



## Inclusion Policy

### The UAE Federal Law of Inclusion

The right of students with disabilities (people of determination) to education is considered a fundamental right guaranteed by the state. Federal Law No. 29 of the year 2006, as amended by Law No. 14 of the year 2009, emphasizes the inclusion of individuals with disabilities, stating that “The special needs do not constitute intrinsically an obstacle hindering from applying to enroll, join or enter any educational institution whether governmental or private”.

### MIS Inclusion Statement

**TOGETHER WE MAKE A CHANGE  
TO  
ENCOURAGE, ENHANCE, AND ELEVATE**

Merryland International School celebrates diversity by fostering unity in uniqueness and supporting each learner through equity. Inclusion is embraced as a mindset, shaping a safe, stimulating, and respectful learning environment where every member of the community is valued. Our broad, balanced, and creative curriculum enhanced by meaningful enrichment activities ensures that all students have opportunities to achieve and succeed, with no child excluded from the learning journey of equality and equity. We take pride in our collective achievements, individual gifts, and rich cultural diversity, irrespective of individual capabilities.

### School Mission

To provide all knowledge seekers, under our school banner, with a carefully crafted inclusive curriculum based on the founder's 3-D principle of Divinity, Dedication and Discipline, and to educate them in a manner that sparks imagination, celebrates the diversity of the UAE and equips and empowers them to become future leaders.

### School Vision

Moulding a generation of highly productive global citizens who respect diversity, embrace inclusion and are on a relentless pursuit of excellence in their intellectual, moral and social spheres.

### Purpose

The Inclusion Policy at Merryland International School is designed to uphold the school's commitment to ensuring that every learner is valued, respected, and provided with equitable access to a broad and balanced curriculum. It reinforces our belief that all students regardless of their abilities, disabilities, backgrounds, or learning styles deserve meaningful participation and equal opportunities to succeed in every aspect of school life.

# MERRYLAND INTERNATIONAL SCHOOL L. L. C.

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This policy at Merryland aims to:

- Identify and support the diverse needs of students, including those with additional learning needs (ALN) or disabilities (SOD) and those with advanced or gifted abilities (G&T).
- Monitor the progress of all learners effectively, enabling early identification of additional needs and ensuring timely interventions.
- Establish clear leadership roles and staff responsibilities that promote and sustain an inclusive learning culture across the school.
- Foster a safe, healthy, and nurturing environment where students with varied needs are fully included in school events such as sports meets, school council elections, talent shows, assemblies, and other enrichment activities—enhancing their confidence, well-being, and holistic development.
- Implement differentiated teaching strategies that respond to the diverse learning needs present in the Merryland community.
- Ensure equitable access to learning, enabling every student to experience success and growth.

In addition, the policy serves to:

- Support Merryland's interpretation and application of inclusion guidelines to secure the best possible outcomes for students with additional learning needs and their families, while ensuring compliance with relevant educational policies.
- Strengthen the expertise, understanding, and capacity of Merryland's school leaders and teachers to meet the needs of learners with additional requirements, thereby enriching the school's inclusive ethos and overall learning environment.

## Definitions

Inclusive Education	Integrating students of all abilities and backgrounds into a shared educational environment requires providing tailored support and behavioral guidance. By addressing the unique challenges some students face in learning and socializing compared to their peers, schools can ensure that every child feels valued and has the opportunity to participate fully in all aspects of school life.
Cycles followed at School	A stage in the primary and secondary educational process is classified in Merryland International School as the following: Early Years- KG1 and KG 2 Cycle 1: Grade 1 to Grade 5 Cycle 2: Grade 6 to Grade 8 Cycle 3: Grade 9 to Grade 12

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Documented Learning Plan	A plan which outlines personalized learning targets, modification to curriculum, additional supports, accommodations, provided to enhance learning which are agreed by head of inclusion, principal, corresponding teachers and parents. This includes LSP- Learning Support Plan, and ALP- Advanced Learning Plan.
Accommodation and Modification to Teaching	Adjustments to teaching methods in lesson delivery and behavior management is made to suit the needs of students with additional learning needs.
Accommodation and Modification to Assessments	Adjustments provided to assessments by modifying the time, space and pattern of assessments in order to facilitate the students with additional learning needs to appear for the assessments in confidence. The modification is done without changing the demand of the assessments.
Accommodation is provided in the following ways at Merryland	<p><b>Presentation Accommodations:</b> Changes the way test materials are presented to the student.</p> <p><b>Response Accommodations:</b> Adjusts how we can respond to test items, such as permitting verbal responses or allowing the use of a scribe.</p> <p><b>Setting Accommodation:</b> Involves altering the surrounding where tests are administered to make students more comfortable like providing a separate room or specific seating.</p> <p><b>Timing Accommodation:</b> Providing extended time for testing, ensuring the students with additional learning needs have enough time to complete the assessments.</p>
Adaptive Teaching	An approach to supporting students with additional learning needs by the inclusion department using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
Additional Learning Needs	Any student who requires extra support, modifications, or accommodations within a school setting, either temporarily or permanently: This applies to any support in learning and behavior management required by students of determination in specific contexts- specific learning difficulty, hearing impaired, hearing loss, visual impaired, twice exceptional, and behavioural issues, physical or gifted/talented.
Clinical Assessment Report	A report generated from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language specialists, doctor and suitable approved qualified professionals.



