusive education in the region.

- **Mission:**

SSAD is devoted to fostering a learning environment that embraces inclusion and caters to the diverse needs of every student. Our mission is to provide a quality education that goes beyond academic excellence, nurturing the social, emotional, and cognitive development of each learner. Through a multicultural lens, we aim to cultivate a sense of belonging, respect, and understanding among our students.

- **Vision:**

Our vision is to be a leading institution in inclusive education, where students with additional learning needs receive personalized support to thrive academically and socially. SSAD aspires to be a place where every student, regardless of their background, feels valued and empowered to reach their full potential. We envision our graduates as not only academically proficient individuals but also as compassionate, inquisitive, and globally minded citizens.

- **Strategy & Targets:**

The Spanish School of Abu Dhabi prides itself as a dynamic hub of community involvement, committed to enhancing the holistic learning experience. Across a range of standards, we exhibit notable strengths that set us apart in the educational field.

In evaluating progress, we employ a proactive approach, utilizing both formative and summative assessments to acquire deep insights into student development. By employing clear success criteria and both qualitative and quantitative indicators of achievement that are tailored to the diverse learning needs and styles of our students, we effectively track and support student accomplishments. Our commitment to customizing the curriculum to address individual learning requirements fosters a nurturing and inclusive environment.

Fostering a conducive atmosphere is a key priority for us. Our adherence to the school's ethos and core values guarantees a nurturing and supportive setting. This is further enriched by strong partnerships between teachers and families, alongside adaptive educational programs



that enhance the learning experience.

Our adept educators bring their extensive expertise into the classroom, enriched by cutting-edge teaching methodologies. This includes the use of TEKMAN Education resources, which promote project-based, student-centric learning, as well as a rigorous English program developed by Cambridge University Press specifically for the Middle East region. Our curriculum is designed to prioritize development, instilling appreciation, and offering tailored learning paths to suit individual student needs.

As the sole Spanish school in the UAE, we are proud to cultivate a positive school environment and to offer a personalized educational experience that is rooted in the Spanish curriculum.

In line with our strategy, the SSAD Inclusion Department has established the following aims and targets:

1. To guarantee that every student can access a curriculum that is wide-ranging, balanced, and pertinent to their educational journey.
2. To deliver an inclusive educational experience for all students, employing our utmost efforts to eliminate learning obstacles through high caliber, differentiated teaching tailored to each student's needs.
3. To ensure prompt identification, assessment, and support for any student who may have special educational needs.
4. To adopt a systematic approach to identifying and addressing student needs, with vigilant monitoring and evaluation throughout their tenure at the school.
5. To foster a school-wide ethos of positivity toward diverse learning requirements, assisting every student in reaching their maximum potential by promoting their participation in all school activities.
6. To maintain open communication with the parents or guardians of students with additional learning needs, keeping them thoroughly informed of their children's progress and fostering an effective partnership to support a cohesive learning strategy at home and school.
7. To make certain that everyone involved with these students is knowledgeable about the procedures for recognizing, supporting, and educating them.
8. To enhance the existing abilities of all staff in recognizing, assessing, and accommodating students with additional learning needs, providing necessary training and support where needed.



## 2. Definition of Additional Learning Needs and Gifted and Talented.

The Department of Education and Knowledge in Abu Dhabi (ADEK) defines **Additional Learning Needs (ALN)** as individual requirements for additional learning support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional learning barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).

In accordance with Spanish Educational Law, additional learning needs are categorized into four broad areas to assist schools in identifying and addressing specific educational requirements:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional, and Mental Health.
- Sensory and Physical Needs.

The purpose of these areas is to guide the school in providing appropriate support to students, rather than to label them or confine them to a specific category. The identification of a child's needs takes a holistic approach, considering the 'whole child' and not solely focusing on their educational challenges.

