

INCLUSION

Arab Unity School is committed to the physical, emotional and social well-being of every student. We are committed to removing as many barriers to learning as we can and encourage all student to reach their true potential in a least restricted learning environment. The support provide by Inclusion Support team is spread across supporting students with additional learning and emotional needs (Students of Determination), Gifted and Talented students, and, for students who need additional support in English as Additional Language (EAL).

Students of Determination

*The Inclusion provisions at AUS are geared to meet the standards set in the **Inclusion Policy Framework 2017**. At AUS we welcome students of determination, they are not refused admission based on an experience of Special Educational Needs and Disabilities. Our identification and graduated level of support is fully in line with the **KHDA Guidelines and Directives for Inclusion 2019**.*

Gifted and Talented Students

The term giftedness refers to a 'students who possess untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability. A student who can demonstrate exceptional levels of competence in creativity, performing arts or leadership skills. Our identification is through the analysis of assessment data, teachers' observations, and parent / student referrals. Identified students are supported with Advanced Learning Plans, classroom-based challenges and enrichment activities.

***English As Additional Language (EAL)** support is provided for learners whose first language is not English. Support for the identified students is given through in-class and withdrawal session by the Inclusion team.*

Counselling

*Our school offers counselling services to help our students to grown and learn in a positive environment where they learn to give respect and is treated with equality and dignity. The counsellor sessions can be individual, group or whole class based on the need of the individual/cohort. The focus of the session is to teach students find solutions to their personal social and emotional barriers, and develop positive attitudes toward **school**, learning, community, and society.*

<https://www.khda.gov.ae/en/publications/article?id=10239> – Dubai Inclusive Education Policy Framework 2017

<https://www.khda.gov.ae/en/publications/article?id=10258> – Directives and Guidelines for Inclusive Education

<https://www.khda.gov.ae/en/publications/article?id=10259> – ***School- Home provision – A collaborative approach to distance learning for students of determination***

<https://www.khda.gov.ae/en/publications/article?id=10265> – ***Advocating for Inclusive education – A guide for parents***