Continuing Professional Development	Continuous professional workshops, seminars and education provided by the school management to all staff connected to students with additional learning needs to improve their skills, competencies and performance on a regular basis. The types of CPD include online courses, diploma programs, research projects, in-person sessions, collaborative learning, conferences, community programs and external visits.
Gifted and Talented	Gifted students at Merryland demonstrate exceptional ability in one or more domains in their learning journey. Talented students are those who can transform their giftedness into exceptional performance.
PEEP: Personalized Emergence Evacuation Plan	A customized strategy created to help individuals evacuate a building safely during an emergency. Unlike general evacuation plans, which apply to all individuals, PEEPs are specifically designed for people who cannot evacuate independently. PEEPs identify the unique needs of individuals, detailing procedures, assistance required, and the necessary equipment to ensure safe evacuation. They are a critical component of the school's emergency preparedness plan, designed to accommodate employees, visitors, or students with specific needs.
Pull-out Intervention	The Pull-out intervention is when students with additional learning needs are taken out of the mainstream education classroom to a separate setting for a small-group or one-on-one instruction by the specialist to address any identified cognitive, behavioral, social, and emotional need.
Push-in Intervention	An intervention to address any identified cognitive, behavioral, social, and emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside of the peer group.
Tiered Model of Support	An approach to meet the different needs of students which acknowledges the following way: Most students' needs are met by the teacher in a mainstream classroom- Tier 1- Universal Model Tier 2- Some students may need Intervention Tier 3- Few students may require higher degree of intervention
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.
NQC (National Qualification Center)	NQC supports the quality assurance and delivery of national professional standards and qualifications within the Technical and Vocational Education and Training (TVET) system in the UAE.



## 1. Developing a School-Wide Inclusion Policy

Merryland International School develops its Inclusion Policy in alignment with the **ADEK School Inclusion Policy**, which outlines the minimum requirements for inclusive practices in UAE schools. While adhering to ADEK's standards, Merryland ensures that its policy is written in clear, accessible language aimed at *all* stakeholders—students, school staff, leadership, and especially **parents**, who are key partners in the inclusion journey.

The policy is intentionally structured to be parent-friendly. Therefore, highly operational details such as referral pathways, internal documentation formats, detailed inclusion team structure, and intervention protocols are placed in a separate **Merryland Inclusion Staff Handbook**, ensuring staff receive technical guidance without making the policy lengthy or overwhelming for families.

As part of a school community guided by the founder's **3-D principles: Divinity, Dedication, and Discipline**, Merryland's Inclusion Policy reflects the school's unique culture while being adaptable within the broader network it belongs to. Merryland ensures that its policy fully represents the specific inclusive strengths, processes, and ethos developed within the school.

Merryland believes that *inclusion is the antonym of exclusion*. In line with UNESCO's statement—"Inclusive education is essential to achieve social equity"—all instructional, behavioural, administrative, and social processes at Merryland revolve around an inclusive approach. The ADEK mandate to create a barrier-free, rights-based system for all students guides all aspects of school-wide inclusion at Merryland.

The school's inclusive teaching culture is grounded in **UDL (Universal Design for Learning), Differentiation, RTI (Response to Intervention), strength-based approaches, positive behaviour support, and collaborative community values**. Ongoing CPD ensures that teachers remain competent, confident, and committed to upholding inclusive values across classroom practices.

## 2. Admissions

### 2.1 Admission Principles

Merryland International School upholds a **non-discriminatory admissions policy** aligned with ADEK regulations. As a private school, Merryland admits all students, including learners with additional needs, medical conditions, or students of determination (SOD). Sibling priority is honoured as per ADEK guidance.

Parents may be asked to provide existing educational or clinical assessments not for screening out admission but to help Merryland plan required support, accommodations, and resourcing.

