

## Inclusive Education Policy

### Rationale

Pristine Private School in compliance with the Federal Law No. 29, 2006, Dubai Law No. 2, 2014 and the Dubai Inclusive Education Policy Framework 2017, promotes highly inclusive ethos and is committed to offering quality education to all its students, to meet their needs or abilities and ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school.

The policy provides a guideline that supports the school to develop internal capacities to identify and remove or lower barriers that restrict achievements and provide quality education for the Students who experience Special Education Needs and Disabilities.

### Defining Inclusive Education

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community (Dubai Inclusive Education Policy Framework, 2017).

### Definition of SEND (Special Education Need and Disability) and Students of Determination

The United Arab Emirates School Inspection Framework 2015-2016 defines Special Educational Needs as *“Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognised disorder.”*

*Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting point.*

*A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers (Dubai Inclusive Education Policy Framework 2017).*

In line with UAE Unified Categorisation of Disability 2019, the school recognises the following main Categorisation of disability and Barriers to learning:

- Cognition and learning
- Communication and interaction



- Social, emotional and mental health
- Physical, sensory and medical

***Students identified with Special educational needs will be known as Students of Determination.***

### **Aim**

The aim of the Policy is to ensure Students of Determination develop a strong sense of belonging to the school community, enhance their emotional resilience, and are well prepared for the next stages of education and life.

Special Educational Needs and Disabilities cover all learning difficulties except those arising from a difference of language between home and school.

The Inclusive Education Policy has the following aims:

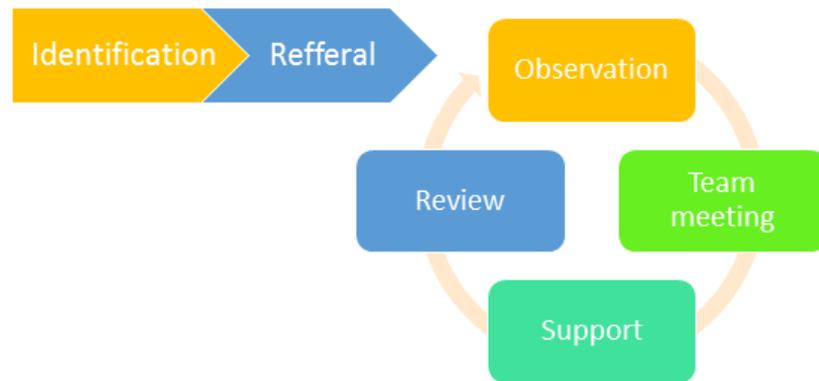
- To ensure that all students have access to a quality education.
- Student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.
- Ensure appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion.
- Use the outcome of the assessment educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Ensure that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment.
- To ensure the identification of all students requiring SEND provision as early as possible on their entry to school.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that students fully participate in all school activities.
- To ensure that parents/guardians of students who experience special education needs are kept fully informed of their child's progress and attainment.
- To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision.
- Provide training for all staff working with students who experience Special Education Needs to enable them to support the individual needs of students of determination effectively.
- The school will adopt a social model in their approach towards SEND. It will be proactive in identifying and minimising the physical, attitudinal, communication and social barriers that restrict student achievements.

- **All teachers are teachers of students who experience SEND. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.**

### **Inclusion Process**

Pristine School has a continuous cycle of identification, assessing, planning, teaching and making provisions, which considers the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts. The following are the steps followed to ensure inclusion:

- 1. Identification**
- 2. Referral**
- 3. Observation**
- 4. Team meeting**
- 5. Support**
- 6. Review**



### **Identification**

There three main measures through which Students of Determination are identified:

- 1. During admission** - parent referral/identified by teacher
- 2. Identified in class** - due to behavior /academic concerns
- 3. Identified by screening-** CAT4, GL, Screening Checklists, GL SEN Assessment Toolkit (SENAT).

