



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

EARLY EDUCATION INSTITUTION **POLICY**

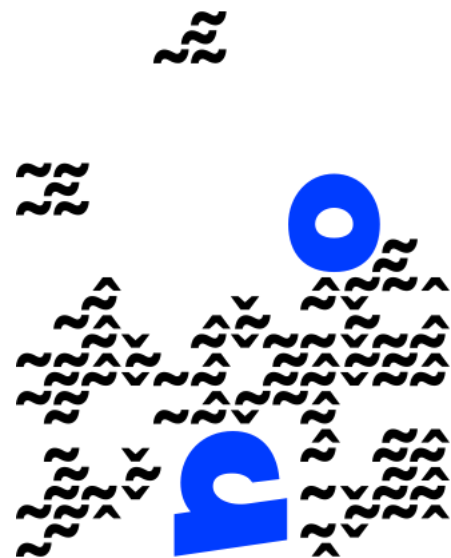
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INCLUSION

Purpose

This policy establishes a framework for the implementation of inclusive education, ensuring that children with additional learning needs receive equitable and quality education. It addresses the unique needs of children with additional learning needs, promoting an inclusive environment that fosters their learning, development, and overall wellbeing.

By outlining specific requirements, the policy aims to create a consistent approach to inclusive education across all Early Education Institutions (EEIs). It sets clear expectations for all stakeholders involved in the education process, including EEI management, staff, parents, regulators, and service providers.



Definitions

<p>Additional Learning Needs</p>	<p>Individual requirements for additional support, modifications, or accommodations within an early years setting on a permanent or temporary basis in response to a specific context. This applies to any support required by children of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a child with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a child with hearing impairment may require additional support in class to access lesson content but may not require any physical accommodations to access learning.</p>
<p>ALN Module</p>	<p>The Additional Learning Needs (ALN) Module is a system enhancement on the Electronic Student Information System (eSIS) system that provides an improved mechanism to record information of children with additional learning needs, their interventions, and progress tracking.</p>
<p>Child</p>	<p>A person under the age of 4 years, as per Federal Decree Law No. (51) of 2022 Regulating Nurseries.</p>
<p>Documented Learning Plan</p>	<p>A plan which outlines any personalized learning targets, modifications to a curriculum, and additional support or tools for learning which is agreed upon by EEI staff and parents. This may be to address any specific identified learning, behavioral, language, or social and emotional need.</p>
<p>Early Education Institutions (EEIs)</p>	<p>All ADEK-licensed institutions that offer early years service (e.g., nurseries).</p>
<p>Equal Opportunity</p>	<p>The right to be treated equitably and without discrimination.</p>
<p>Evaluation</p>	<p>Process of collecting and analyzing information on the progress from intervention activities, characteristics, and outcomes.</p>
<p>Identification</p>	<p>The action or process of identifying any barriers to learning, interaction, development, or communication in a child.</p>
<p>Inability to Accommodate Notification</p>	<p>The process where an EEI can apply to ADEK to inform them through a variety of evidence of their inability to accommodate the child within the EEI. This process includes medical/clinical reports, observations, adapted assessments, physical environments, and any other information available.</p> <p>EEIs must be able to evidence that allowing a child to join the EEI would negatively impact a child’s development or safety, negatively impact peer development or other children's safety, or put a strain on resources beyond what is mandated in policy.</p>
<p>Inclusive Education</p>	<p>An approach to education where all children learn alongside peers in which barriers to access and achievement are identified and removed.</p>