Where entry assessments are used, the school provides **appropriate accommodations**, which may include:

- extended time
- alternative formats
- observation-based assessment
- reduced language load
- multiple assessment opportunities

Admission assessments are solely for understanding needs and planning provision—**not eligibility**.



## 2.2 Admission Requirements (ESIS Compliance)

As required by ADEK, parent consent is obtained before uploading any student information to eSIS.

## 2.3 Medical Needs and Inclusion

Merryland does **not refuse admission** on the basis of chronic medical conditions such as:

- diabetes
- epilepsy
- congenital heart disease
- obesity

The school offers a robust **Learning Support Programme** from KG–Grade 12 to ensure all students receive appropriate intervention.

## 2.4 Inability to Accommodate

Merryland strives to include all learners. However, in rare cases where the school cannot meet a student's needs due to reasons approved by ADEK (such as safety or specialised curriculum limitations), the ADEK "Inability to Accommodate" protocol is followed, using the official ADEK submission platform.

## 3. Standard Inclusive Provision

Merryland International School is committed to maintaining a **high standard of inclusive education** that provides equitable access to learning for all students, particularly those with additional learning needs (ALN). Inclusive provision is embedded across all aspects of school life, including academics, social-emotional learning, extracurricular activities, and leadership opportunities.

### Key Areas of Provision:

- **Staffing:** A dedicated Inclusion Team comprising Head of Inclusion, Inclusion Teachers and Inclusion Assistants.
- **Physical Accessibility:** School premises are fully accessible, including ramps, lifts, handrails, adapted bathrooms, and accessible classroom resources. Coordination with school transport ensures all students can safely access school facilities.
- **Learning Spaces Accessibility:** Classrooms are equipped with varied seating arrangements, adaptive furnitures, and a range of learning materials. Science labs, sports facilities, and specialist teaching areas are accessible to all cycles.
- **Specialist Support Spaces:** Dedicated spaces (Enrichment Room, English Lab, Toy lab, Kindergarten activity area) are available for pull-out interventions, therapy sessions, and targeted learning support.



### 3.1 Ensuring Inclusive Staff Requirements

#### Principal

The Principal provides **strategic leadership for inclusion**:

- Oversees the Inclusion Department, ensuring the school fulfills its vision of celebrating diversity.
- Leads teacher development through professional training and hiring practices.
- Ensures culturally responsive classrooms and inclusive curriculum practices.
- Builds a cohesive community of parents and ADEK authorities, aligning school vision with UAE national goals.
- Monitors, evaluates, and approves Documented Learning Plans (DLPs).
- Appoints the Head of Inclusion and staff coordinating Gifted & Talented programs.
- Advocates for students' and staff wellbeing.
- Participates in policy development and evaluation to meet legal and best practice standards.

#### Head of Inclusion

A senior leader responsible for **planning, monitoring, and delivering inclusion initiatives**:

- Leads the Inclusion Department and implements strategies for students of determination (SOD) and students with additional learning needs (ALN)
- Collaborates with leadership, department heads, and teachers to embed inclusion across curriculum and school culture.
- Monitors enrollment, identification, teaching, and student progress, maintaining DLPs and tracking tools.
- Builds partnerships with parents and community organizations to enhance inclusive practices.
- Oversees classroom monitoring to ensure equity and inclusive learning.

#### Inclusion Teacher

- Identifies students' abilities and learning needs through observations and assessments.
- Develops, executes, and monitors DLPs in collaboration with classroom teachers.
- Coordinates interventions and support programs both in-school and externally.
- Maintains records of assessments, academic and social progress, and communicates updates to parents.
- Supports 1:1 interventions where required and ensures compliance with ADEK portal requirements.



## Governing Board

- Oversees functioning and quality of inclusion provision.
- Approves policies, staffing, and resource allocation for inclusion.
- Ensures sufficient funding, staff, and professional development to meet ADEK criteria.

## 4. Identification, Referral, and Tracking at Merryland International School

Merryland International School is committed to **early identification, appropriate referral, and continuous tracking** of students with Additional Learning Needs (ALN) to ensure that every learner receives the support they require in a timely and equitable manner.

### Identification

- Some students join the school with **existing diagnoses**. In such cases, staff collaborate closely with parents and, where applicable, clinical professionals, to design suitable interventions and learning plans.
- For students whose learning or developmental concerns have not previously been raised, **Merryland employs a systematic identification process** at the start of the academic year, which includes:
  - Observations by class teachers using the “**My Student**” chart.
  - Use of **standardized assessments**, including Measures of Academic Progress (MAP), GL Progress Tests, and other approved screening tools.
  - Additional screening instruments such as the **Insight Cognitive Assessment** and **Strengths and Difficulties Questionnaires (SDQ)** to assess academic, social, emotional, and behavioral development.
- Identification emphasizes **equity and inclusivity**; the absence of a formal diagnosis **cannot** be used to deny access to support or inclusive provision.

