



# **Inclusive Education Policy**

## **Ras Al Khaimah Department of Knowledge**



## 1. Introduction

The Ras Al Khaimah Department of Knowledge (RAK DOK) upholds every student's right to equitable, high-quality, and inclusive education. This Inclusive Education Policy establishes a comprehensive framework that ensures the full participation, access, and success of Students of Determination (SOD) across all private schools in Ras Al Khaimah.

This policy has been developed in alignment with UAE Federal Law No. 29 of 2006, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and the best practices established by educational regulators in the UAE.

### 1.1. Purpose

This policy aims to:

- Ensure private schools in Ras Al Khaimah provide inclusive educational environments.
- Establish clear standards for admission, support, and educational outcomes for SOD.
- Promote early identification and intervention to optimise learning.
- Reinforce schools' responsibilities for creating inclusive cultures.
- Ensure compliance with UAE national strategies and laws regarding inclusive education.

### 1.2. Scope of Application

This policy applies to all private schools licensed under RAK DOK.

All schools teaching the Ministry of Education (MOE) curriculum are also subject to the requirements of Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.



This policy covers:

- Admission
- Early Identification and Intervention
- Educational Support Systems
- Leadership Responsibilities
- Resource Provision
- Student Transfers
- Post-School Transitions

## 2. Definitions

Term	Definition
<b>AL MANHAL System</b>	The Ministry of Education's student information system registers and tracks student enrolment and transfers across UAE private schools.
<b>Additional Learning Needs</b>	Educational requirements arise from conditions such as disabilities, learning difficulties, or giftedness that require specialised support.
<b>Compliance Audit</b>	RAK DOK conducts an official review process to verify that a school complies with approved policies, standards, and regulatory requirements.
<b>Gifted and Talented (G&amp;T)</b>	Students with outstanding abilities or potential who require enrichment or curriculum differentiation to meet their learning needs.
<b>Governing Board/ Board of Governors</b>	A school's governing Authority approves inclusive strategies, budgets, and oversight roles.
<b>Head of Inclusion/SENCO</b>	A qualified staff member who provides leadership of inclusive education within the school. Ideally, the Head of Inclusion should have a reduced teaching load with limited teaching duties and must participate in all mandatory CPD requirements relevant to the important role in the school.
<b>Inclusion Team</b>	A designated group of staff within the school that will typically comprise a Senior Leader, Head of Inclusion/SENCO, Social Worker, and the Inclusion Teacher to oversee inclusive practices.

<b>Inclusive Education</b>	A rights-based approach ensures that all students, regardless of ability or need, learn together in a common environment with appropriate support.
<b>Learning Support Assistant (LSA)</b>	A parent-funded support person providing personal care or non-academic assistance to a student during the school day.
<b>Individualised Education Plan (IEP)</b>	An individualised plan that outlines specific learning goals, accommodations, and adaptations needed for a student with SEN.
<b>Multilingual Learners (MLL)</b>	Students learning the language of instruction as an additional language require differentiated levels of language support.
<b>Personal Emergency Evacuation Plan (PEEP)</b>	A customised evacuation strategy developed for individuals needing assistance during an emergency due to physical or sensory needs.
<b>RAK DOK</b>	Ras Al Khaimah Department of Knowledge - the regulatory Authority overseeing the operation of private education institutions in Ras Al Khaimah.
<b>School Accessibility Plan</b>	A plan that identifies infrastructure modifications and timelines to ensure the school becomes more physically accessible.
<b>Students of Determination (SOD)</b>	Students who experience long-term physical, cognitive, intellectual, emotional, or sensory differences requiring adjustments to ensure equitable educational access.
<b>Transfer Certificate</b>	An official document verifying a student's academic progression is used to facilitate transfer between schools locally and internationally.
<b>Tuition Fees</b>	The charges collected by private schools from parents or guardians for providing educational services and related activities.
<b>Universal Design for Learning (UDL)</b>	A framework that supports flexible learning environments by presenting information in multiple ways, engaging students in various formats, and allowing multiple forms of expression.