Inclusion Lead	The nominated member of the EEI staff with responsibility for the coordination of provision for children with additional learning needs.
Individual Assistant	Formerly known as “Shadow Teachers”, they are parent-funded staff who provide 1:1 support for children with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need.
Intervention	The action or process of providing children who have additional learning needs the appropriate support for their behavior, physical, cognitive, linguistic, emotional, and health needs.
In-School Specialist Services	“Specialist services which take place periodically on school premises” as per the ADEK School In-School Specialist Services Policy . The ADEK In-School Specialist Services System is applicable to EEIs as of AY 2024/25.
Key Group	Known as a “class” in more formal educational settings, comprises a group of children, an EE Educator, and any other members of the key team.
Key Team	The team of staff in a child’s key group, whom they interact with daily and who take care of their physical, emotional, and educational needs, typically including the EE Educator, EE Assistant, and EE Aide.
Push-In and Pull-Out Interventions	<p>Push-in interventions are interventions for an individual child that take place within their key group so that the child is with their peers in the same environment.</p> <p>Pull-out interventions are interventions for an individual child that take place outside their key group so that the child is away from their peers in a separate environment.</p>
People of Determination	Every person suffering from a temporary or permanent, full, or partial deficiency or infirmity in their physical, sensory, mental, communicational, educational, or psychological abilities to an extent that limits their possibility of performing the ordinary requirements (Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities).
Standard Inclusive Provision	Mandated support services for EEIs to enable children who have additional learning needs to learn alongside same-aged peers.
Specialist	The professional, holding a DoH Allied Health Professional license, delivering specialist service.
Specialist services	Services that require specialist knowledge and expertise delivered by a specialist.
Transition Plan	A coordinated set of activities designed to promote a smooth transfer of a child from home to the educational setting and from one educational setting to another without an interruption in their services.

Policy

All EEIs shall develop and implement an Inclusion Policy that specifies how they ensure that the needs (including the physical, sensory, social, emotional, communication, health, and intellectual needs) of all children attending are addressed. As a minimum, the Inclusion Policy shall address the following elements:

1. **Expectations of Inclusive Education:** All children, including those with additional learning needs, have the right to inclusive education in EEIs.
2. **Admissions Requirements:** Specify clear criteria and processes for admitting children with additional learning needs into EEIs.
3. **Inclusive Staffing and Accessibility:** Ensure EEIs have adequate staffing, physical accessibility, and support systems for children's learning and development that accommodate diverse needs.
4. **Additional Fees:** Outline conditions under which EEIs may charge additional fees to parents of children with additional learning needs.
5. **Leadership Roles:** Define the roles and responsibilities of EEI leadership in fostering inclusive learning environments.
6. **Minimum Standards:** Establish minimum requirements to ensure compliance and standard provision of education for children with additional learning needs in EEIs.

1. Inclusion Policy Requirements

EEI's shall develop and implement an Inclusion Policy which includes:

- a) The EEI's vision, mission, strategy, and targets in promoting inclusive education.
- b) Details of how the EEI supports the admissions process for children with additional learning needs and their families (see [Section 2. Admissions](#)).
- c) The EEI's standard inclusive provision for children with additional learning needs as per [Section 3. Standard Inclusive Provision](#) including:
 1. EEI staffing arrangements and eligibility (see [Section 3.1 Inclusion Staff Requirements](#)).
 2. Accessibility and evacuation of the EEI building and learning spaces (see [Section 3.2 Safe and Accessible Physical Environment](#)).
 3. Inclusive learning and development support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system (see [Section 3.3 Inclusive Learning and Development Support](#)).
 4. Information regarding the charging of additional fees and any support required.
- d) Information regarding the charging of additional fees and any support required beyond that of the EEI's standard inclusive provision (see [Section 4. Additional Fees](#)).
- e) Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for children with additional learning needs (see [Section 5. Roles and Responsibilities](#)).

EEIs shall publish their Inclusion Policy on their website in both Arabic and English or their language of instruction. Where the EEI does not have a website, the policy should be made available upon registration.

2. Admissions

2.1 Admitting Children with Additional Learning Needs

In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments, children with additional learning needs shall, under no circumstances, be denied a place at a preferred EEI, provided the EEI has the capacity to accommodate them in the suitable age group.