### Referral

- Teachers who observe potential learning, developmental, or behavioral needs refer students to the **Inclusion Team**, including the Head of Inclusion, Inclusion Teachers and Inclusion Assistants.
- If necessary, referrals are made to **external specialists** (e.g., educational psychologists, speech-language therapists, occupational therapists) with parental consent.
- All referrals are handled with **sensitivity and confidentiality**, ensuring that parents are fully informed and involved in planning interventions.

### Tracking

- **Documented Learning Plans (DLPs)** are created for all Tier 2 and Tier 3 students, outlining individualized goals, strategies, accommodations, and progress indicators.
- **Student progress is monitored continuously**, with regular updates and reviews conducted by Inclusion Teachers in collaboration with classroom teachers and the Head of Inclusion.
- **Data submission to ADEK’s ALN module on eSIS** is completed termly, according to the school calendar:



Academic Year: September – June

Term	Progress Data Submission Deadline
Term 1	End of November
Term 2	End of March
Term 3	End of June

### Confidentiality and Professional Conduct

- The **Principal and all staff** are prohibited from labeling or diagnosing students; only qualified medical practitioners may provide formal diagnoses.
- Any concerns regarding a student's learning or behavior are discussed **privately with parents** and shared only on a **need-to-know basis** with relevant staff members.
- Progress and intervention data are maintained in a **secure and confidential manner**, ensuring that every child's dignity and privacy are respected.

### 5. Impactful Strength-Based Approaches to Communication at Merryland International School

Merryland International School is committed to fostering a **strengths-based culture** that celebrates the unique abilities, talents, and potential of every student. In alignment with the ADEK School Inclusion Policy, our approach to communication is designed to **promote inclusivity, equity, and positive perception** of students with Additional Learning Needs (ALN).

### Principles of Strength-Based Communication

- Each student is recognized as a **unique individual** with a combination of challenges and opportunities.
- The focus is on **identifying, nurturing, and leveraging students' strengths**, rather than emphasizing deficits or limitations.
- Encouraging students to **acknowledge and advocate for their strengths** fosters self-awareness, confidence, and resilience.
- Merryland staff strive to **modify the learning environment rather than changing the student**, ensuring that every child can participate fully in classroom activities.



## Strength-Based vs. Deficit-Based Language

Merryland adopts a **strengths-based communication framework** to guide all interactions with students, parents, and staff:

Strength-Based Language	Deficit-Based Language
Focuses on the strengths a student brings to the learning community.	Focuses on what a student lacks or struggles with.
Views diversity in thought, culture, and traits as <b>positive assets</b> .	Conveys what is missing that must be found or fixed.
Is <b>opportunity-focused</b> , highlighting potential for growth.	Is problem-focused, emphasising limitations.
Recognizes that <b>changing the environment</b> can promote progress.	Implies the student must change to fit the system.

## Implementation Strategies

- **Staff Awareness and Training:** Teachers, Inclusion Assistants and leadership are trained in strength-based communication during ongoing CPD sessions.
- **Classroom Practices:** Daily classroom interactions, feedback, and reports emphasize students' contributions and achievements rather than deficiencies.
- **Parental Communication:** Strength-based language is used consistently in parent meetings, school reports, and progress updates, ensuring that families recognize and celebrate their child's abilities.
- **School Culture:** All stakeholders—including students, parents, and staff—are encouraged to **adopt positive, opportunity-focused language** as part of Merryland's inclusive school culture.