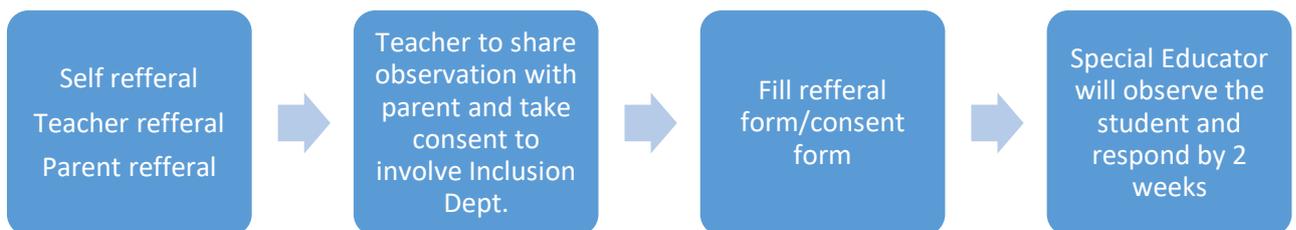
The following are some of the ways in which we identify Students of Determination:

1. Parent may directly approach teacher or school administration during admission and present the diagnosis and request for Inclusive Education Department services. (Parent referral)
2. In case if parents do not disclose the child's condition, a teacher may detect a specific need in class and get in touch with the Inclusive Education Department. While being empathetic here, we help parents overcome denial. This may take few sessions for the counsellor or special educator with parents.

3. Teachers may recognize a child with SEND while parents might not be aware that their child has an additional need. In such situations we help parents understand and create awareness. (teacher referral)
4. We can also identify students with additional needs through the following tests employed in school.
  - a) Teachers' assessments and analysis of data showing low achievement or lack of progress.
  - b) Analysis of assessment data by Senior Leaders showing low achievement or lack of progress.
  - c) Records transferred from another school.
  - d) Baseline Tests which are conducted at the beginning of term.
5. To further enhance accuracy in identification diagnostic assessments using the Special Education Needs Assessment Toolkit (SENAT) are carried out. They help plan classroom interventions, identify targets for (IEP) and provide information to support decision-making within the SEND Code of Practice.

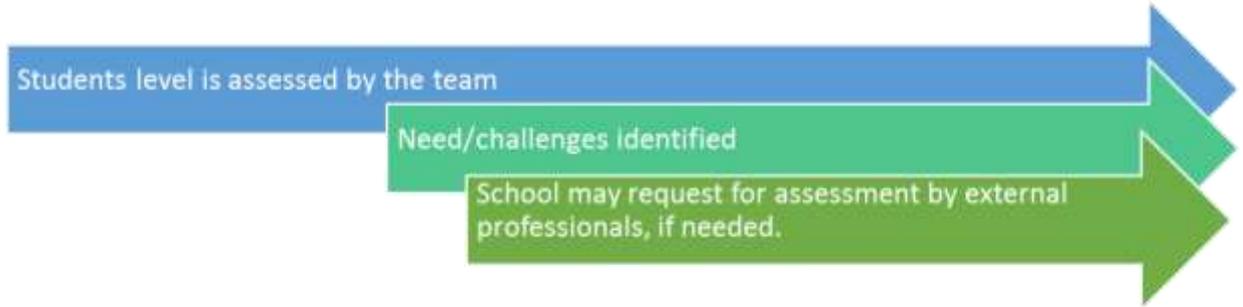
### Referral process

1. Teachers may notice concerns in terms of academics or behaviour.
2. Teachers will provide differentiated activities, make their observation, anecdotal notes for two to three weeks depending on the child's need.
3. Special educator/SENDCOs can be consulted to confirm /clarify if there is a genuine problem before approaching the parents. Inclusive Education Department to respond *within two weeks*. Requests are to be sent by email to SENDCOs.
4. If the problem is severe, class teacher will immediately call for a meeting with parents.
5. In this initial meeting with the parent, the teacher shall include SENDCOs and the special educator based on need.
6. Teacher will fill in the referral form and Inclusive Education Department will get consent from parents to work with their child by signing the consent form.
7. After referral is placed, special educator/SENDCOs will complete observation in two weeks. It may extend to three weeks depending on the caseload and student need.
8. Parent referral or self-referral will proceed for intervention by just signing the consent form.



### **Action after Identification/ observation**

Before we set out to provide intervention the student's level is determined by observation by the special educator, parent and teacher feedback. Special educator may conduct a functional assessment. The Inclusive Education Department has adapted checklists for learning difficulty, ASD, ADHD and Year wise curriculum expectation. The school may request parents for an assessment by external professionals for which the results of the assessment done in school can be shared.