EEIs shall ensure that the following are in place to demonstrate an equitable and inclusive approach to admissions for children with additional learning needs:

- a) Prioritizing the attendance of children with additional learning needs and their siblings in the same EEI.
- b) Requesting original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
- c) Supporting the transition process for all children with additional learning needs.
- d) Using all information provided to ensure equitable and safe access to the learning and physical environment of the EEI for children with additional learning needs, making reasonable adjustments where necessary.
- e) Defining what constitutes the EEI's "inability to accommodate" (see [Section 2.2. Admitting Children with Additional Learning Needs](#)).
- f) Ensuring that parents are fully aware of and familiar with the admissions process, including the measures taken to ensure equal opportunities in the admission process, and all aspects of the inclusive provision.
- g) Providing any accommodations required by the child at the admissions stage, wherever possible. EEIs shall use all information provided on the additional needs of children to plan for any additional provision necessary to ensure their cognitive, physical, social, emotional, health, communication, and behavioral needs are met and incorporated into a transition plan.
- h) Assessing educational and self-care needs in conjunction with staff trained to provide additional support (e.g., a "stay and play" session with the child whereby the EE Educator can determine the type and level of support that will be needed from the EEI before the admission is granted).
- i) Using the Ages and Stages Questionnaire, Third Edition (ASQ-3) as per the Circular REF: EES/EEI/2025/004: Launching Standardized Developmental Screening Across Early Education Institutions, as the standardized

developmental screening tool for all children. The ASQ-3 shall be administered at designated time periods as communicated each academic year by ADEK and EEIs shall submit ASQ-3 results to ADEK via the eSIS module. These deadlines shall be strictly followed to ensure compliance and to support timely intervention for children with developmental needs.

- j) Providing a point of contact for parents to guide them through the admissions process.

2.2 Inability to Accommodate Notification

In line with the ADEK EEI Admissions Policy, Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments, and Article 9 of Federal Decree Law No. (51) of 2022 Regulating Nurseries, EEIs shall:

- a) Consider a variety of criteria and factors to determine if they can provide appropriate accommodations and support, including modifications for the child's individual needs when evaluating their ability to admit a child with additional learning needs, including:
 - Legal requirements
 - Learning needs
 - Safety considerations
 - Resources and staffing
 - Cost to EEI and parents
 - Facilities
- b) Only refuse admission of a child with additional learning needs where the child's needs cannot be met following evidence-based observations and assessments to justify the refusal.
- c) Submit an 'inability to accommodate' notification to ADEK should the EEI consider they are unable to meet the needs of any children with additional learning needs. ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted from the EEI and from other sources.
- d) EEIs shall ensure that parents are informed within 7 days after the admission decision has been issued by ADEK (see [ADEK EEI Inclusion Policy Guide](#) for more information).

2.3 Referrals to Specialized Provision:

The majority of children with additional learning needs will attend mainstream EEIs along with their peers. Alternative placement may be considered for children who meet eligibility criteria.

- a) Where an EEI considers that a child may require a more specialized placement, they shall contact ADEK prior to conversations with parents, in order to establish whether the child would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

- b) In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all 3 of the following conditions:
- ADEK, the EEI, and parents agree that the child will gain greater benefit from specialized provision than a mainstream EEI.
 - The child requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream EEI.
 - The EEI ensures parents understand the criteria for admission to specialized provision and consent to the EEI making a referral to ADEK.

3. Standard Inclusive Provision

EEIs shall have appropriate educational resources, facilities, and trained staff, which include:

3.1 Inclusion Staff Requirements

Sufficient staff to accommodate the cognitive, social, emotional, communicational, physical, and behavioral needs of children with additional learning needs (see [ADEK EEI Staffing Policy](#) and [ADEK EEI Learning and Development Policy](#)).

