

## **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)

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#### **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.
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#### **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
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## **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.

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## **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

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### **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.
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## **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
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## **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
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## **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
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## **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
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## **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**.

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## **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

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## **9. Approval and Signature**

This policy has been reviewed and approved by:

**Director**

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**Shivanjan Chakraborty**  
East Bridge Training

*Shivanjan Chakraborty*

**Date:** 03 November 2025