### 3. Policy Statement

#### 3.1. Admission of Students of Determination

- All students of determination have the right to access education in mainstream schools.
- Schools may not deny admission based on a student's disability or learning needs.
- Schools must ensure transparent, non-discriminatory admission processes in accordance with the *RAK DOK Admissions Policy*.
- Admission to the mainstream school shall not be contingent upon the prior submission of a medical or psycho-educational report. All students, including those with identified or suspected special educational needs and disabilities (SEND), can access education in an inclusive setting.
- In cases where an external assessment is recommended to better understand and support the student's needs, the school may confirm student enrolment once relevant reports are submitted.
- Schools must require parents to submit clinical assessment reports detailing the student's needs, provided by a list of licensed centres as per RAK DOK's guidelines. The school may accept reports from outside UAE-licensed centres/institutes/hospitals.
- Schools must record the details of all students with additional learning needs via the student registration system required by RAK DOK.
- Schools may request parents to provide a specialised Individual Education Plan (IEP) tailored to the student's specific learning requirements, where applicable.
- Schools must provide individualised transition support for Students of Determination, particularly those:
  - Entering school for the first time or from early childhood settings.
  - Transferring from homeschooling, specialised provision, or international schools.
  - Returning from exchange programs or overseas placements.



- A transition plan should be developed in collaboration with parents and relevant staff.

### **3.2. Sibling Priority**

- Schools shall prioritise the admission of siblings of Students of Determination to promote family stability and ease of access.

### **3.3. Admission Assessment Accommodations**

- If the school conducts assessments as part of the admissions process, it must provide reasonable accommodations to Students of Determination (e.g. extra time, quiet setting, simplified formats, dimmed lights).

*Assessment results shall inform support planning and provision. Schools may request assessments to better understand student needs; however, such results shall not be the sole basis for denying admission.*

### **3.4. Inability to Accommodate Notification**

- If a school determines that it is unable to meet the needs of a student with additional learning needs, it must submit a formal Notification of Inability to Accommodate with sufficient evidence to the Ras Al Khaimah Department of Knowledge (RAK DOK) within five (5) days of issuing the admission decision.
- RAK DOK reserves the right to review and assess the evidence provided by the school, along with any additional relevant information, to either uphold or overturn the school's decision. Schools are expected to demonstrate that all reasonable adjustments and accommodations have been considered and implemented in line with inclusive education principles to support the admission and participation of students with additional learning needs.



### **3.5. Annual Re-enrolment**

- All Students of Determination enrolled in the school shall be re-enrolled for the subsequent academic year unless RAK DOK approves a formal exemption.

### **3.6. Retention Requests**

- If a parent wishes their child to repeat a grade/year, the school must submit a request for approval to RAK DOK, including:
  - A detailed Individual Education Plan (IEP),
  - A supporting medical or psychological report,
  - Evidence that all alternatives have been considered.





### 3.7. Baseline Requirements for Inclusive Education

#### 3.7.1. Inclusion Staff Requirements

Each school must hire the following positions in accordance with the RAK DOK staff recruitment policy.

Position	Head of Inclusion (SENCO / Inclusion Coordinator)	Inclusion Teacher	Inclusion Assistant	Individual Assistant (Shadow Teacher / Learning Support Assistant / 1:1 Support Assistant)
<b>Minimum no. of staff members per school</b>	One (1) per school	One (1) per school, however, one (1) per phase is recommended.	-	-
<b>Maximum Allowable Teaching Commitments Outside of Core Role</b>	No more than 10% of the total timetable may be allocated to teaching duties unrelated to the Head of Inclusion role or school leadership responsibilities.	-	-	-





<b>Minimum CPD per year</b>	50 hours of approved training through local and/or international training providers per year.	50 hours of approved training through local and/or international training providers per year.	40 hours of approved training through local and/or international training providers per year.	20 hours of approved training through local and/or international training providers per year.
<b>Roles and Responsibilities</b>			<ul style="list-style-type: none"><li>• Whole-class support should be provided in settings where there is a higher concentration of students with additional learning needs.</li><li>• Targeted support may be offered through in-class (push-in) or out-of-class (pull-out) interventions, focusing on small groups or</li></ul>	<ul style="list-style-type: none"><li>• Schools are required to document the assignment of a Learning Support Assistant for any student within the Al Manhal system or any relevant system required by RAK DOK.</li></ul>



			<p>individual students as necessary, to help them achieve their personalised learning goals.</p> <ul style="list-style-type: none"><li>• One-to-one support may be assigned to a student when clearly required, based on professional assessment and documented learning needs.</li><li>• Review each student receiving one-to-one support at least annually to assess progress and determine</li></ul>	
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			whether the support remains appropriate or requires adjustment to maximise its impact.	
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- Schools must ensure that all schoolteachers are required to attend a minimum of 16 hours of approved inclusive education training annually, provided by local and/or international training providers.