This includes the presence of:

- a) An Inclusion Lead: EEIs shall appoint a nominated Inclusion Lead. This member of staff may be a member of the leadership or teaching staff who has been nominated to lead the inclusion team (see [ADEK EEI Staffing Policy](#)).
- b) Individual Assistants: Where a child with additional learning needs requires additional individual assistance for personal care and other non-teaching related support, EEIs may seek the provision of a parent-funded Individual Assistant, which is not part of the EEI's standard inclusive provision.
1. The EEI shall document and provide a clear justification, both to parents and within the ESIS system, outlining the necessity for the child to receive support for most of their time spent at the EEI.
 2. Demonstrate clarity on the Individual Assistant's job description, scope of the role, required tasks and duties, responsibility for training, line management, and code of conduct.
 3. Provide a clear timeline for reviewing the need for an Individual Assistant. This means ensuring there is time for planning and coordination with educators and parents.
 4. Register an Individual Assistant through ADEK's PASS System.

5. Agree with parents regarding arrangements if the Individual Assistants are not hired directly by the EEI, so long as the term complies with ADEK policies. In cases where parents are unwilling to pay for the Individual Assistants, EEIs may decide to refuse admission to the child, provided that all relevant communication (EEI's recommendation and parent's refusal to comply) is evidenced.
 6. Ensure that the EE Educator is still responsible for all children in the key group and does not delegate the responsibility of children with additional learning needs to the Individual Assistant.
- c) An Inclusion Educator: EEIs shall ensure that staff are aware of the principles of inclusion, whereby all educators should be aware of how to support education through inclusive approaches. If children of determination are registered, it is strongly recommended that the EEI employ an Inclusion Educator (see [ADEK EEI Staffing Policy](#)).

3.2 Safe and Accessible Physical Environment

EEIs shall ensure that they prioritize the accessibility and safety of learning spaces, play environments, and personal care facilities for children with additional learning needs (see [ADEK EEI Physical Environment Policy](#), [ADEK EEI Learning and Development Policy](#)).

EEIs shall have:

- a) An accessible and safe physical environment for children with additional learning needs, such as EEI site, play area, ramps, transportation, other spaces, etc. (see [ADEK EEI Physical Environment Policy](#) and [ADEK EEI Transportation Policy](#)).
- b) An emergency evacuation system for the safe evacuation of all people of determination (children, staff, and visitors) and staff that are trained to support children/adults with additional needs to evacuate in case of an emergency (see [ADEK EEI Emergency Management Policy](#)).
- c) A risk assessment procedure of all structures within the EEI to identify and mitigate any hazards which may present heightened risks to those with communication, mobility, sensory, and behavioral needs (see [ADEK EEI Risk Management Policy](#)).
- d) A system of recording and resolving incidents of maltreatment, particularly bullying or discrimination, against children with additional learning needs (see [ADEK EEI Child Protection and Safeguarding Policy](#)).
- e) Provision that enables the EEI to allow specialist learning support and pull-out interventions for any children with additional learning needs, such as specialist support spaces within the EEI premises for the duration of interventions if required.
- f) An evaluation procedure of the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.

3.3 Inclusive Learning and Development Support

EELs shall ensure that staff are aware of the principles of inclusion, whereby all educators should be aware of how to support education through inclusive approaches. If children with additional learning needs are registered, it is strongly recommended that the EEI employ an Inclusion Educator (see [ADEK EEI Staffing Policy](#)).