## Impact

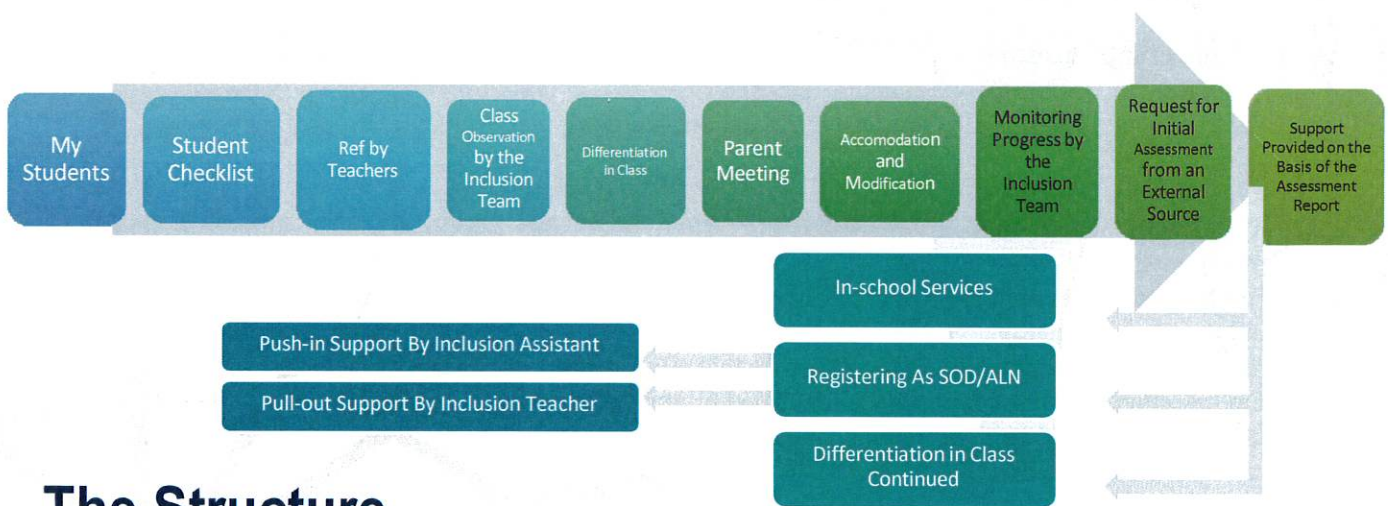
Adopting a strength-based approach ensures that:

1. Students feel **valued and respected** within the school community.
2. Self-esteem, confidence, and motivation for learning are **enhanced**.
3. Teachers, staff, and parents **view diversity as an asset**, fostering collaboration and positive outcomes.
4. Interventions and support plans focus on **building on strengths** rather than merely addressing challenges, creating a more equitable and inclusive learning environment.

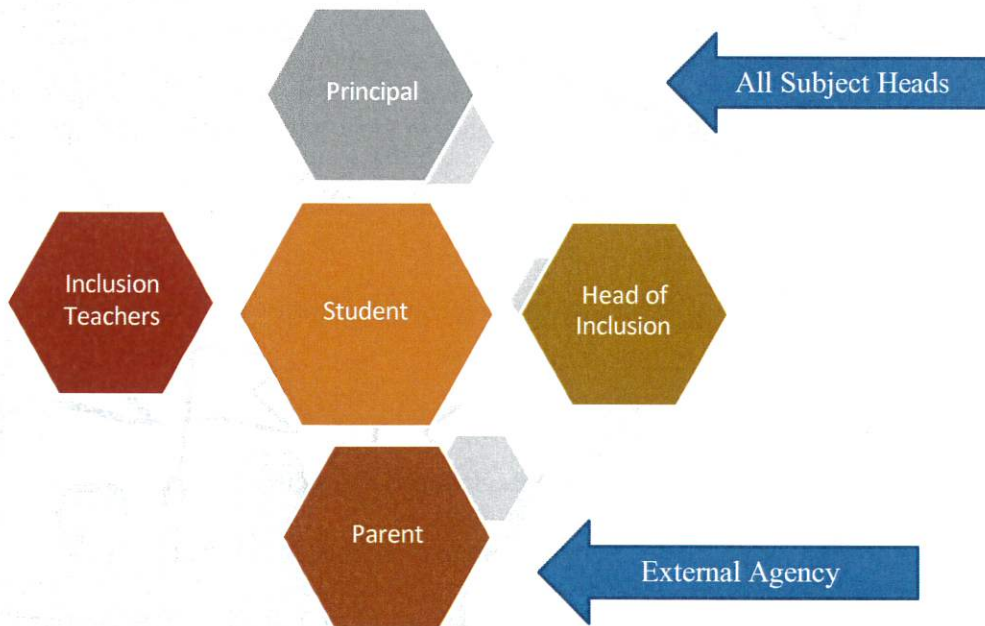


By embedding this approach, Merryland International School **promotes a culture of inclusion**, aligns with **ADEK guidelines**, and ensures that all communication formal or informal supports students' growth, empowerment, and holistic development.

### The Process of Reporting



### The Structure





## 6. Tiered Model of Support at Merryland International School

Merryland International School implements a **tiered model of support** to ensure that all students with Additional Learning Needs (ALN) receive **appropriate interventions based on their support requirements rather than a formal diagnosis**. This approach allows for **flexible, responsive, and equitable educational practices**, ensuring every student has access to the curriculum and opportunities to achieve their full potential.

