

INCLUSION POLICY

AMITY MISSION STATEMENT

Our mission is to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning, and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School aims to serve all its students by preparing a diverse range of courses, programmes, resources, and facilities that serve students' talents and interests, and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

At Amity, our commitment is to ensure the flourishing of every student. The Inclusion Team is dedicated to fostering the meaningful engagement of all students in every facet of school life.

This policy is subject to yearly review and may be adjusted at the discretion of the Senior Leadership Team.

The Inclusion Team is steadfast in advancing Amity's vision of empowering each student to thrive and contribute positively by:

1. Advocating for meaningful inclusion for every student
2. Establishing the least restrictive and most enabling environment for all students
3. Collaboratively planning and sharing skills and strategies among all adults to enhance the success of every student
4. Promoting the meaningful participation of all students in every aspect of school life

PURPOSE

This policy outlines Amity's protocols regarding the admissions process, educational access, staffing, and physical and educational access, ensuring that all staff can recognise and support learning concerns, leading to timely interventions for effective curriculum access and promoting meaningful inclusion. It also supports the practice of access and inclusion by mitigating barriers through appropriate and targeted interventions and accommodations. Standard assessment conditions may disadvantage certain candidates by hindering the demonstration of their attainment level; therefore, this policy outlines that inclusive access arrangements applicable to assessment conditions may be implemented if observed to alleviate barriers for the student. It will demonstrate a willingness to work with outside agencies and capture the roles and responsibilities of all stakeholders.

ROLES AND RESPONSIBILITIES

Board of Governors

- Appoint a governor with inclusion focus
- Oversee the school's admission policy and the support offered to students with ALNs to assess the school's adherence to this policy
- Address any instances of non-compliance in the School Development Plan to ensure corrective action is taken

Principal

- Overall leadership and direction for Inclusion at Amity International School
- Recruit teachers and support staff who are trained and skilled in working with students with ALNs
- Evaluate current practices in admitting and providing services for students with ALNs and monitor them to ensure that the school complies with this policy

Head of Inclusion

- Uphold the ethos of Inclusion across the school and curriculum
- Monitor the implementation of student support, assess progress, and manage the gathering and recording of data
- Manage the inclusion register for students, and develop, and execute individualized educational plans.

Authorised by: Principal

Maintained by: Head of Inclusion

Review date: August 2026

- Address incoming student referrals (CFC), including observations, investigations, offering recommendations, and maintaining open communication with families
- Oversee the various levels of tiered support, managing the decision-making process, including entry and exit criteria, transitions between tiers, and coordination of paid Individual assistants (IA) support
- Facilitate access, coordinate schedules, and establish connections with families requiring assistance, individual assistants, and external service providers
- Deliver or manage professional development sessions to enhance staff understanding
- Support the admissions process by clarifying capacity and resource needs for admitting students with ALNs
- Initiate requests for access arrangements for examinations and ensure their proper administration
- It is crucial to consider the perspectives of both students and parents to establish a thorough identification and support system and ensure optimal support is provided

Inclusion Teachers

- Assess, monitor, and record the process of support for students who may require additional support
- Provide CPD in collaboration with Head of Inclusion
- Contribute to maintaining and updating the Inclusion Register
- Liaise with parents, teachers and IAs
- Writing, monitoring, and reviewing IEPs, GIPs, One-page IEPs, BSPs, PPs
- Supporting teachers with strategies, methodologies, accommodations and creating appropriately differentiated work
- Provide targeted pull-out and push-in support to small groups and occasionally to individual students as needed
- Consulting and supporting IAs to appropriately manage student need and work towards greater independence

Class/subject Teachers

- Foster a secure and nurturing environment for students, promoting their well-being and optimal development
- Focus on building excellent relationships with all students, particularly those with ALN
- Ensure students' access to the mainstream curriculum by planning and executing differentiated teaching and learning experiences and faithfully implement guidance from the Inclusion Team
- Address individual learning needs, offering suitable access arrangements to ensure an inclusive educational experience
- Identify and document learning concerns through the Cause for Concern form.