- a) Identification, Referral, and Tracking System: EELs shall develop a robust identification, referral, and tracking system which:
1. Outlines how educators or other staff can raise a concern about any aspect of a child's academic, social, emotional, physical, sensory, behavioral, or developmental needs.
 2. Integrates the input of the child (as appropriate), parents, and staff members.
 3. Identifies the needs of the child (e.g., via assessments such as standardized screening tools overseen by the Inclusion Lead/Inclusion Educator), appropriate measures to improve their learning, and identifies any child who would benefit from a further assessment of needs, or In-School Specialist Services (see [Section 3.4 In School/EEI Specialist Services](#) for more information).
 4. Enables the development of a DLP which plans, monitors, assesses, and evaluates learning and development programs that are personalized for the children. EELs shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify children who may require emotional, social, sensory, or behavioral support, or where risks are apparent.
 5. Establishes ongoing communication with parents regarding the child's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
 6. Records the details of children with additional learning needs on eSIS, as required by ADEK.
- b) Inclusive Learning and Development Approaches: EELs shall ensure they provide a flexible approach to routine and environment that is based on the needs of the children and that learning and development approaches reflect the following elements:
1. Maintaining the maximum number of children who require Individual Assistants to 3 in a key group.
 2. Incorporating inclusive teaching strategies into lesson planning to support children with additional learning needs as a feature of adaptive teaching, ensuring that flexible learning pathways respond to the diverse cognitive, cultural, and linguistic backgrounds of children and are supported by a variety of teaching methods (see [ADEK EEI Learning and Development Policy](#)).
 3. Establishing learning environments that encourage and support the active involvement and inclusion of children with additional learning needs -

physically, educationally, socially, emotionally, and culturally (see [ADEK EEI Learning and Development Policy](#)).

4. Ensuring that continuous professional development (CPD) opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the nominated Inclusion Lead and other specialists.
5. Ensure the nominated Inclusion Lead coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors.
6. Support children with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
7. Incorporating inclusive educational knowledge and capacity into recruitment, employment, and retention policies and demonstrating that these factors are given appropriate priority when hiring staff and implementing performance management procedures.
8. Ensuring all EE educators explore the full range of adaptive approaches to teaching.
9. Working with parents, key teams, and specialists (where required) to develop appropriate development learning plans for children who require them, ensuring concerns over progress and attainment are raised with parents at an early stage to support early intervention.
10. Prioritizing relationship-building with the child, followed by familiarity with the child's learning characteristics, performance levels, and personalized learning outcomes.
11. Encouraging positive interactions between peers so that children appreciate and value each other's differences.

3.4 In School/EEI Specialist Services

- a) Identification and Documentation: The Inclusion Lead and educators are authorized to identify children who may need specialist services. The entire process shall be tracked from the initial concern to the start of service. It is essential to include the following key information:
 - Type, frequency, and duration of the service.
 - Current situation and SMART goals.
 - Intervention goals in learning plans.
 - Progress reports.
 - Specific advice for educators, if needed.
- b) Center Registration, Selection, and Agreement: EEIs shall be able to choose the centers offering specialist services. It is mandatory for EEIs to ensure that the chosen centers are registered with DoH and ADEK.

EEIs shall draw up a contractual agreement with the specialist center about the expectations, roles, and responsibilities of everyone involved (EEI, parents, and the center).

The agreement shall:

1. Indicate how confidential information is managed, documented, and stored in line with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data.
 2. Stipulate how damages will be covered and dealt with as per applicable regulations and laws.
 3. Outline and document the entire referral process from when the educator/parent raises a concern to the start of service delivery.
 4. Describe the services children will receive, including how children's baselines will be established.
 5. Define the duration of the agreement, payment, grievance procedures, and terms for the termination of the contractual agreement.
 6. Explain how the quality and progress of the service will be monitored and communicated between the parties.
- c) Provision of On-Site Designated Space: EEIs shall allocate a dedicated, safe area within their premises for in-school specialist sessions. This space should be suitable and secure for children under adult supervision and can include locations such as the EE Director's office, meeting rooms, an available learning space, the clinic, or a first aid room.

The designated area shall comply with DoH requirements and any other relevant regulations, ensuring adequate space for resource storage and child-sized furniture where applicable. For additional details, refer to the [ADEK EEI Inclusion Policy Guide](#).

The staff pantry shall not be an acceptable location for in-school specialist sessions.

4. Additional Fees

EEIs shall follow the principle of inclusion which states that equitable access to education is the right of all children and efforts are made to meet the needs of any children with additional learning needs within the EEI's fee structure.