### 3.7.2. Physical Accessibility

Category	General Physical Accessibility	Learning Spaces Accessibility	Specialist Support Spaces
<b>Requirements</b>	<p>Schools must ensure that parking areas, paths, playgrounds, and building access points accommodate all students throughout:</p> <ul style="list-style-type: none"> <li>• Install ramps at building entrances that comply with accessibility standards.</li> <li>• Equip stairs with handrails, visual contrast bands, and tactile indicators.</li> <li>• Use signage with symbols and high-contrast text for easy visibility.</li> </ul>	<p>Schools must ensure all classrooms are accessible and offer adaptable furniture where needed throughout:</p> <ul style="list-style-type: none"> <li>• Provide classroom tools in various sizes and forms to meet diverse learners' needs.</li> <li>• Ensure all scheduled classes are accessible to students with physical limitations.</li> <li>• Ensure specialised facilities (labs, arts, sports) are inclusive and adapted.</li> <li>• Optimise lighting and acoustics for students with sensory impairments.</li> </ul>	<p>Schools must provide dedicated areas for specialised learning interventions throughout:</p> <ul style="list-style-type: none"> <li>• Design these spaces to support sensory comfort (acoustics, lighting, flooring).</li> <li>• Equipped with digital tools consistent with general classrooms.</li> <li>• Supply varied non-digital resources for</li> </ul>



	<ul style="list-style-type: none"><li>• Provide evacuation alarms with visual signals for hearing-impaired individuals.</li><li>• Ensure ground floor access is available to all students.</li><li>• Equip bathrooms with suitable sanitary facilities for individuals with physical disabilities.</li><li>• Install evacuation chairs for use during emergencies when lifts are not available.</li><li>• Train staff in evacuation chair use and assign responsibilities for emergency support.</li><li>• Develop Personal Emergency Evacuation Plans for individuals needing support.</li><li>• Coordinate with school transport providers to accommodate students with additional needs.</li></ul>	<ul style="list-style-type: none"><li>• Apply Universal Design for Learning (UDL) principles across classrooms.</li><li>• Adapt teaching and learning environments to support curriculum access.</li></ul>	specialist intervention sessions.
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	<ul style="list-style-type: none"><li>• Conduct a risk assessment to address areas lacking accessibility.</li><li>• Develop and implement an accessibility improvement plan with clear actions and timelines.</li><li>• Schools may request a formal exemption for non-compliant existing buildings only with valid justification.</li></ul>		
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### 3.8. Inclusive Teaching and Learning Support

#### 1- Identification and Tracking systems:

All private schools in Ras Al Khaimah must establish a comprehensive and systematic approach to identifying, supporting, and monitoring students with additional learning needs. This system must cover the following key areas to ensure that all students receive appropriate and timely interventions:

Key Area	Description
<b>Concern Raising &amp; Identification</b>	A clear process through which staff can raise concerns regarding students' academic, behavioural, or developmental needs.
<b>Collaborative Input</b>	Inclusive practices that ensure students, parents, and staff are involved, when appropriate, in identifying needs and planning effective interventions.
<b>Needs Assessment</b>	Standardised tools and professional assessments are used to determine the nature and extent of support required for each student.
<b>Individual Educational Plans (IEP)</b>	Development, implementation, and ongoing review of personalised learning plans tailored to each student's needs and abilities.
<b>Parental Communication</b>	Consistent and clear communication with parents, preferably in their native language, regarding the student's progress and support strategies.
<b>Data Management</b>	Accurate recording of student needs, interventions, and outcomes in official systems such as Al Manhal or any other platform mandated by RAK DOK.
<b>Progress Tracking</b>	A structured, tiered support model includes regular review of DLPs and progress monitoring at the subject level to ensure continuous improvement.