### **Team Meetings**

Establishing and building on successful partnerships with the team - Parents, SENDCO (Inclusion Head), Special Educators, Learning Support Assistant, Teachers, SLT, Inclusive Education Support team, Inclusive Education and external professionals is the key ensuring the progress of our Students of Determination.

We have scheduled meetings with the team for IEP (Individualised Education Plan)/BIP (Behaviour Intervention Plan)/ILP (Individualised Learning Plan)/IAP (Individualised Accommodation Plan) planning by two to three weeks at start of term and end of term review meeting.

Scheduled meetings with teachers and the Inclusive Education Support and Action team are also held to ensure best support in classrooms. We work closely with parents and teachers by providing information on provisions and arrangements for special educational needs, including ways in which they can participate in the process.

### **Parents are actively involved in this process.**

The IEP/BIP/IAP/ILP will also indicate the planned outcomes and allow space for the success and impact of strategies/activities and interventions to be recorded as a 'working document' and the date for the plan to be reviewed. In most cases, this review will take place once a term.

CPDs are conducted for staff on related topics

## Support to Students of Determination

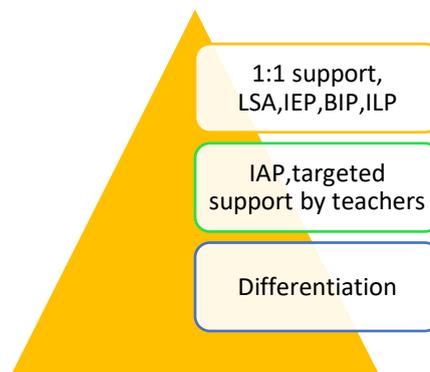
### At PPS we aspire to cater to wide range of learning needs of Students of Determination

Support and intervention are offered in the form levels, that is

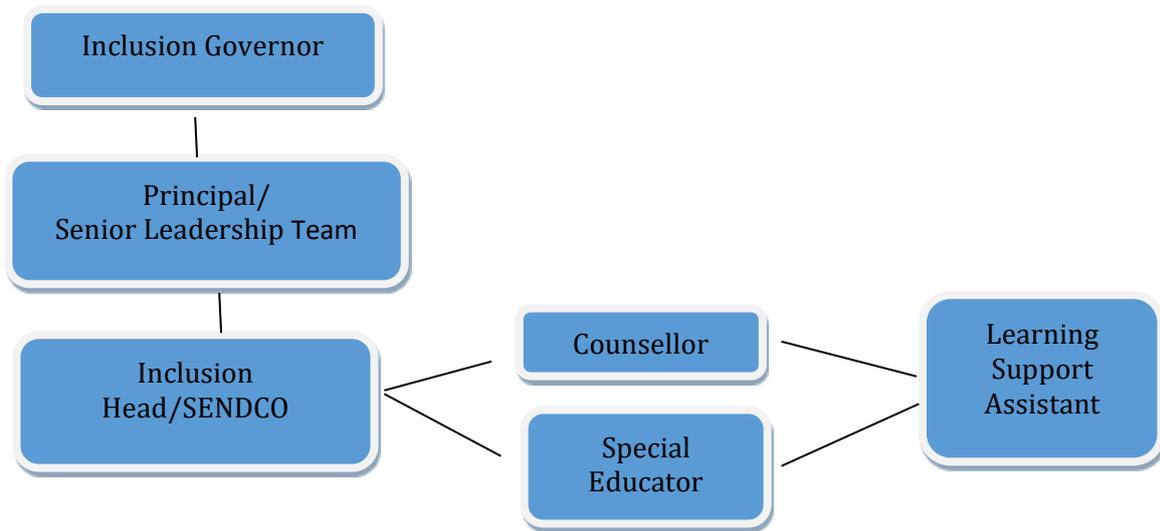
**Level 1:** Differentiation in the classroom, activities, delivery and outcome e.g. Simplified language. The classroom teacher's awareness of and response to a student's individual need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress.

**Level 2:** In class support, IAP, classroom accommodation and modifications, peer buddy program. Students are working just below age related expectations and need some additional focused support to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support (by teachers) and will be set at a pace which supports learning. Special educator support/observation twice a week (Push in sessions).