Communication and Interaction	<ul style="list-style-type: none"><li>-Speech and language delay.</li><li>-Impairments or disorders.</li><li>-Specific difficulties such as apraxia, dysarthria, mutism...</li><li>-Hearing impairment.</li><li>-Those who demonstrate features within the autistic spectrum.</li></ul>
Cognition and Learning	<ul style="list-style-type: none"><li>-Features of moderate, severe, or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.</li></ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"><li>-Withdrawn or isolated.</li><li>-Display disruptive or disturbing behaviour.</li><li>-Hyperactive or lacking concentration.</li><li>-Disorders such as Attention Deficit Disorder, Deficit Hyperactive Disorder and Attachment Disorder fall into this area.</li></ul>
Sensory and Physical Needs	<ul style="list-style-type: none"><li>-Multi-additional learning needs and physical difficulties which require special educational provision because they have a disability such as a vision or hearing impairment, which prevents or hinders them from making use of the educational facilities generally provided.</li></ul>



Guided by ADEK's framework, we place special emphasis on recognizing and nurturing gifted and talented' students. 'Gifted' students are those who exhibit outstanding abilities across one or more domains. 'Talented' students are those who apply their giftedness towards achieving exceptional performance.

These students typically demonstrate capabilities or potential that significantly surpasses that of their peers in one or more of the following areas:

- Intellectual capabilities.
- Specific academic strengths (for example, in science or mathematics).
- Advanced social maturity and leadership qualities.
- Mechanical, technical, or technological creativity.
- Proficiency in visual and performing arts (such as art, theater, or recitation).
- Physical coordination and athletic prowess (such as in sports).

To realize their full educational potential, these students often require supplementary educational support that extends beyond the standard classroom offerings.

Additionally, it is crucial to recognize that our school advocates for full immersion in the Spanish language. Students should not be considered to have a learning difficulty solely because their home language differs from the instructional language at school. In cases where a child's learning challenges are uncertain, teachers will assess all areas of the child's academic performance to discern whether any classroom difficulties stem from language command limitations or from a learning difficulty warranting special education support.



### 3. Admission arrangements for students with Additional Learning Needs.

The school considers applications from children with additional learning needs under the same criteria as children without such needs, provided the school can meet their requirements without impeding the education of other pupils. Parents are obligated to disclose any special educational needs their child may have during registration, along with all relevant details and assessment results. This information is critical for the school to evaluate if it can provide the necessary support. Should any undisclosed learning needs be identified after enrollment, the school will communicate this during the admissions process.

Students with mild to moderate needs are admitted in accordance with their chronological age and corresponding grade level. They will benefit from special educational provisions that may differ from or supplement the standard curriculum offered to mainstream students of the same age.

The admission process for these students involves the following steps:

1. Complete the enrollment **application form**.
2. The administrative staff will promptly **contact the family** to provide comprehensive details about the school and address any queries.
3. If a child is identified as a Student of Determination or if the family reports any concerns, the administrative team will **schedule a meeting with the family where the Head of Inclusion will be present**. This ensures that parents are fully informed and supported, enabling them to contribute effectively to the decision-making process regarding their child's additional learning needs.
4. The **enrollment decision** will take in consideration the analysis of the student's current situation in order to support the additional learning needs.
5. Should the need for an **Individual Assistant** arise, the Inclusion Department will assist the family in identifying appropriate candidates and guide them through the hiring process. For further information, please refer to point 8.

- **Other Actions**

In adherence to Federal Law No. (29) of 2006 and its subsequent amendments, which uphold the rights of individuals with disabilities, our school guarantees admission for students with additional learning needs to their preferred school, contingent on the school's ability to accommodate them in the suitable grade/year as stipulated by Policy 44 (Student Admission, Registration, and Distribution).

The Spanish School of Abu Dhabi prioritizes the enrollment of students with additional learning needs and their siblings. The school mandates that **parents provide comprehensive clinical assessment reports** from accredited specialists to accurately determine each student's needs.