### Tier 1 – Universal Support

**Objective:** To provide **high-quality, inclusive classroom teaching** that meets the needs of the majority of students.

- All students benefit from differentiated instruction, accessible resources, and a supportive classroom environment.
- Teaching strategies are designed to be universally effective, promoting independent learning, engagement, and active participation.
- Progress is continuously monitored to ensure that all students are accessing the curriculum effectively and that any emerging support needs are identified promptly.
- Classroom practices focus on **equity, accessibility, and inclusive teaching**, ensuring that all students feel valued and supported.

#### Merryland Practices:

- Differentiated instruction to cater to diverse learning styles and abilities.
- Accessible learning materials, visual supports, and the integration of technology where appropriate.
- Active observation and monitoring of student performance to identify those who may require additional support.

### Tier 2 – Targeted Support

**Objective:** To provide **small-group or focused interventions** for students whose needs exceed what can be met through universal classroom strategies.

- Targeted support is delivered through structured interventions, small-group instruction, or additional guidance tailored to specific learning needs.
- Collaborative planning between classroom teachers, Inclusion Teachers, and specialists ensures that strategies are consistent and responsive to student progress.
- Interventions are monitored regularly, and student progress is tracked to determine the effectiveness of strategies and to adjust support levels as necessary.
- Support may include adapted learning materials, scaffolded instruction, flexible classroom arrangements, or other adjustments to ensure meaningful engagement.



#### Merryland Practices:

- Structured small-group interventions within or outside the classroom as appropriate.
- Collaborative planning to align interventions with curriculum objectives and learning outcomes.
- Continuous progress tracking and data collection to inform decisions about the student's support needs.

#### Tier 3 – Intensive and Individualized Support

**Objective:** To provide **highly individualized and intensive support** for students with significant or complex learning, social, emotional, or medical needs.

- Support is tailored to meet each student's unique strengths, needs, and goals through individualized plans, close monitoring, and continuous review.
- Intensive interventions may include one-to-one support, adapted learning programs, and specialized accommodations to ensure access to the curriculum and safe participation in school activities.
- Collaboration with external specialists, therapists, and families ensures that interventions are evidence-based and responsive to each student's development and wellbeing.
- Student progress is closely monitored and documented, with adjustments to strategies made as needed to maximize learning, independence, and participation.

#### Merryland Practices:

- Individualized Documented Learning Plans (DLPs) outlining goals, strategies, accommodations, and timelines.
- Integration of support from Inclusion Teachers, specialists, and Inclusion Assistants.
- Regular review and adjustment of support strategies based on student progress, assessment data, and feedback from families and staff.

#### Implementation Strategies Across All Tiers

- **Continuous Monitoring:** Teachers and Inclusion staff track student progress using DLPs and school data systems, ensuring timely adjustments to support.
- **Parental Engagement:** Parents are active partners in planning, reviewing, and refining interventions.
- **Data-Informed Decision Making:** Student performance, observations, and assessment results inform tier placement, ongoing intervention, and progression.
- **Professional Development:** Staff receive ongoing training to effectively deliver tiered support, ensure inclusivity, and maintain high standards of teaching and learning.



By employing this tiered model of support, Merryland International School ensures that **all students, regardless of their learning needs, receive timely, appropriate, and effective support**. This approach promotes equitable access, fosters independence, and enables students to engage meaningfully with the curriculum, participate in school life, and achieve personal growth and success.

## 7. Universal Design for Learning (UDL) and Adaptive Teaching

Merryland International School is committed to ensuring that **every student has equitable access to learning**, regardless of their abilities, strengths, or challenges. The school's inclusive teaching philosophy is grounded in **Universal Design for Learning (UDL)** and **adaptive teaching strategies**, which form the foundation of classroom practices. These approaches support the school's vision of celebrating diversity, promoting equity, and fostering inclusion across all grades and learning cycles.

### Universal Design for Learning (UDL)

UDL is embedded into all aspects of teaching and learning to **remove barriers and create multiple pathways to learning**. This is achieved through:

- **Multiple Means of Representation:** Lessons present concepts in **visual, auditory, and kinesthetic forms**, allowing students to access content in ways that suit their learning styles. Resources such as multimedia, visual aids, and interactive activities are consistently integrated into instruction.
- **Multiple Means of Engagement:** Strategies are employed to **motivate and involve students**, considering their interests, cultural backgrounds, and individual strengths. This ensures students are active participants in their learning journey.
- **Multiple Means of Expression:** Students demonstrate their learning through **diverse formats**, including oral presentations, written tasks, creative projects, and technology-assisted tools, providing equitable opportunities to succeed.

