

EAST BRIDGE TRAINING (EBT)

INCLUSIVE EDUCATION POLICY

Policy Reference Number: EBT-POL-001

Version: 1.0

Effective Date: 03 November 2025

Review Date: 03 November 2026

Approved By: Director, East Bridge Training (EBT)

1. Purpose

The purpose of this Inclusive Education Policy is to establish a comprehensive institutional framework that ensures all learners—regardless of background, ability, disability, or learning style—have equitable access to East Bridge Training's KHDA-approved vocational programmes.

This policy:

- Aligns with the **Dubai Inclusive Education Policy Framework** issued by the Knowledge and Human Development Authority (KHDA).
- Reflects EBT's mission to deliver high-quality, accessible, and industry-relevant teacher training and professional development programmes.
- Ensures that learners of determination and those with diverse learning needs receive reasonable accommodations, appropriate support, and an inclusive, respectful learning experience.
- Demonstrates EBT's commitment to modelling inclusive teaching practices that our trainees can apply in their own classrooms and institutions.

2. Scope

This policy applies to:

Learners

All individuals enrolled in any EBT programme (in-class, online, or blended), including working professionals and learners of determination.

Staff

- Director

- Trainers, instructors, assessors
- Academic coordinators and administrative staff

Stakeholders

- External examiners
- Third-party providers
- Industry partners
- Accreditation bodies

Activities Covered

- Admissions
- Curriculum design
- Training delivery
- Assessment and evaluation
- Learning resources (physical and digital)
- Classroom management and learner support

3. Policy Statement

East Bridge Training is committed to providing an inclusive, accessible, and equitable learning environment for all learners. EBT recognises the diversity of adult learners and ensures that:

- All learners are treated with dignity, fairness, and respect.
- Learners of determination and those with additional needs receive appropriate, reasonable accommodations.
- Barriers to learning, participation, or progression are identified early and removed wherever possible.
- Curriculum design and assessment practices model inclusive pedagogy aligned with KHDA, IEAC, and EDU standards.
- Staff are trained and competent in delivering inclusive instruction.

EBT upholds the values of diversity, equity, accessibility, and learner-centred education.

4. Procedures

4.1 Identification and Disclosure

Learner Disclosure

Learners are encouraged to disclose any learning needs, disabilities, medical conditions, or accommodation requirements at:

- The time of enrolment
- The induction session
- Any point during the programme

All disclosures are treated confidentially.

Staff Identification

Trainers and academic staff will be trained to:

- Recognise potential indicators of learning challenges
- Approach learners sensitively and respectfully
- Refer learners to the Academic Coordinator for support

4.2 Needs Assessment and Accommodation Plan

Assessment

Upon disclosure, the Academic Coordinator conducts a **confidential needs assessment**, which may include:

- Review of medical or educational documents
- Discussion with the learner
- Consultation with relevant staff

Individualized Accommodation Plan (IAP)

An IAP is developed that outlines:

- Required reasonable adjustments
- Support mechanisms

- Assessment accommodations
- Teaching & learning strategies

Implementation

- The IAP is shared only with authorised staff on a need-to-know basis.
- Adjustments are implemented promptly and monitored regularly.

4.3 Curriculum & Resource Adaptation

Universal Design for Learning (UDL)

EBT uses UDL principles to ensure training content is:

- Flexible
- Accessible
- Available in multiple formats

Examples include:

- Captioned videos
- Large-print materials
- Audio-enabled resources
- Assistive-technology compatible files

Physical & Digital Accessibility

- Classrooms meet accessibility standards
- Digital resources comply with accessibility guidelines
- Seats, lighting, and layout may be adjusted to support learner needs

4.4 Staff Training

All academic staff receive **mandatory annual training** on:

- Inclusive teaching and learning approaches
- UDL principles

- Supporting adult learners of determination
- Implementing Individualised Accommodation Plans
- KHDA Inclusive Education Framework requirements

5. Roles and Responsibilities

Director — Shivanjan Chakraborty

- Approves the policy and ensures institutional commitment
- Allocates resources for inclusive education practices
- Ensures continuous compliance with KHDA expectations

Academic Staff (Trainers/Instructors)

- Apply inclusive teaching strategies
- Implement IAPs consistently
- Maintain confidentiality
- Participate in mandatory training

Administrative Staff

- Ensure accessible learning environments
- Maintain confidential records of all IAPs
- Facilitate communication between learners and trainers

Learners

- Communicate their needs clearly and early
- Participate in support processes
- Respect diverse needs and backgrounds within the learning community

6. Monitoring and Compliance

Monitoring

- The Academic Coordinator conducts **termly reviews** of all active IAPs.

- Feedback from learners is collected and used to improve services.
- Training sessions are monitored to ensure inclusive practices.

Compliance

EBT will:

- Comply fully with KHDA's Inclusive Education Policy Framework
- Prepare for KHDA inspections and provide all required documentation
- Maintain transparent and secure records for five years

Non-Compliance

Non-compliance—such as failure to implement accommodations or discriminatory behaviour—will result in disciplinary action, in line with:

- EBT Code of Conduct
- UAE Labour Law
- KHDA regulations

7. Review and Renewal

This policy is reviewed annually or earlier if:

- KHDA regulations are updated
- UAE laws relating to inclusion change
- EBT programmes or facilities expand
- New best practices emerge

The next review date is **03 November 2026**.

8. Related Policies and Documents

- **EBT-POL-002: Staff Code of Conduct Policy**
- **EBT-POL-003: Learner Grievance & Appeals Policy**
- **EBT-POL-004: Data Protection & Confidentiality Policy**

- KHDA Dubai Inclusive Education Policy Framework
- UAE Law No. 2 of 2014 – Rights of People of Determination

9. Approval and Signature

This policy has been reviewed and approved by:

Director

Shivanjan Chakraborty

East Bridge Training

Shivanjan Chakraborty

Date: 03 November 2025