The school offers a thorough **support system** to assist students with additional learning needs as they transition to the school environment, ensuring:



- Tailored support for students entering from non-standard educational paths.
- Assistance for those transitioning from specialized programs or homeschooling.
- Special considerations for participants in exchange programs.

During the admissions process, SSAD ensures necessary adjustments are made to support the learning needs of students in accordance with Policy 44, ensuring such assessments do not serve as a basis for exclusion.

SSAD is committed to utilizing all information received to guarantee that students with additional learning needs can access the school's educational and physical environments equitably and safely, making appropriate modifications as required.

Clear procedures are established for situations where the school is unable to meet a student's specific requirements. In these instances, SSAD will inform ADEK and the parents about the inability to accommodate, typically within seven days post-admission decision.

With regard to referrals for Specialist Provision, SSAD's approach is as follows:

- Should it be believed that a student may benefit more from a specialized environment, SSAD will coordinate with ADEK prior to engaging with parents to evaluate the student's eligibility and to determine the best fit for their educational needs.
- In the case of UAE Nationals with a diagnosis of severe autism, a referral for specialized placement is considered if:
  - a. A consensus exists among ADEK, SSAD, and the parents that the student's needs are more suitably addressed in a specialized environment rather than a mainstream school.
  - b. The student requires intensive therapies, such as occupational therapy, speech and language therapy, or Applied Behavior Analysis, which are not deliverable within the mainstream school framework.
  - c. Parents are informed about and consent to the criteria for admission to specialized provision and support the referral to ADEK.



#### 4. Standard Inclusive Provision.

##### 4.1. Staffing arrangements and eligibility.

In alignment with the ADEK School Staff Eligibility Policy, schools must ensure appropriate staffing to support inclusive education by appointing qualified personnel to meet the needs of students with additional learning needs:

- **Head of Inclusion:** Each school must appoint at least one Head of Inclusion, who is a member of the school leadership team. This role must not carry more than 10% of teaching responsibilities outside of inclusion-related duties.
  - Heads of Inclusion requiring Continuing Professional Development (CPD) must complete 60 hours of relevant coursework within one year of appointment. Topics must include (but are not limited to): SEND pedagogies, identification of learning barriers, inclusive strategies, intervention planning and evaluation, IEP development, coordination of provision, and resource allocation.
- **Inclusion Teachers:** Schools must employ at least one Inclusion Teacher per cycle. These teachers should dedicate no more than 10% of their timetable to duties outside of their role supporting students with additional learning needs.
  - Inclusion Teachers requiring CPD must complete 40 hours of training within one year, covering similar themes as the Head of Inclusion, including data-driven planning and effective teaching strategies.
- **Inclusion Assistants:** Inclusion Assistants are to be appointed to support teachers in delivering inclusive practices. Working under a teacher's guidance, their roles may include:
  - Providing whole-class support in classes with high numbers of students with additional learning needs.
  - Delivering targeted support to small groups or individuals, through push-in or pull-out models, based on the students' Documented Learning Plans (DLPs).
  - Offering dedicated 1:1 support when specified in a student's DLP and supported by a Clinical Assessment Report.
  - Schools must conduct at least an annual review to determine the continued necessity and impact of 1:1 support.
- **Individual Assistants:** When a student requires personal care or non-instructional support beyond the school's standard inclusive provision, schools may recommend a parent-funded Individual Assistant.
  - Schools must provide documented evidence justifying the need for such support throughout the school day.
  - Individual Assistants are primarily outside the classroom and may only enter upon the teacher's request.



- Their involvement must be recorded in eSIS and PASS systems.

#### **4.2. Accessibility and evacuation of the campus and learning spaces.**

At The Spanish School of Abu Dhabi, we ensure that school buildings and learning spaces provide equitable access to education for all students, in accordance with the ADEK School Buildings and Facilities Policy.