## 2- Inclusive Teaching and Learning Approaches:

All private schools in Ras Al Khaimah must embed inclusive teaching and learning practices that are proactive, personalised, and aligned with the needs of students requiring additional support. The following elements reflect best practices to ensure equitable access to quality education and the implementation of targeted support as part of a whole-school approach:

Key Area	Description
<b>Inclusive Lesson Planning</b>	Teachers must integrate inclusive and adaptive strategies in lesson plans to meet the diverse needs of students with additional learning needs.
<b>Personalised Content Delivery</b>	Teaching content should be tailored to individual student needs and aligned with the student's IEP (Individual Education Plan) and the tiered support model.
<b>Staff Professional Development</b>	With support from specialists, the Head of Inclusion is required to lead regular professional development and awareness sessions on inclusive education, adaptive teaching, and strategies to achieve DLP targets.
<b>Deployment of Inclusion Team</b>	The Head of Inclusion is responsible for assigning members of the Inclusion Team to provide targeted support based on student needs.
<b>Support for Inclusion Assistants</b>	Schools must provide clear guidance and professional development opportunities for Inclusion Assistants and Learning Support Assistants interested in supporting inclusive practices.
<b>Tiered Model of Support</b>	Schools must implement a structured, tiered response model to deliver interventions based on the level of student need and monitor progress accordingly.



<b>Coordination with Specialists</b>	The Head of Inclusion must facilitate referrals and coordination with external specialists (e.g., therapists, psychologists, counsellors), ensuring services are recorded in the designated In-School Specialist Services system.
<b>Guidance before Referral</b>	Teachers are expected to explore a full range of adaptive teaching strategies and consult with colleagues before referring a student to the Head of Inclusion.
<b>Early Parental Engagement</b>	Any concerns regarding a student's progress or attainment must be shared with parents at an early stage to enable timely and collaborative intervention.

### 3.9. Curriculum Access for Students of Determination:

All private schools in Ras Al Khaimah must ensure that students with additional learning needs have access to an appropriate, inclusive curriculum that enables them to achieve meaningful learning outcomes. The curriculum must be broad, balanced, and responsive to individual student needs, while remaining aligned with national education standards and equivalency requirements.

Key Area	Description
<b>Access to Full Curriculum</b>	Students with additional learning needs must be given access to the full school curriculum, including extracurricular activities. Where necessary, activities and content should be adapted to ensure full participation.
<b>Technical and Vocational Pathways</b>	Schools offering Technical and Vocational Education and Training (TVET) must ensure that such pathways align with the UAE Ministry of Education's guidance on equivalency.
<b>Parental Acknowledgement for Non-Equivalent Pathways</b>	In cases where a student follows a modified curriculum pathway that may not lead to UAE equivalency, schools must inform parents in writing and obtain a signed acknowledgement.
<b>Accurate Data in Al Manhal System or any equivalent system required by RAK DOK.</b>	Schools must update the required system to reflect when a student is following a modified curriculum pathway, in compliance with regulatory requirements.

### 3.10. Assessment Accommodations for Students of Determination:

To promote fairness and equity in assessment, all private schools in Ras Al Khaimah must ensure that students with additional learning needs are not disadvantaged during internal or external assessments. Schools must adopt consistent practices that reflect the students' usual classroom experience and comply with relevant examination board regulations.

Key Area	Description
<b>Needs-Based Evaluation</b>	Schools must evaluate the needs of each student with additional learning needs to determine appropriate accommodations and ensure these reflect the student's normal mode of working in class.
<b>Alignment with External Guidelines</b>	For external assessments, schools must seek formal permission for accommodations and modifications in accordance with the policies of relevant assessment providers and examination boards.

## 4. Additional Fees

Schools must operate under the principle of equity and Inclusion. As such, all efforts must be made to meet the needs of Students of Determination within the school's standard fee structure before requesting additional charges. Any specialised support costs must align with RAK DOK's Fees Policy, requiring prior approval and clear communication to parents.

### 4.1. Justification of Additional Fees

- Additional fees may only be requested when:
  - A student's Clinical Assessment Report (if available) confirms the need for specialist services beyond standard inclusive support.
  - The school can clearly demonstrate, with supporting evidence, the cost and necessity of the additional services.