Where the exceptional need of a child requires specialist intervention and support beyond the EEI's standard inclusive provision, and as stipulated in the child's clinical assessment report, EEI may request additional fees. Where additional fees are necessary, EEIs shall:

- a) Justify, with evidence, the requirements and costs for additional provisions, which extend beyond the standard inclusive provision.

- b) Itemize all additional individually chargeable fees and update the child's records on the eSIS database with the itemized charges. EEIs shall also provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
- c) EEIs shall ensure that additional charges for specialized provision are transparent. Additionally, EEIs shall obtain approval from ADEK for any supplementary fees.
- d) Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

5. Roles and Responsibilities

The EEI's Inclusion Policy shall describe the roles and responsibilities of the EEI leadership, with the following as a minimum:

- a) In the presence of a Governing Board (if applicable), the EEI shall:
 - 1. Set the strategic direction for the EEI's incorporating a commitment to inclusive education.
 - 2. Nominate one board member for oversight of inclusive provision.
 - 3. Ensure adjustments and accommodations to the EEI environment/infrastructure are made, or planned for, to improve access for children with additional learning needs with physical disability and sensory impairment.
- b) The EE Director shall:
 - 1. Ensure inclusive provision is a standing agenda item at senior management and/or governing board meetings.
 - 2. Develop and review the EEI's inclusive provision as part of the EEI's improvement plan, including measurable targets, to evaluate and improve provision and accessibility for children with additional learning needs.
 - 3. Ensure a member of the EEI senior management team has direct oversight of inclusive provision in the EEI.
 - 4. Ensure all EEI staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in child protection and safeguarding awareness measures which include how to identify concerns which may be specific to children with additional learning needs, as per the [ADEK EEI Child Protection and Safeguarding Policy](#).
 - 5. Establish a risk assessment procedure of all structures within the EEI to be undertaken to identify and mitigate any hazards which may present heightened risks to those with communication, mobility, sensory, and behavioral needs (see [ADEK EEI Risk Management Policy](#) for more details).
 - 6. Ensure data on the identification of children with additional learning needs is submitted to ADEK on request.

7. Ensure all incidents of maltreatment (particularly bullying or discrimination) against children with additional learning needs are recorded and resolved, as appropriate.
 8. Establish a system for the emergency evacuation of all people of determination (children, staff, and visitors), ensuring that key persons identified are aware of their roles, and that training and awareness sessions have been delivered in a timely and appropriate manner to all EEI staff (see [ADEK EEI Emergency Management Policy](#) for more details).
 9. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations (see [ADEK EEI Emergency Management Policy](#) for more details).
- c) The Inclusion Lead shall:
1. Coordinate all aspects of educational, behavioral, social, sensory, and emotional provision for children with additional learning needs through liaison with other EE Educators and professionals.
 2. Collaborate with all EE Educators on the learning and development needs of children with additional learning needs and track their progress and attainment in relation to curriculum/program expectations.
 3. Ensure all documentation pertaining to children with additional learning needs is securely stored, evaluated, and disseminated as appropriate.
 4. Maintain, review, quality assure and update the EEI-based register of children with additional learning needs, including their DLPs and Personal Evacuation Emergency Plans (PEEPs).
 5. Develop PEEPs for each child in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations (see [ADEK EEI Emergency Management Policy](#) for more details. This should be reviewed termly or where the individual's needs or setting changes.
 6. Evaluate, together with the EEI's Health and Safety Officer, the EEI's accessibility for children with additional learning needs, including ensuring an emergency evacuation procedure is in place.
 7. Ensure all data requirements and eSIS information for children with additional learning needs are reviewed and updated.
 8. Engage in reviews of learning and development for quality assurance purposes on inclusive teaching approaches and the provision for children with additional learning needs.
 9. Meet with parents to discuss the provision for children with additional learning needs throughout the academic year and the support that can be provided in the home setting.
 10. Ensure all specialists' push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.