##### **General Accessibility:**

- a. Parking spaces, pathways, buildings, and playgrounds are accessible to all individuals.
- b. All entry points to school buildings have ramps that meet regulatory standards for wheelchair accessibility.
- c. Staircases are equipped with handrails.
- d. Signage includes symbols alongside text and considers color contrast for better visibility.
- e. Evacuation alarms are supported by extra staff for individuals with hearing impairments.
- f. School buildings are accessible on the first floor with an elevator.
- g. Accessible bathrooms are equipped with appropriate sanitary provisions for individuals with physical disabilities.
- h. All teaching staff receive training in the safe use of evacuation chairs, and specific staff members are designated to assist students and staff requiring them.
  - i. Personal Emergency Evacuation Plans (PEEP) are developed for any student or staff member who may need additional support or guidance during evacuation due to long- or short-term needs. Designated staff receive the appropriate training.
- j. Coordination with school transportation providers ensures that students with additional learning needs can access school buses, with any necessary adjustments approved by the Integrated Transport Centre (ITC).
- k. A risk assessment has been developed to manage risks related to any already identified areas lacking full accessibility.

##### **Accessibility of Learning Spaces:**

- a. All classrooms are accessible to students, and seating arrangements include adapted desks and chairs where required.
- b. A variety of classroom tools (pens, pencils, scissors, etc.) are available in different sizes and with ease-of-use options.
- c. All scheduled classes are physically accessible to students with additional learning needs, to the greatest extent possible.
- d. Specialized spaces, including science labs, sports areas, and art rooms, are accessible to students of all ages and abilities, with adapted resources to support participation of students with physical and/or sensory needs.
- e. Classroom acoustics and lighting are reviewed to support students with hearing and/or visual impairments, reducing background noise or visual distractions.
- f. Classrooms follow the Universal Design for Learning (UDL) framework—presenting content in multiple formats, allowing students to express their learning in different ways, and promoting engagement through varied approaches.
- g. The teaching and learning environment includes accommodations and modifications to ensure fair access to both the curriculum and the school facilities.

**Specialist Support Spaces:**

- a. Dedicated spaces are available across school cycles to deliver pull-out interventions and specialist learning support for students with additional needs.
- b. Specialist support spaces are equipped with technological and digital tools comparable to those in general classrooms, enhancing digital literacy development.
- c. A range of non-digital teaching and learning resources is also provided to support intervention delivery as part of the Differentiated Learning Plan (DLP).

**5. Inclusive teaching and learning support.**

At The Spanish School of Abu Dhabi (SSAD), we are committed to creating a fully inclusive learning environment in which all students, regardless of ability, have equitable access to high-quality education. Inclusive education is a shared responsibility among all educators and staff, in collaboration with the Inclusion Department.

**Early Identification and Referral Protocol:**

It is the responsibility of all teachers to identify, as early as possible, students who may be exhibiting learning difficulties or additional educational needs. Teachers are expected to:

- Monitor student progress through regular formative and summative assessments.
- Raise concerns related to academic, social, emotional, behavioral, or developmental needs using the school's Identification, Referral, and Tracking System.
- Consult with the Inclusion Department and the student's family before implementing any formal support plans.

**Tiered Model of Support:**

SSAD follows a Tiered Model of Support to guide the response to learning difficulties and to ensure appropriate levels of intervention:

- **Tier 1 – General Measures:**  
Initial concerns are addressed by adapting teaching strategies, classroom environment, and learning materials. This is done collaboratively with the parents. If sufficient progress is made, the student may return to typical classroom instruction without additional support.
- **Referral to the Inclusion Department:**  
If the student continues to face challenges despite Tier 1 strategies, the teacher will refer the student to the Inclusion Department. Parental consent is obtained before



initiating additional assessments and interventions.