### 4.2. Parental Consent

- Schools must:
  - The school must obtain a **written parental agreement**, renewed **annually** or whenever fee structures change.
  - A **detailed justification** must be provided showing the required services and associated costs.

### 4.3. Fee Transparency and Documentation

- Schools must:
  - Itemise all additional charges related to specialist services.
  - Record these charges clearly in the student's file and in any official system required by RAK DOK (e.g., Al Manhal).



## 5. Financial Reporting to Parents

Schools must:

- Provide termly financial statements to parents.
- Clearly outline how additional funds have been allocated and used to support the student.

### 5.1. Fee Limits

- The total amount charged for additional services must not:
  - Exceed 50% of the school's tuition fee.
  - Include a management fee of more than 10% if the school arranges in-school specialists.

### 5.2. Exception for Low-Fee Schools (schools where the highest tuition fee for a student is less than 15,000 AED per year)

- For schools with low or very low tuition fees:
  - The 50% cap may be exceeded only if parents give written consent to pay the full cost, **or**
  - The school obtains formal approval from RAK DOK.

### 5.3. Regular Review of Fees

- Schools are required to:
  - Review all additional fees on an annual basis.
  - Evaluate whether the services are still necessary, effective, and financially appropriate.



## 6. Roles and Responsibilities

### 6.1. Governing Board

- Ensure the school's strategic plan includes a commitment to inclusive education.
- Set a standing Agenda item for Inclusion in the schools' Board of Governors meetings to oversee inclusive practices.
- Approve and monitor the allocation of a sufficient budget for inclusive staffing, training, resources, and accessibility upgrades.
- Ensure long-term planning for infrastructure modifications to support physical, sensory, and learning access for Students of Determination.

### 6.2. School Leaders/Principals

- Ensure that inclusive education is embedded in the school's ethos, policies, and practices. They must allocate sufficient resources, support the Inclusion Team, oversee professional development on inclusive education for all staff, ensure regular monitoring and reporting, and uphold the rights of students with disabilities to full participation and success.
- Ensure the recruitment of at least one approved SENCO across the school.
- Include inclusive education as a standing item on the agendas of leadership and board meetings.
- Integrate inclusive provision into the School Development Plan with measurable goals and monitoring mechanisms.
- Appoint a qualified **Head of Inclusion**.
- Assign a senior leadership team member to oversee the direct implementation of inclusive practices.
- Oversee professional development on inclusive pedagogy, adaptive teaching, and safeguarding protocols addressing vulnerabilities of Students of Determination.
- Conduct school-wide risk assessments to identify and mitigate physical, behavioural, or sensory hazards.
- Submit all required data on Students of Determination to RAK DOK.





- Record and resolve all incidents of bullying or discrimination against Students of Determination.
- Ensure the development and implementation of emergency evacuation plans (PEEPs) for all people of determination, with assigned roles and trained staff.

### **6.3. Head of Inclusive Education (SENCO)**

- Oversee IEP development, coordinate services, provide staff training, and serve as the primary liaison between school leadership, teachers, parents, and external agencies.
- Coordinate all academic, emotional, and behavioural support for Students of Determination.
- Collaborate with classroom teachers to implement inclusive strategies and monitor student progress.
- Ensure all records (IEP, PEEPs, assessments) are updated, stored securely, and shared with relevant staff.
- Collaborate with the school's Health and Safety Officer to ensure that evacuation plans are up-to-date and readily accessible.
- Conduct regular quality assurance checks on inclusive teaching practices and specialist interventions.
- Meet with parents periodically to review progress and provide guidance for home support.
- Coordinate internal and external specialist services, ensuring that documentation is submitted as required by RAK DOK.
- Oversee the identification and provision for Multilingual Learners (MLL) to ensure language development needs are accurately assessed and coordinate identifying Gifted and Talented (G&T) students through formal assessments, teacher nominations, and performance tracking.
- Collaborate with curriculum leaders to modify content, enrich learning experiences, and promote challenge-based learning for G&T students.
- Track and review G&T students' progress each term and update individualised enrichment plans accordingly.



- Ensure that appropriate social-emotional support is considered for G&T students, particularly in areas related to stress, isolation, or underachievement.