Through UDL, **all students, including those with additional learning needs, are supported to engage fully with the curriculum**, fostering independence, confidence, and a sense of belonging within the school community.



## Adaptive Teaching

Adaptive teaching ensures lessons are **tailored to meet the individual needs of students**. This process involves:

1. **Assessment:** Teachers collect detailed information about each student through **classroom observations, formative assessments, standardized tests, and input from the inclusion team**.
2. **Adjustment:** Instructional strategies and lesson materials are refined to **address specific learning needs**, ensuring all students can access the content effectively.
3. **Adaptation:** Based on the data collected, teachers **modify lesson delivery, classroom activities, and assessment practices** to provide appropriate levels of support, scaffolding, and challenge.

Adaptive teaching is a **continuous cycle**, with strategies regularly reviewed and updated to maximize student engagement, participation, and progress.

## Implementation in Classrooms

UDL and adaptive teaching are **practically integrated into every classroom**:

- **Inclusive Lesson Planning:** Lessons are planned to incorporate differentiation, scaffolding, and flexibility to address **diverse student abilities**.
- **Use of Technology:** Assistive and adaptive technologies, including multimedia and interactive platforms, enhance **accessibility and independence** for students.
- **Collaboration with Inclusion Team:** Classroom teachers work closely with **Inclusion Teachers, Heads of Inclusion, and specialists** to design and implement individualized strategies and accommodations.
- **Continuous Monitoring:** Student engagement, learning outcomes, and progress are **monitored regularly** to ensure that teaching practices are effective and inclusive.

## 8. Adaptations to the Curriculum

Adaptive teaching at Merryland International School ensures that instruction is tailored to meet the unique needs of each student, creating a supportive and engaging learning environment. This approach empowers students to take control of their own learning, develop independence, and reach their full potential, while still participating in the mainstream curriculum wherever possible.



For a small number of students with additional learning needs, Universal Design for Learning (UDL) and adaptive teaching strategies may not be sufficient to fully address their requirements. In such cases, Merryland provides enhanced support, including a lower student-to-staff ratio, small-group interventions, or a resource-base provision specifically designed for students requiring more individualized attention. The school ensures that any enhanced provision aligns with the standards set by ADEK and receives the necessary approval from the Students of Determination Office before implementation.

Curriculum adaptations at Merryland are carefully planned to accommodate a range of learning abilities while maintaining alignment with UAE Ministry of Education requirements. Alternative pathways may be offered on a case-by-case basis, particularly for students whose learning needs prevent them from fully accessing certain subjects. Exemptions from Ministry of Education subjects are considered after thorough review and consultation with the ADEK Curriculum Team and the Students of Determination Office.

Where an alternative pathway does not lead to official MoE equivalency, parents are informed at an appropriate stage, typically between Grade 8 and Grade 10 and their consent is obtained through the ADEK Unapproved Subject Undertaking Letter. This ensures transparency and collaboration with families while enabling students to engage meaningfully with their learning according to their individual strengths and needs.

All adaptations at Merryland are documented in each student's **Documented Learning Plan (DLP)**, ensuring that teachers, inclusion staff, and parents have a clear understanding of the goals, teaching strategies, and assessment methods implemented. This structured approach guarantees that all students, regardless of their learning profile, have equitable access to a broad, balanced, and inclusive curriculum.

## 9. Dedicated Support Spaces for Interventions

Merryland International School provides dedicated, safe, and well-resourced spaces for interventions and in-school support sessions for students with additional learning needs. These spaces are designed to ensure that students receive targeted support in a calm, structured, and accessible environment, which positively impacts their wellbeing, engagement, and academic progress.

### Student Safety and Accessibility:

Every support space undergoes a thorough risk assessment to ensure the physical safety of students, including those with mobility restrictions, sensory needs, or medical conditions. Potential hazards, such as sharp objects, trip risks, or overstimulating resources, are identified and mitigated. The layout and access routes are carefully planned to allow ease of movement and ensure that students can transition safely to and from the space. Measures are in place to manage behaviors, including offering frequent short breaks, teaching students to request breaks, or adjusting tasks to prevent emotional distress or escape behaviors.



### Enabling Sufficient Resources:

Support spaces are equipped with a wide range of resources tailored to individual learning needs. This includes sensory supports, assistive technology, and specialized learning materials. Tools and devices are selected to facilitate both academic and social-emotional learning objectives, ensuring that each student can access personalized interventions effectively.