- **Tiers 2 and 3 – Targeted and Intensive Interventions:**

Students requiring further support are placed on a tailored **Documented Learning Plan (DLP)**. These plans are designed collaboratively with the student (where appropriate), parents, teachers, and inclusion specialists. They may include:

- Individual Education Plans (IEP)
- Individual Support Plans (ISP)
- Individual Learning Plans (ILP)
- Behavior Support Plans (BSP)
- Advanced Learning Plans (ALP)

**Monitoring and Review:**

- DLPs are reviewed at least three times a year, with progress towards goals monitored and tracked every four weeks.
- All subject teachers monitor and report on the progress and attainment of students with DLPs.
- Termly data reviews ensure that adjustments to strategies or goals are timely and effective.
- Annual reviews for students on Tier 2 or 3 support assess the effectiveness of provision and plan long-term educational pathways.

**Teaching and Learning Approaches:**

All teachers at SSAD are expected to:

- Incorporate inclusive and adaptive teaching strategies into daily lesson planning.
- Align instructional methods with DLP targets and the tiered model of support.
- Collaborate with the Head of Inclusion and other specialists to ensure accommodations and modifications are appropriate and effective.
- Participate in regular professional development and awareness sessions on inclusive practices.
- Seek support and guidance before making referrals, ensuring a thoughtful and well-documented process.
- Utilize assistive technologies and learning tools to improve accessibility, with financial support available through ADEK where needed.



### **Specialist Interventions and External Support:**

- The Inclusion Department coordinates services from speech and language therapists, occupational therapists, psychologists, and other specialists in accordance with the ADEK School In-School Specialist Services Policy.
- Clinical assessments may be recommended and are conducted by qualified professionals, with findings compiled into a Clinical Assessment Report used to inform learning strategies.

### **Curriculum and Assessment Accessibility:**

- Students with additional learning needs have full access to a broad and balanced curriculum, including extracurricular activities, with adaptations as needed.
- Where modified curricula are implemented, families are informed and required to acknowledge any implications regarding equivalency pathways.
- Assessment accommodations are aligned with the student's regular classroom practices and must follow guidelines provided by external examination boards and assessment providers.

### **Parental Engagement and Communication:**

- Ongoing and transparent communication with families is prioritized throughout the identification, support, and review process.
- Information is provided in the parents' native language where possible.
- Families are encouraged to support learning at home, and are active participants in the development and review of all personalized support plans.

### **Student Empowerment and Participation:**

Where age-appropriate, students are encouraged to contribute to the development of their own learning goals and support strategies. This promotes self-awareness, confidence, and engagement in their educational journey.



## 6. Additional Fees.

At The Spanish School of Abu Dhabi, if a student requires specialized interventions and support that extend beyond our standard inclusive education services—based on the recommendations within the student's Clinical Assessment Report—additional fees may be incurred.

These supplementary charges are capped to ensure affordability: any additional fees for parents will **not exceed 50% of the annual tuition fee**. Moreover, any in-school specialist services that are optional will be **limited to a maximum of 10% of the tuition fee**, in accordance with ADEK's In-School Specialist Services Policy.

Should there be a necessity for an **Individual Assistant (IA)** for the student, it is the family's responsibility to bear the **full costs associated** with this service.

## 7. Roles and responsibilities.

The Spanish School of Abu Dhabi employs a team of specialized personnel in the Inclusion Department to meet the educational needs of students with additional learning challenges, ensuring an inclusive environment where every student can excel.

To deliver high-quality, inclusive education for all students, it is essential that each stakeholder's roles and responsibilities are clearly defined and aligned with the ADEK School Inclusion Policy. The following outlines the leadership roles involved in promoting and delivering inclusive practices within the school setting:

### Governing Board

- Integrate inclusive education into the school's strategic objectives.
- Appoint a board member responsible for overseeing inclusive provision.
- Ensure appropriate financial resources are allocated to support inclusive staffing and materials.
- Oversee infrastructure modifications that ensure accessibility for students with physical and sensory impairments.

### Principal

- Prioritize inclusive education in all senior leadership and board meetings.
- Integrate inclusive provision into the School Development Plan with measurable



targets.