Inclusion Assistants

- Inclusion assistants, directed by the Head of Inclusion, Inclusion Teacher, class teacher, subject teacher may offer whole-class support when there are more students with ALNs
- Provide targeted pull-out and push-in support to small groups and occasionally to individual students as needed
- Contribute to creation, monitoring and review of plans and support where possible
- Be aware of Possess knowledge of the IEP or relevant support plan goals students are working towards
- Report concerns or matters arising to class or subject teachers, Inclusion Teacher or other relevant members of the Senior Leadership Team (SLT)

Individual Assistants

- A parent-funded individual assistant will provide support for personal care and other non-teaching-related needs, which are not part of the school's standard inclusive provision
- The individual assistant will be available outside the classroom and may enter the classroom to provide support upon the teacher's request
- Will support with relevant IEP targets and contribute to plans where applicable
- Will take guidance and implement suggested approach as directed by the Head of Inclusion, Inclusion Teacher, class teacher or subject teacher

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Parents

- Parents must provide all pertinent information about their child during enrolment and throughout their time at the school to ensure the most suitable placement
- Participate in any necessary inclusion meetings
- Actively contribute to the creation, monitoring, and reviewing of all documents related to the student
- Support the student through reinforcement at home where possible and applicable

Students

- Actively participate in their own learning journey by engaging with the support provided.
- Provide feedback on the strategies and accommodations that work best for their learning and development.
- Respect and cooperate with teachers, inclusion staff, and assistants in implementing their IEP, GIP, or relevant support plans.
- Advocate for their own needs when appropriate, fostering self-awareness and independence.
- Collaborate with peers to create an inclusive and supportive classroom environment.
- Strive to follow agreed-upon targets and goals set within their individualized plans.
- Inform a trusted adult or member of staff if they face challenges in accessing their learning or feel unsupported.

Strategies, methodologies and procedures to support curriculum access *(this is not an exhaustive list)*

The following strategies, methodologies and procedures are used to enable access for all students to the curriculum:

- Differentiation of the curriculum to match tasks to ability
- Grouping of students according to ability for English and Maths in certain year groups
- A holistic teaching approach that highlights the individual learning styles of the children in the class
- Use of TAs to provide additional support within English and Maths lessons
- Small pull-out groups and one-on-one teaching by the Inclusion support staff (though in-class support is preferable)
- A battery of visual and concrete resources to support students with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT and the use of specialist equipment
- Peer group support through mixed ability grouping, paired reading, and “buddy” systems
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy
- Access to co-curricular activities
- CPD training for all staff on the needs of students with ALNs

Inclusion Register

The Head of Inclusion and Inclusion teachers must maintain and oversee a central electronic register that lists students who have been identified as Tier 1, 2, or 3. This register is continuously updated and includes details of interventions in place and any external agencies involved. All teachers will have access to the Inclusion register, pupil support plans, access arrangements, accommodations and interventions in place for the students. It is the responsibility of all teachers to be familiar with the Inclusion Register and to differentiate instruction for students with ALNs.

Inclusion Flow Chart

Teachers at Amity follow the inclusion flow chart, which provides a clear step-by-step guide. Based on the information provided, the Inclusion Team will:

- Observe and/or assess the student
- Consult with relevant stakeholders and provide next steps
- Assign a student to a tier if applicable

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Review date: August 2026

- Create the necessary documentation in accordance with the designated tier (see student support plan information below)
- Implement the plan
- Review the plan as needed and make necessary recommendations

Identification

The school has a robust system for identifying students with ALNs and providing early support to enhance academic learning and broader skills. This identification can occur through various avenues: during the admissions process, through disclosures from parents or guardians, information from external reports, or through observations and assessments of students.

Throughout the school, we monitor and track all students' progress through ongoing planning, teaching, and assessment. Students with additional needs may be identified at any stage of their school journey. Indicators include:

- Baseline scores indicate poor early learning skills at the start and end of the Foundation Stage
- Ongoing teacher and TA observation and assessment within the classroom, noting social, emotional, or mental health difficulties that persist despite the school's behaviour support
- Diagnosis of a previously unidentified medical condition, communication difficulties, or sensory impairment through external agencies.
- For new school joiners, records from the previous school indicating that additional interventions have been in place
- Parental concerns
- Students working considerably below the expectations for their age group
- A previous rate of progress that is not being maintained
- Little progress being made even when teaching approaches and resources have targeted the pupil's identified area of need

Referrals

Learning environment checklist

Before teachers engage in the referral process, they will be asked to reflect on their learning environment using the learning environment checklist. Teachers will be expected to make necessary adjustments to the learning environment before engaging with the Inclusion Team at a formal level.