#### **6.4. General Education Teachers:**

- They must differentiate instruction, implement accommodations as specified in IEPs, and collaborate with the inclusion team.
- All school staff must have access to regular CPD on inclusive education, including adaptive teaching, positive behaviour strategies, and student protection for vulnerable learners. A minimum of 16 hours of CPD related to inclusion is recommended per academic year.

#### **6.5. Parents:**

- Must collaborate actively with schools, provide all relevant documentation, attend review meetings, and support the implementation of IEPs.
- Schools must request parents to provide copies of all relevant medical, psychological, or educational assessments prior to student admission, where applicable. These documents are essential for accurately assessing the student's needs and planning appropriate academic support. Schools should clearly communicate to parents that failure to disclose such information, including deliberate withholding, may result in the student being unable to progress, enrol, or re-enrol at the school.
- If a parent is aware of or suspects that their child has a learning difficulty, the school must encourage written disclosure to the principal at the earliest opportunity. This enables the school to evaluate the level of support required. In cases where, based on the professional judgment of the principal and teaching staff, and following consultation with the parents and the student (where appropriate), it is determined that key information related to additional learning needs was deliberately withheld, the school may recommend student withdrawal, subject to RAK DOK approval.

## 7. Compliance

**Effective Date:** This policy shall take effect from the start of the Academic Year 2025/26. Full compliance by all private schools is expected by the beginning of the Academic Year 2026/27.

### 7.1. Enforcement and Penalties:

Schools that do not adhere to this policy will be subject to accountability measures as stipulated by RAK DOK, including possible penalties or other corrective actions. Non-compliance may result in intervention by RAK DOK as per UAE federal regulations.

### 7.2. Compliance Audits:

RAK DOK reserves the right to conduct periodic audits to ensure schools comply with this policy. The school administration must promptly resolve any discrepancies found during these audits to avoid further action.

## 8. Feedback and Improvement

### 8.1. Annual Review:

RAK DOK will conduct a yearly review of this policy to incorporate feedback, address emerging needs, and ensure it aligns with the latest educational standards and regulatory requirements.

### 8.2. Feedback Mechanisms:

School administrators are encouraged to submit feedback on the Inclusive Education Policy to RAK DOK, which allows for continuous improvement based on schools' practical experiences.

## 9. Contact Information

For any questions related to this policy, please contact: [info@dok.rak.ae](mailto:info@dok.rak.ae)

## 10. Conclusion

This Inclusive Education Policy reaffirms Ras Al Khaimah's commitment to providing equitable, accessible, and quality education for all students, including Students of Determination. By implementing this policy, RAK DOK ensures that private schools nurture an inclusive educational environment that empowers every student to reach their fullest potential.

## 11. Revision History

<b>Policy reference no:</b>	RAKDOK-POL-2025-27
<b>Document name:</b>	Inclusive Education Policy
<b>Effective date:</b>	01.09.2025
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<b>Issue date:</b>	01.08.2025
<b>Updated on:</b>	-
<b>Updated by:</b>	-
<b>Reviewed by:</b>	Executive Director

**Note:**

The Ras Al Khaimah Department of Knowledge (RAK DOK), the "Authority, " issued and controlled this policy." It is understood that this policy is to be treated as confidential and should not be copied. Any disclosure, in whole or in part, for any purpose is considered not authorised unless prior written permission is obtained from the Authority.



## **Appendix A: What is RAK DOK terms and conditions for charging additional fees for inclusion extended provisions?**

1. RAK DOK encourages that all students of determination should be accommodated and supported where schools may charge additional fees of up to 50%, subject to approval based on specialized assessment reports.
2. Any additional fees must be included and justified in a separate agreement and to be attached with the school/ parent contract. The contract should detail the service schedule, costs and timeline for each service.
3. The extra fees for extended inclusion provisions must not exceed 50% of the general tuition fees for the student's grade.
4. Schools may charge extra fees to parents in the following cases:
  - The school appoints a learning support assistant to support the child for either a full or half day, five days a week.
  - The child receives specialized support, such as speech and language therapy or occupational therapy, from qualified and licensed therapists employed by the school.
  - A school may identify external professional providers to provide services for the student (e.g. Occupational Therapy) and cover the costs at the school level or pass on all the services to the parent to pay. The school may also charge these costs above the maximum 50% additional tuition fees.