- Assign a member of SLT to oversee inclusive provision.
- Appoint:
  - A qualified **Head of Inclusion** in line with ADEK requirements.
  - A **Multilingual Learner Coordinator**.
  - A **Gifted and Talented Learner Coordinator**.
- Promote CPD on adaptive teaching and safeguarding.
- Implement inclusive risk assessments and emergency procedures.
- Submit inclusion data to ADEK as required.
- Record and address any cases of bullying or discrimination toward students with additional learning needs.
- Ensure safe evacuation procedures are in place and rehearsed, particularly for students requiring additional assistance.

### Head of Inclusion

- Coordinate academic, behavioral, social, and emotional support across the school.
- Collaborate with teachers to adapt teaching and monitor progress.
- Manage all documentation (DLPs, PEEPs) and maintain the register of students with additional learning needs.
- Work with the Health and Safety Officer to ensure inclusive emergency procedures.
- Update all required data on eSIS.
- Meet with parents regularly to review provision and offer home support guidance.
- Evaluate and ensure the effectiveness of all interventions.
- Coordinate with in-school specialists to support service delivery as per ADEK policy.

### Social Worker

- Provide individual support for students facing emotional or social challenges.
- Lead crisis intervention and response plans.



- Collaborate with staff, families, and external agencies to develop support systems.
- Advocate for student needs and rights.
- Develop preventive programs (e.g., anti-bullying, mental health).
- Deliver workshops for students, staff, and parents to foster an inclusive school climate.
- Monitor the effectiveness of interventions and adjust services accordingly.

### **Counsellor**

- Guide students in goal setting, time management, and academic planning.
- Address personal and social issues affecting academic performance.
- Provide individual and group counseling sessions.
- Support crisis management, grief, and trauma intervention.
- Offer career and higher education guidance.
- Collaborate with families and teachers to support holistic development.
- Design and implement well-being and mental health prevention programs.

### **Inclusion Teacher**

A specialized educator supporting students with additional needs under the Head of Inclusion:

- Implement early intervention programs such as the Reading Effectiveness Program for KG2 and Grade 1.
- Deliver targeted academic and emotional support in and out of the classroom.
- Provide individualized materials based on DLPs.
- Offer supervision and support during non-academic times like recess and lunch.
- Contribute actively to the Inclusion Department's ongoing development.

### **Inclusion Assistant**

- Assist students with DLPs within the classroom.



- Support during transitions, recess, and lunch to ensure safety and inclusion.
- Collaborate with inclusion staff to reinforce inclusive strategies.
- Support the Head of Inclusion and Social Worker in promoting awareness of inclusive education.

### **Individual Assistant (IA)**

A parent-funded professional offering 1:1 support for students requiring intensive assistance:

- Implement student-specific plans (e.g., DLPs).
- Promote positive behavior and social interaction.
- Assist in daily routines, safety, medical, or behavioral needs.
- Provide regular feedback to families and collect data on student progress.
- Engage in professional development and collaborate with the Inclusion Team to ensure a coordinated approach.

### **Student Well-Being Committee (Spanish: *Comisión de Atención a la Diversidad – CAD*)**

At The Spanish School of Abu Dhabi, the Student Well-Being Committee (CAD) embodies the school's collaborative and inclusive philosophy. Composed of the **Head of Inclusion, Social Worker, Head of Studies, and Principal**, this team:

- Meets weekly to evaluate and adjust support strategies for students with additional learning needs.
- Leads case discussions to ensure individualized and flexible approaches.
- Coordinates actions with families and, when necessary, recommends the engagement of an Individual Assistant (IA).
- Facilitates open and transparent communication between the school and families to align educational goals and ensure the student's overall well-being.



## 8. Individual Assistant guidelines.

The Spanish School of Abu Dhabi offers the following guidelines to assist families in the hiring of an Individual Assistant (IA). For queries, please reach out to the school's Admissions Officer or the Inclusion Department

### ❖ Hiring Process Management.

In certain cases, parents or guardians are required to finance and procure the services of an IA. It is the family's responsibility to hire, pay, and manage the IA, while the school provides support and advice during this process.

