

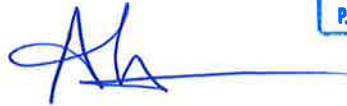


## Inclusion Policy

Agreed: March 2020

Review Date: March 2021

Signed (Principal):



Date:

Feb 2020

## School Mission

- Provide a English National Curriculum education so that each student has excellent opportunities and support to develop academically, socially and emotionally.
- Build a progressive, creative and engaging facility with enriching programmes and state-of-the-art resources & technology where every student feels secure, significant and valued.
- Empower young inquisitive minds, nurture positive thinking in a holistic learning environment that fosters independent learners with the life skills to innovate and problem solve.
- Instil the value of working hard to achieve goals, accepting challenges enthusiastically and applying knowledge in daily life and in future careers, through open parent dialogue and community partnerships.

## School Aims

Our vision is to establish Dubai Heights Academy as a school that enables national and expatriate residents to access a unique, culturally-relevant English National Curriculum designed around every child, every mind and everybody.

- **For every child** – a platform for academic achievement, cognitive development and personal excellence
- **For every mind** – an engaging approach, inclusive environment and progressive learning experiences
- **For everybody** – the inspiration to be the best version of themselves

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of and involved in, the life of their community and society, therefore developing their capacity to be active and effective future citizens, to innovate and problem solve.

## Introduction

The purpose of this policy is to describe inclusive provision for all students at Dubai Heights Academy (DHA). It describes how we identify children, what provision is made for them and how we monitor the effectiveness of this provision.

**“The inclusive school will be proactive in identifying barriers which restrict students’ achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.”**

**“An inclusive school honours diversity and respects all individuals.”**

KHDA School Inspection Framework 2015-2016

## Aims of the Policy

- Ensure that the values regarding Inclusion outlined by the KHDA are adhered to.

- To work towards the implementation of the KHDA Directives and Guidelines for Inclusive Education(2019)  
[https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20200126091127\\_SEND-Report-En.pdf](https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20200126091127_SEND-Report-En.pdf)
- To ensure that the Dubai Inclusive Education Policy Framework (2017) is adhered to.  
[https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education\\_Policy\\_En.pdf](https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf)
- Ensure that all children in school have access to the National Curriculum and that support and resources are in place to facilitate this.
- Acknowledge and follow the guidance of the Dubai Inclusion Education policy Framework (2017) as far as is appropriate when carrying out its duties towards all pupils with special education needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children with SEN to achieve their potential.
- Identify individual learning needs early and thoroughly.
- Help staff to become more aware of the range of needs which might arise in their classroom and be responsible for meeting these needs (where appropriate with support from the Head of Inclusion, the Inclusion Team and other agencies).
- Adapt teaching strategies to suit the way individual children learn.
- Encourage every teacher to have responsibility for meeting the learning needs of all pupils in their care and to differentiate the curriculum appropriately.
- Promote the self-worth and self-esteem of every pupil.
- To have high expectations for all children, including those with additional needs so they may experience success.
- Encourage our pupils to show concern for others and value each person's contribution.
- To promote and celebrate Inclusion across the school.

### **Definition of Inclusion**

This inclusion Policy aims to adhere to the following laws and Policies

- Dubai Inclusive Education Policy Framework (2017)
- KHDA Inspection Framework (2016-17)
- Federal Law No.29, 2006 (articles 12,13,14 and 15)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD,2008;2010)
- Dubai Law No.2, 2014
- Executive Council Resolution No. (2) (2017) - Regulating Private Schools in the Emirate of Dubai with reference to the following articles;
- Article 4 (14)
- Article 13(16)

- Article 13 (17)
- Article 13 (19)
- Article 23 (4)

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai".

Federal Law 2/2014

Regarding the rights of Individuals with Special Needs, the law stipulates that "Special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution". This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

Federal Law 29/2006

### **Identification**

At DHA we are committed to providing an inclusive education for all. This policy outlines how we aim to remove all barriers to learning and particularly in relation to the provision of specific groups of learners and pupils of determination including;

- Emirati Students
- Students identified as SEN
- Students identified as AEN
- Students identified as Gifted and Talented
- Students identified as English Language Learners

Many students face barriers to learning and as such, provision is not based on identified groups of students but rather the individual needs of all pupils in the school. Pupils are monitored and if concerns persevere beyond Quality First Teaching and in-class interventions the Class Teacher will complete a Pupil Referral form. The Head of Inclusion and Inclusion team review the referral form and schedule an observation. Based on the outcome of the observation the relevant staff will discuss next steps and the Head of Inclusion will refer to Sensation Station and MbodE for further observations where necessary. External agency support may also be consulted. (This process is outlined in further detail in the SEND policy)

Parents and Students are involved in every stage of identification. Information shared by Parents, including medical information, can support effective Inclusion for individual students, however a formal diagnosis is not compulsory. Students and Parents can liaise with the Inclusion Champion/Head of Inclusion with regards to information sharing.