Referral procedure

Note: Parents will be informed that any referral to the Inclusion Team that results in Inclusion on the register will be recorded on the Electronic Student Information System (eSIS), which is part of the Abu Dhabi Department of Education and Knowledge (ADEK) requirements.

A teacher or parent may raise concerns regarding a student's academic, social, or behavioural progress. In response, the teacher should explore differentiated strategies to support and monitor the student. Teachers may also seek guidance or support from the Inclusion Team at this stage.

Students may be referred to the Inclusion Team when their progress becomes a concern or does not align with predicted performance. Before making a referral, teachers must first consider their learning environment with the Learning Environment Checklist and familiarise themselves with the Cause for Concern Form (CFC) and any previous teacher transition notes to ensure all reasonable accommodations have been taken before involving the Inclusion Team.

To initiate a referral, class or subject teachers must complete the CFC form and notify the Inclusion Team via email. Referring teachers should be prepared to provide the following:

- A record of academic attainment and achievement (or evidence of lack of achievement)
- Samples of written work completed over a period and under different conditions (assessments, classwork, tests, and observation notes)
- A summary of any meetings with parents

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Inclusion staff will review the Referral Form and the submitted evidence. They may seek further information, including:

- Conducting class observations
- Meeting with parents and teacher(s)
- Requesting additional information from teacher(s) if needed

Tiered Model of Support

As a result of the referral and analyses of the evidence, the Inclusion Team will determine whether the pupil will benefit from further monitoring or should be assigned to one of the three support tiers. These tiers are based on the level of support needed for the student to succeed.

Tier 1 – Quality First Teaching

Currently, the class or subject teacher can meet needs through carefully considered strategies and differentiation. During this stage:

- The student will be registered to the inclusion register
- A Pupil Passport will be created by the class teacher (in consultation with the Inclusion Team, where necessary)
- Parents may be asked to seek additional support or educational programs after school or during holidays
- Teachers will consider the students' needs and adjust their planning accordingly
- Inclusion Team will be on hand to guide class or subject teachers including input and guidance during year group meetings and on a one-to-one basis
- If the class teacher does not feel that tier 1 support has been sufficient, they will consult the Inclusion Team to devise next steps

Tier 2 – Additional Support/Intervention provisions

Support may be provided through push-in classroom assistance and/or withdrawal from non-core subjects for small group interventions or individual support. The level of support will be proportionate to the student's needs.

During this stage:

- The student will be registered to the Inclusion register
- An appropriate student support plan (e.g. Pupil passport, One Page IEP or Group Intervention Plan) will be created in collaboration with all stakeholders
- External agencies may be involved with the student
- The Inclusion Team will support and monitor the student's progress
- Parents may be asked to seek external support or educational programs outside of school
- Interventions will be targeted and in one to one or small group format
- The Inclusion Team, class teacher and parents collaborate to support student progress
- Tier 2 reviews will be conducted at the end of an intervention and on an ongoing basis. Where there are concerns that the student is not progressing the parents will be informed and next steps devised.

Tier 3 – Personalised & Intensive Support/Intervention Provision

Through the referral and monitoring process and other factors (e.g. existing diagnosis) the Inclusion Team supports students requiring intensive support with highly personalised targets. Tier 3 students may receive support from class teachers, the Inclusion Team, Individual Assistants, Inclusion Assistants, or external specialists during the school day.