11. Coordinate with in-school specialists to facilitate the delivery of specialist services in the EEI where required.

6. Documented Learning Plan (DLP)

EEIs shall develop an individual documented learning plan (DLP) for each child with additional learning needs who require a personalized approach to learning. DLPs shall meet the following requirements:

- Be tailored to the child's needs.
- Include specific and personalized targets.
- Be incremental and measurable.
- Be reviewed within a specific time.
- Be developed with the child's parents and other specialists, where applicable.
- Include any accommodations or specific teaching strategies/techniques required to provide equitable access.

7. Registering and Maintaining Records

EEIs shall register all children with additional learning needs via the Additional Learning Needs (ALN) Module on eSIS and use the module to record information on children with additional learning needs, their interventions and progress tracking. This shall include:

- Highlighting any accommodations including modifications required in the child's DLP.
- Holding any sensitive or personal data separately and securely, which shall only be accessed by the Inclusion Lead/Inclusion Educator and/or any key members of the staff in agreement with the parents.
- Reporting any additional data on children with additional learning needs as required by ADEK.

EEI's shall ensure that the data for children with additional learning needs is reviewed and updated regularly, in line with ADEK guidelines.

8. Parental Engagement

In the best interest of children with additional learning needs, EEIs shall work in partnership with parents. To promote parent engagement, EEIs shall at a minimum:

- a) Have dialogues with parents regarding any specific learning or development needs their child may have.
- b) Encourage parents to share any specialist assessment or diagnostic information that may provide strategies for meeting the needs of the child.
- c) Include parents in goal setting and planning around their child's additional learning needs.

- d) Provide parents with clear information that outlines the EEI’s standard inclusive provision.
- e) Present information on how the EEI will effectively communicate with parents on the progress of their child (see [ADEK EEI Parent Engagement Policy](#)).
- f) Encourage parents to discuss any concerns they may have to work towards solutions in the best interests of the child.
- g) Give parents comprehensive evidence where concerns exist regarding the progress of their child.
- h) Guide parents by sharing appropriate online resources, introducing them to support networks, and guiding them towards acquiring professional advice on screening and assessment, where necessary.
- i) Work with parents on developing a plan to help the child transition into the EEI setting and from the EEI to school.

9. Marketing

- 9.1** EEIs are authorized to market themselves as inclusive EEIs using terminology such as “fully inclusive” or “centers of excellence for inclusion” only on the condition that they demonstrate full compliance (100%) with this policy, as verified through ADEK’s official compliance and review process.
- 9.2** EEIs that are progressing toward full compliance shall use more accurate language such as “committed to inclusion” or “working towards full compliance with the ADEK EEI Inclusion Policy” until official verification is granted.

10. Compliance

- 10.1** This policy shall be effective at the start of Academic Year 2024/2025 (Fall term) EEIs are expected to be fully compliant with this policy by AY 2025/26 (Fall term). EEIs shall be compliant with the updated requirements in version 1.1 of this policy by Academic Year 2026/27 (Fall term).
- 10.2** Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK’s regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.



References

- Federal Decree Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments
- Federal Decree Law No. (51) of 2022 Regulating Nurseries
- Ministry of Education (MoE), (2020). Regulatory Compliance Manual for Early Childhood Institutions.

Publication

2026 (March) ADEK_EEI_Inclusion Policy_v.1.1

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Early Educational Institutions (EEI) in Abu Dhabi.

Current version:

Amended to introduce the routine use of the Ages and Stages Questionnaire for developmental monitoring, remove the requirement to involve ADEK in referrals to specialized provision, clarify the obligation to document and upload justifications for additional support, and affirm that specialized staff have the authority to identify the need for specialized services.

Past versions:

- 2024 (September) ADEK_EEI_Inclusion Policy_v.1.0
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