### **Inclusive Provision**

At DHA we offer a 'Graduated Approach' to support. The Graduated Approach cycle to provision advises an Assess, Plan, Do and Review cycle.

DHA offers three waves of provision according to the updated KHDA Directives and Guidelines (2019)

- Level/Wave 1: Quality First teaching. Universal provision for all; high quality differentiated teaching in the classroom.
- Level/Wave 2: Targeted provision for students. This may be in the form of additional, specific and time-limited interventions.
- Level/Wave 3: Specialist and individualised provision for students with high level needs. This may be 1:1 interventions, a 1:1 Learning Support Assistant or External provision.

At DHA we aim to implement provision for every kind of frequently occurring Special Educational Need by offering a range of support plans including Individual Education Plans (IEP), Behaviour Care Plans (BCP), English Language Learner Plans and Advanced Learner Plans (ALPs) on a case by case basis. As advised by KHDA, the school has an IEP for all learners on the Inclusion register, including wave 1, 2 and 3. All ELL learners have an English Language Learner plan.

The school is aware of other Special Educational Needs which do not occur as frequently and with which the school may be less familiar. In the event of this occurring we can access training and advice from external agencies so that these kinds of needs can be met.

### **Related Policies**

DHA reviews the following related policies to ensure that effective provision is implemented. These include;

- Admissions
- SEND
- Gifted and Talented
- EAL/ELL

### **Admissions (See admissions Policy)**

DHA treats all applications equally and admits students with a range of Additional Educational Needs, as evidenced by the Inclusion register, which includes both SEND and AEN pupils according to wave/level 1,2,3. The Inclusion register is monitored regularly.

Sibling priority with students identified with SEND will also be given.

DHA are currently reviewing the procedure processes for future additional individualised services in accordance with recent KHDA Directives & Guidelines (2019).

### **Non-admissions**

In the case of non-admissions the school will carry out procedures as advised by the newly updated KHDA Directives and Guidelines (2019) by gathering evidence to support the school decision, communication the decision with the parents and the Principal will submit a non-admissions form to KHDA.

### **Assessments**

At DHA all students are baselined on arrival in each year group and then assessed every 6 weeks to establish progress. This is used to identify students and if the students fall into one of the following categories additional provision will be put into place.

1. Students with Special Educational Needs and/or Disabilities

2. Students with Additional Educational Needs
3. High achievers, Gifted students and Talented students
4. Students with a level of English language that prevents them fully accessing the National Curriculum

### **Inclusion and the Curriculum**

All children deserve to have their achievements recognised and the school's Inclusive ethos celebrates this. Underachieving and gifted and talented pupils are identified as early as possible through the teacher making a Pupil Referral to the Inclusion Team, observations, engagement with parents and the analysis of assessment data.

The curriculum is modified and adapted to suit the needs of the learner and each pupil is assessed at the curriculum level they are accessing. The school offers an alternative pathway curriculum through the ASDAN program to promote life skills and entrepreneurship. DHA emphasises acknowledging and celebrating the whole child and pupils' of determination learning skills are monitored using personalised learning ladder goals. All pupils of determination have an Individual Education Plan.

### **Teaching and Learning for Inclusion**

The school offers a continuum of provision to meet the diversity of students' needs. Teachers are supported to continuously develop an inclusive environment. This is facilitated in many ways, for example, Inclusion walks, Inclusion collaboration meetings, SLT classroom observations, mentoring and CPD.

### **Modifications**

The class teacher is the lead professional and holds accountability of all children in their classroom. Additional support to ensure that the child meets their true potential could look like the following:

1. Modification of the curriculum in class – the curriculum/environment is differentiated to support the learning of a student or group of students
2. Booster Groups – All booster groups run for a maximum of ten weeks; children are baselined then reassessed at the end of the boosting period. Evidence is collected to monitor and evaluate the learning.
3. Extension/ Mastery level Groups – All extension groups run for a maximum of ten weeks; children are baselined then reassessed at the end of the boosting period. Evidence is collected to monitor and evaluate the learning.
4. Partnership Agency Therapy- A Speech Therapist and Occupational Therapist are on site twice a week and offer some 1:1 sessions, group session therapy and in class support.
5. MbodE- The school provides a specialist service provided by the Child Development Specialist Shirley Vardi. This involves some 1:1 sessions, group session therapy and in class support.

At DHA all Teaching and Support staff recognise the importance of Inclusive practice across the school. Staff roles and responsibilities are outlined in the Appendix of this policy.

### **Inclusion Support Team**

DHA is committed to the Inclusive vision and direction of the school and has set up the Inclusion Support Team to support and enable this vision.

The Inclusion Support Team was established in 2019, following a parent vote for a parent representative.