At this tier:

- All reasonable adjustments will be made to accommodate all students with ALN
- Students may require an alternative curriculum (if this is the case, implications will be explained to parents and written permission will be obtained)
- Teachers will consider the student's needs and adjust their planning accordingly

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- A highly personalised student support plan will be created in accordance with stakeholders and the student themselves where appropriate
- The Inclusion Team or Individual Assistants will provide support. Interventions will be targeted and in one to one (push-in or pull out) or small group format (push-in or pull out)
- Parents may be asked to seek support from external agencies and reinforce learning taking place in school
- The Inclusion Team, class teacher, parents and IA collaborate to ensure the student is makes appropriate progress

Monitoring

Continuous monitoring is essential throughout the process and involves the student, Inclusion Team, parents, class teacher, outside agencies and any other relevant stakeholders.

This may include:

- Reviewing the pupil's progress on a termly basis (this will be a collaborative process with the relevant stakeholders)
- The Inclusion Team advises teachers and parents on strategies and interventions
- The Inclusion Team maintains records of pupil interventions and progress through the Student Support Plans (see documentation list below)
- The needs of students will be discussed regularly at year group meetings or other one to one meeting as necessary, drawing from their experience and expertise, ensuring a cohesive approach within the school
- The Inclusion Team is responsible for adjusting the appropriate support level based on the student's progress

Progress

As above, students' progress will be reviewed regularly, and parents will be informed of their child's progress particularly where interventions have not been successful or adequate. The Inclusion Team and teaching staff will review and update pupil support plans. Stakeholders and the student themselves will be invited to contribute to termly review meetings (if applicable). Tier 2 students may have a minimum of 1 yearly review meeting due to their level.

External support

Amity School offers several approved assessments but does not diagnose students. When necessary, the Head of Inclusion or Inclusion Teachers will guide parents to external professionals for specialised support or services. This external support may be for a formal diagnosis or to understand the student's needs better and recommended best practices.

Amity collaborates with ADEK-approved external agencies and welcomes expert input on strategies for supporting students with ALN. External services, such as Occupational Therapy and Speech and Language Therapy, may be provided on school premises but must be approved by ADEK. Parents are responsible for arranging and funding these external services.

Individual Assistant

If an Individual Assistant is required, parents will be provided with a job description, Individual Assistant protocol, standard contract template, and guidance on finding a suitable assistant. Parents must arrange and fund the assistance. The Head of Inclusion will manage the Individual Assistants within the school and provide feedback to the relevant stakeholders.

Student Support Plans (SSP)

Student Support Plans offered at Amity International School may include:

- **Individual Educational Plan (IEP)** – used for Tier 3 students, personalised plan with goals
- **One Page IEP** – used for Tier 1 and 2 students in the agreement of all the student support team
- **Group Intervention Plan (GIP)** – used for Tier 2/3 students for group interventions
- **Behaviour Support Plan (BSP)** – used for Tier 2/3 students with behavioural needs
- **Pupil Passport (PP)** – used for Tier 1, 2 and 3 students for Quality First Teaching (QFT) strategies

Any support plan in place will be accessible to all staff members and shared with parents where applicable.

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Continuous Professional Development (CPD)

The school has an ongoing, in-school CPD training program for all staff members. Staff may also attend courses that ADEK (Empowered) and other private providers run. Additionally, the school provides guidance materials for staff.

The Head of Inclusion and Inclusion teachers attend the Abu Dhabi Inclusion Network meetings and are part of the BSME Head of Inclusion support group.

ADDITIONAL FEES

At Amity, we do not charge extra fees for our Inclusion provision.

Associated documents:

We aim to comply with relevant statutory requirements and best practice to date:

- UAE Federal Law No. (29) of 2006 Concerning the rights of people with Special Educational Needs
- Law No.(2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Abu Dhabi
- SEND Code of Practice (UK, 2015)
- ADEK Inclusion Policy (2023)
- Directives and guidelines for inclusive education (ensuring equitable access to education for pupils of determination) 2020
- Examination Access Arrangements Guidance 2023-2024

APPENDIX

Appendix 1: Learning Environment Checklist

[Learning Environment Checklist](#)

Appendix 2: Cause for Concern

[Form](#) - will be finalised soon

Appendix 3: Amity Inclusion Flow Chart

[Inclusion flow chart](#)

ADMISSIONS PROCESS

Admission of students with Additional Learning Needs (ALN)

The school's admissions policy aligns with the stipulations outlined in Federal Law No. (29) Of 2006 concerning the Rights of people with Special Educational Needs, along with the ADEK Student Administrative Affairs Policy. Amity welcomes applications from prospective students with ALNs, evaluating each application based on the child's abilities and aptitudes. When an existing diagnosis of an additional learning or physical needs has been shared, the school will request comprehensive details from parents, such as medical reports, educational psychologist assessments, and any relevant documentation, to determine and plan for reasonable adjustments to accommodate appropriate access arrangements. If the school is at capacity, the student will be placed on a waiting list and notified if and when a space becomes available.