### Providing Comfort and Flexibility:

The spaces are designed to be adaptable for one-on-one sessions or small-group interventions. Flexible seating options, such as poufs, yoga balls, or floor seating, along with soft lighting and sensory-friendly design, create a positive and meaningful environment for learning. These arrangements support student engagement, reduce anxiety, and promote focus during interventions.

By providing these dedicated support spaces, Merryland ensures that students with additional learning needs are given equitable access to specialized interventions, enabling them to achieve their full potential while participating meaningfully in school life.

## 10. Assessment, Accommodations and Modifications

Merryland International School ensures that all students with additional learning needs have equitable access to assessments and examinations through a clear and structured **Assessment Accommodation Policy**. This policy outlines eligibility, processes, and examples of authorized accommodations, aligned with both internal curriculum requirements and external assessment provider regulations.

Providing accommodations allows students to fully demonstrate their knowledge and skills, ensuring fairness in academic testing, university admissions, scholarships, and future employment opportunities. Accommodations address barriers such as difficulties accessing questions, recording answers, or completing assessments within standard timeframes, and support the principles of **Universal Design for Learning (UDL)**.



### Key Practices

- **Extended Time:** Students may receive up to 50% additional time per section to complete tests or examinations.
- **English Learner Support:** Provision of bilingual dictionaries, translated instructions, or glossaries for key terms when required.
- **Small Group Testing:** Students can take assessments in smaller groups to reduce distractions and anxiety.
- **Special Test Formats:** Large print, or other alternative formats are provided for students with documented barriers.
- **Breaks During Assessments:** Short breaks are permitted to manage fatigue, focus, or test-related anxiety.

All accommodations are implemented in compliance with the **ADEK School Assessment Policy** and external assessment regulations. Evidence from qualified assessors or psychologists is used where required. Students are not exempted from assessments based on diagnosis alone; accommodations are provided to ensure full participation, with exemption considered only as a last resort.

### 11. Using Data to Support Decision Making

Merryland International School prioritizes **data-driven approaches** to support students with additional learning needs. Comprehensive and accurate data for each student is recorded internally and uploaded regularly to the **eSIS ALN module** to track progress toward individualized targets.

Data is used to:

- Monitor student progress and attainment.
- Identify challenges or areas needing intervention.
- Inform timely and effective support strategies.
- Ensure accountability and alignment with **Documented Learning Plans (DLPs)**.

Data is shared with families to facilitate **meaningful conversations** regarding their child's development and to plan next steps collaboratively, ensuring transparency and partnership between school and home.

### 12. Additional Fees

Merryland adheres to the principle of equitable access for all students. No additional fees are requested for standard learning support or inclusion services. Additional fees may only be requested **if a student requires specialist interventions or support beyond the school's standard inclusive provision**. Any such requests are clearly communicated to parents, with full transparency regarding the purpose and scope of the additional support.

This approach ensures **fair access to education** while maintaining a high-quality inclusive environment for all students.

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## 13. Providing Support for Parents

Merryland International School recognizes that parents play a **central role** in supporting their child's learning and development, particularly for students with additional learning needs. The school ensures parents are **well-informed, engaged, and empowered** to support their child's progress both at school and at home.

Key measures include:

- Offering guidance on **understanding a child's strengths, challenges, and educational needs**.
- Providing **clear explanations of the school's inclusive practices**, interventions, and strategies being used for their child.
- Ensuring parents are **aware of resources and support services**, including internal and external specialists.
- Maintaining regular communication channels, such as meetings, phone calls, and emails, to address concerns promptly.
- Supporting parents in **understanding assessment results** and using them to reinforce learning at home.

This proactive approach ensures that parents feel confident, involved, and equipped to contribute positively to their child's education.

## 14. Support Families in the Home Environment

Merryland actively supports families in fostering an **inclusive, supportive home learning environment**. This support ensures continuity between school and home, enhancing student progress and wellbeing.

Key initiatives include:

- Providing **practical guidance and strategies** to reinforce learning at home.
- Offering **resources, activities, and digital tools** tailored to the child's specific needs.
- Coaching parents in **positive behaviour strategies, social-emotional development, and life skills**.
- Facilitating connections to **external community services or specialist support** where appropriate.
- Ensuring parents are **aware of their rights and responsibilities** in partnership with the school and educational authorities.

Policy reviewed by:

Principal: Ms. Subha Clifford

Policy reviewed on: 28 June 2025

Next Policy review date: 28 June 2026