### Qualifications and Requirements:

The following are mandatory for IA candidates:

1. CV with a photograph against a white background.
2. A self-introductory form or cover letter.
3. Valid passport, visa, and Emirates ID.
4. Sponsor Documentation.
5. Proficiency in Spanish and fluency in English.
6. Police Clearance Certificate (details can be found at here).
7. A second photo with a white background.
8. Medical Records, if applicable, for any health conditions that the school needs to be informed about.
9. An interview with the school's HR and Head of Inclusion.
10. A letter of agreement from the family.
11. A letter of agreement from the school, which the school will provide.

Additionally, the following qualifications are recommended:

- A minimum of a High School Certificate.
- Academic studies or qualifications in special needs education (e.g., ABA, additional learning needs training).
- A minimum of 2 years of experience working with children.
- Reference letters and/or contact information for references.

### ❖ Links to external agencies as a guidance.

Within the United Arab Emirates, numerous agencies can provide assistance to families in hiring an Individual Assistant (IA). Social media platforms also serve as a valuable resource, offering access to various groups and communities where job postings related to IAs are frequently shared. Below is a compilation of useful links for your reference. Please note that while these are suggestions from us, we encourage parents to conduct their own research and



make informed decisions that best suit their needs.

AGENCIES	<a href="https://incluzun.com/">https://incluzun.com/</a> <a href="https://inspiretherapy.ae/Services/Learning-Support-Assistants-Shadow-Teachers">https://inspiretherapy.ae/Services/Learning-Support-Assistants-Shadow-Teachers</a> <a href="https://www.wondersuae.ae/">https://www.wondersuae.ae/</a>
SOCIAL NETWORKS	<a href="https://www.facebook.com/ShadowTeachersAD">https://www.facebook.com/ShadowTeachersAD</a> <a href="https://www.facebook.com/UAENurserySchoolTeachers">https://www.facebook.com/UAENurserySchoolTeachers</a> <a href="https://www.facebook.com/groups/721510698568307">https://www.facebook.com/groups/721510698568307</a>

#### ❖ Support from the School for Individual Assistants

After an Individual Assistant (IA) is employed by a family, SSAD provides assistance to ensure their seamless integration into our team.

- **Welcoming:** The IA will be given a tour of the school facilities and introduced to the Educational Team.
- **Guidance:** The IA will receive an overview of our curriculum and the dynamics of the school. The Inclusion Department will organize and follow the support which the IA is providing in collaboration with the teacher team.
- **Feedback:** The school will oversee the IA's performance to offer support and ensure effectiveness. Should there be a lack of connection or fit between the IA and the student, the Head of Inclusion and the student's homeroom teacher will communicate this to the family. If the issue persists, the school may advise the family to consider a replacement.

It is essential to acknowledge that each child's needs are distinct; therefore, the strategies, teaching methods, and techniques employed by an IA will be customized to each student's requirements.

#### ❖ Important Information for Consideration

##### Strategy for Addressing Absences:

In the event of an IA's absence, the family or company is responsible for providing a **substitute caregiver to accompany the student to school**. This caregiver should be someone familiar with the student, comfortable in their company, and knowledgeable about the child's



personality.

A copy of the substitute's Emirates ID must be submitted to the HR Department and the Head of Inclusion.

If the IA's absence extends beyond a week, the family or company must arrange an **official replacement**.

#### **Photography and Video Protocol:**

Photographs and videos at school may only be taken by authorized staff members and are restricted to school events and educational purposes.

IAs are prohibited from taking photographs or recording videos of the student. Should the family require it, a specific consent form must be completed to obtain the school's authorization for the IA to capture images/videos of the student. Any imagery must focus solely on the individual student, without including other students or group settings. Without explicit permission from the school, no images or recordings should be made.