A judgement will be made on entry to Amity based on holistic and academic observations to ensure that new students have the potential to meet British Curriculum standards and that the school has a suitable structure to meet their needs. Where there is concern regarding the suitability of Amity's academic structure to meet the student's needs, additional assessments may be arranged to determine our ability to accommodate or assist in planning provision. Once Amity has conducted its admissions assessment, Amity can make a decision.

To ensure we provide the highest quality support for all our students, particularly those with significant needs, Amity School has thoughtfully designed a strategy that allows us to manage the number of Tier 3 students per year group.

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This approach enables us to offer more focused and personalized support, ensuring that each Tier 3 student benefits from tailored interventions, individualized learning plans, and close monitoring. By maintaining a balanced number of Tier 3 students, we can create an enriching and supportive environment where every student, especially those with the greatest needs, is empowered to thrive and reach their full potential.

Inability to accommodate

Prospective new students will be evaluated individually, and Amity will make all reasonable adjustments and accommodations to support students with ALNs. Unfortunately, an Inability to Accommodate Notification will be generated if our proposed support package cannot meet a student's needs due to resource limitations or curriculum adaptability issues. This Inability to Accommodate Notification will be sent to ADEK and the parents within 7 days of the admission decision. ADEK retains the right to uphold or overturn this notification based on evidence from the school and other sources.

STANDARD INCLUSIVE PROVISION

Staffing and Resources

Head of Inclusion:

A committed Head of Inclusion, integral to the Senior Leadership Team (SLT), will manage and direct the implementation of inclusive policies and practices throughout the school.

Inclusion teachers:

Each school cycle will have a designated inclusion teacher. These teachers, trained in inclusive education, will be crucial in supporting the adaptation of curriculum delivery, providing additional support, leading and managing interventions and ensuring positive student learning experiences.

Inclusion Assistants:

Inclusion assistants will provide additional support to teachers and students with ALNs, working under the guidance of the class and inclusion teachers.

Individual Assistants:

Parent-appointed individual assistants will support students with ALNs who require intensive, personalised support under the guidance of parents, class teachers, and the Inclusion Team.

Physical Accessibility

General Accessibility

- Amity's school building and learning spaces are designed with a universal approach, ensuring equitable access to education for all students in accordance with the ADEK Buildings and Facilities Policy. All ground-floor entry points to the school building have ramps for wheelchair access, and a lift in the main reception connects the first and second floors. The parking spaces, pathways, school building, and learning spaces reflect this commitment to universal design, providing equitable access to education for every student.
- The school building's stairwells are equipped with handrails and tactile indicators on the edge of the steps. The building also has evacuation alarms and flashing lights to indicate the alarm for students with hearing impairments.
- The school building has evacuation alarms accompanied by a voice to indicate the alarm for any student with visual impairment.
- Each corridor in the school is equipped with an accessible bathroom for students with a physical disability.
- A hoist is installed and available to access the swimming pool, and a trained staff member operates it.
- Personal Emergency Evacuation Plans (PEEP) will be developed for students and staff who may require additional support or guidance to evacuate safely, whether for long-term or short-term needs. Evacuation chairs are available to ensure a safe exit from the building in cases of emergency when the lift is not operational and individuals cannot independently navigate the stairs. Staff members designated to assist in evacuations will receive the necessary training.

Accessibility to Learning Spaces

- Amity School ensures equitable access to education and inclusive learning environments, with all classrooms accessible to every student.

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- All timetabled classes are physically accessible to students with ALNs. Specialised teaching spaces such as science labs, music rooms, sports facilities and spaces for arts are accessible to all students. All spaces support access and integration for students with physical disability and/or sensory impairments.