The Inclusion Support Team consists of:

The Governor of Inclusion- School Owner- Istiqama Al Riyami

The Inclusion Leader- School Principal- Alison Lamb

The Inclusion Champion- Leader of Provision for pupils of determination- Aisling Keaveney

Nominated Support teacher- Hayley Gardiner

Arabic staff representative- Emtesal Miso

Parent representative- May Zalat

### **Parent Partnership**

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the inclusive educational process. All parents are welcome to contact the Head of Inclusion if they have any concerns with regard to inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. Parents are encouraged to contribute towards the planning of their child's IEP and are invited to meet regularly to discuss their child's IEP. The school uses See-saw to keep parents up to date with their child's learning and progress.

### **Medical Records**

Some students have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to teachers. We recognise that some children's needs are medical and/or social and may link to SEND.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The Class Teacher's Inclusion folder
- Staff CPD
- Weekly Makaton Monday bulletins which offer reminders and guidance to staff
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic Inclusion workshops
- LSA training with Head of Inclusion

## **Roles and Responsibilities**

### **A1.1 Role of the School Board**

The School Board has:

- Delegated powers and responsibilities to the Principle to ensure all school personnel and visitors to the school are aware of and comply with this policy
- To ensure that provision of special educational needs is of a high standard
- Responsibility for ensuring this policy and all policies are maintained and updated regularly

### **A1.2 Role of the Principal**

The Principal will:

- Have overall responsibility for Inclusion in the school
- Ensure all school personnel, students and parents/carers are aware of and comply with this policy
- Ensure that the daily management of special educational needs provision is effective
- Monitor the effectiveness of this policy
- Responsibility for ensuring all policies are made available to parents
- Management of the Learning Enrichment department
- To complete non-admission notification forms to submit to KHDA

### **A1.3 Role of the Head of Inclusion**

The Head of Inclusion has responsibility for:

- Co-coordinating the provision for students with SEND
- Managing the team of Learning Enhancement staff
- Liaising with and giving advice to class teachers and support staff
- Overseeing students' records
- Liaising with parents and carers
- Liaising with outside agencies
- Develop and nurture the ethos of the Learning Support department within the school: To erase barriers to learning
- To ensure that all teaching staff are aware of the Inclusion policy, where to find information and how to implement strategies
- To deliver Inclusion CPD
- To work with the school Registrar and Heads of Key Stages in the admission of new students

### **A1.4 Role of the Learning Support Team**

- To support the teachers and specialists in their milestone, to differentiate teaching and learning appropriately
- To assist with the development and implementation of Individual Education Plans and Communication Passports within their keystone.
- To work with and plan for Pupils of Determination to help them to achieve their targets
- Be aware of and up to date on current students of determination and their requirements.
- Follow through in the implementation of strategies recommended by therapists or LSAs
- To develop a working relationship with SEND students to raise self-esteem and promote good progress.
- To assist in the admissions process by assessing potential new students to ascertain their baseline.

### **A1.5 Role of Class Teachers/Specialists**



These include:

- Teachers are held to account for the progress and attainment for all the children in their care. This is monitored and evaluated through the performance management cycle.
- Planning to meet the student's needs within the context of their normal class planning/differentiation including the use of LSAs
- Providing a learning environment that meets the differing needs of their class.
- Working with the student, within the class context, to help them achieve their targets.
- Developing and Implementing IEPs with the support of Learning Support staff where appropriate
- Keeping parents/carers informed of student progress and keeping a record of this.
- Involving the student in setting targets and reviewing progress where appropriate.
- Be aware of and up to date on current pupils of determination and their requirements
- Follow through in the implementation of strategies recommended by therapists or Learning Enrichment staff
- To follow Inclusion procedures and to raise concerns where necessary.
- To attend Inclusion CPD and implement strategies advised.

### **A1.6 Role of Learning Support Assistants**

These to include:

- Deliver learning activities under the guidance of the class teacher.
- Observe and report on student performance.
- Promote social, emotional and behavioural development of students.
- Provide sufficient structure to students to enhance classroom participation and foster independence.
- Assist with the development and implementation of IEPs
- Be aware of and up to date on current pupils of determination and their requirements
- Follow through in the implementation of strategies recommended by therapists or Learning Support staff
- To follow Inclusion procedures and raise concerns where necessary

### **A1.7 Role and Rights of Parents**

A partnership with the parents of students of determination is vital, so that we can fully support each student.

Parents and carers are given the opportunity to be involved in many aspects of their child's education. Class teachers, alongside Learning Enrichment teachers, have the responsibility to invite parents/carers to discuss their child's progress, the targets the student is working towards, and the support the student is receiving.

### **A1.8 Role of Students**

Teachers set targets for all students and take measures to ensure students are involved in understanding their targets and how they can achieve them.

SEN students are no different: they may be in a group with a common target, or they may have individual targets (IEP). Learning Support teachers work closely with class teachers in their year group or phase to ensure IEP targets link to, and support class based targets where possible. Learning Support teachers work with pupils to ensure the pupil understands the next steps in their learning and how they can achieve their targets.