Classroom acoustics and lighting will be assessed for students with hearing or visual impairments to minimise background noise and visual disturbances that may hinder learning. For instance, the music rooms are soundproofed to prevent disruption to nearby classes from loud instruments.

Specialist Support Spaces

- Specialist support spaces are available in each school cycle to provide targeted pull-out interventions for students with ALNs. These spaces are equipped with technological and digital resources similar to those in other classrooms.
- The Inclusion Team can evaluate specialist support spaces to ensure, where possible, that acoustics, lighting, and flooring promote access to learning through considerations of sensory needs.

Inclusive teaching & learning

Graduated Approach

The Graduated Approach is at the heart of whole-school practice as we continually assess, plan, implement, and review our methods for teaching all students. When a student with ALNs is identified, this approach enables the school to continually reflect on and improve the strategies used to meet the student's needs.

The process for identifying, referring, and tracking students with ALN begins with monitoring them in the typical classroom environment and recognizing any anomalies in their profiles. Teacher concerns will be communicated and discussed with parents to gather more information, and a referral is then made to the Inclusion Team with the parents' knowledge. Parents will be informed that any referral to the Inclusion Team resulting in inclusion on the register will be recorded on the Electronic Student Information System (eSIS), as required by ADEK.

Once the Inclusion Team receives the referral, it will conduct observations and/or assessments to understand the concern. Based on the results, they may refer the student for external assessment and/or establish an intervention plan. The student is then added to the inclusion register to inform staff of their needs, and the necessary support and interventions will commence. Support is provided in three tiers: quality first teaching, targeted intervention provision, or personalized intensive support and consultation interventions. The student's progress is monitored and reviewed on a termly basis, with adjustments made as needed or the intervention ending if the pupil has met the set targets.

All teachers and Inclusion teachers engage in an ongoing assessment, planning, and review process, recognising each pupil's strengths and areas for improvement. Records are maintained to identify students who are not making the expected level of progress.

Assessment

Various assessments, both formal and informal standardised diagnostic tools, will be used to evaluate and inform support for students, aiming to mitigate any barriers to learning. Information gathered will be used to make recommendations to the staff supporting the student. With parental permission (as notified by the class teacher) and depending on the student's age, a combination of the following assessments may be used to identify areas of need:

- Wide Range Achievement Test (WRAT 5)
- Test of Word Reading Efficiency (TOWRE 2)
- Detailed Assessment of Speed of Handwriting (DASH/DASH 17+)
- Comprehensive Test of Phonological Processing (CTOPP -2)
- The Cognitive Abilities Test Fourth Edition (CAT4)
- New Group Reading (NGRT)

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- Gray Oral Reading Test 5th edition (GORT 5)
- Dyslexia portfolio – GL assessment
- My Thoughts About School Checklist (student voice)

If the observations or any internal assessment indicates there may be a social, occupational, communication, medical, or any specific learning difficulty, an external assessment will be recommended. The Inclusion Team will brief the parents on the information gathered in school and details of the ADEK-approved external assessment centres appropriate for the identified needs.

Withdrawal for support

When support cannot be delivered within the classroom, it may be necessary to withdraw students from certain classes. The Inclusion Team will collaborate with the subject teacher, Head of Year (HOY), Head of Department (HOD), and Senior Leadership Team (SLT) to determine if withdrawal from a subject area is feasible. Amity will adhere to ADEK regulations regarding compulsory attendance in specific subjects. Interventions will commence only after obtaining the necessary permissions.

Exam Access Arrangements

For students needing accommodations for external exams, the process will follow the Exam Access Arrangements (EAA) policy. In line with the guidelines set by the Joint Council for Qualifications (JCQ), reasonable adjustments will be made. The student's "normal way of working" will be assessed, and any external reports will be considered to determine the appropriate EAA. Each case will be evaluated individually.

Equitable Access to Education

At Amity, all students are ensured equal access to learning and educational environments through personalised accommodations and modifications that mitigate barriers to learning. Additionally, our approach to universal design goes beyond mere accessibility, creating inclusive spaces that benefit to everyone.