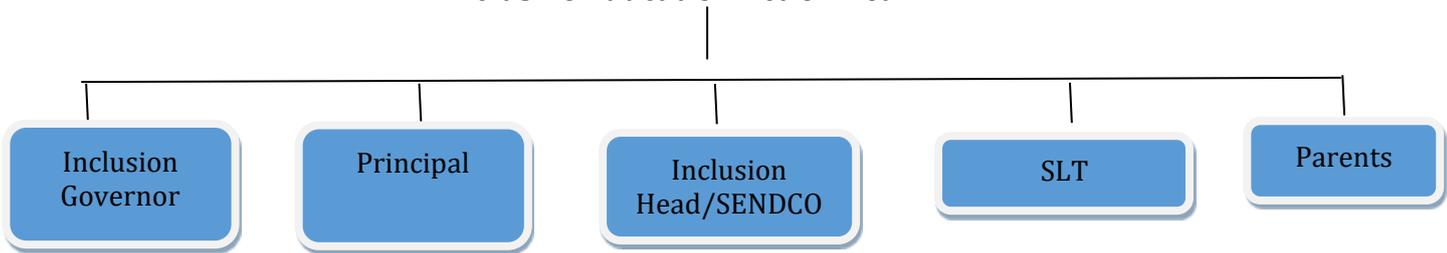
**Level 3:** IEP, BIP, ILP- intense support, weekly 1:1 session with special educator (pull out sessions), LSA support, exam concessions (access arrangement). Highly individualized support based on assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and achievable. Internally, this may include withdrawal support for highly targeted intervention (at no extra cost to parents) with the Inclusive Education Department (Special educators). Externally, this would involve specialist support (e.g. OT, ABA, Counselling Psychologist), which is a private contract between parents and external agencies. These interventions need to be rigorously evaluated to ensure that pupils are making expected progress.



### Inclusive Education Support Team



### Inclusive Education Action Team



### Graduation of Support

Student may be weaned off support services if found to be making consistent progress in IEP goals and grade marks over a period of one academic year.

The aim is to make the student an independent learner and avoidance of prompt dependency.

The cut off mark for goal achievement is 50% in end of year exam and 70% in IEP goals. The student may also be placed in the appropriate level in the support waves – Moving from Level 2 to Level 1, Level 2 to Level 3 or vice versa. However, they will be closely monitored for any regression and appropriate support will be provided by the team - parents, teachers and special educators

### Curriculum Access

The School has adopted a whole-school approach to Inclusive Education Policy and practice. Students who experience SEND are supported, through teacher planning and schemes of work and fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National and Cambridge Curriculum and have full access to equal learning experience.

### **Teachers respond to Student's needs by:**

- Providing support for students' who need specific help in identified areas of learning
- Planning to develop students' understanding through the use of all available senses and experiences including ICT.
- Planning for students' full participation in learning, and in physical and practical activities and field trips.
- Helping students to record their knowledge and achievements in a variety of ways ensuring that this is annotated appropriately and used to support students especially in formal assessments.
- Helping students to manage their behaviour and to take part in learning effectively and safely.
- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Teachers' responsibilities**

- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support students who experience SEND to reach their IEP targets.
- Analyse assessment data and identify progress and attainment of individual students.
- Keep annotated notes and records to provide detail of success and difficulties of students.
- Liaise with SENDCO on a day to day basis or as required.
- Be alert to the possible need for monitoring students who are experiencing SEND.
- Consult with and keep the SENDCO informed of any changes to need or circumstance.
- Implement the teaching modification for the students with annotated statements.
- Liaise closely with the Inclusive Education Support Team.
- Assess in order to plan and devise specific strategies for managing students who experience SEND.
- Follow advice and support from Inclusive Education Support Team to ensure that all students with specific learning needs and barriers to learning within school are included at all times.

### **Inclusive Education Support Team responsibilities**

- Liaise with the Student's class teacher /subject teacher.
- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support in maintaining records of students who experience SEND – paper and electronic.
- Support individual and groups of Students to achieve IAP/IEP targets and through individual sessions and 'recognised' Intervention schemes.

- Maintain baseline and progress data for delivered interventions.
- Keep annotated notes and records to provide detail of success and difficulties of Students.
- Liaise with SENDCO and Inclusive Education Support Team on a regular basis or as required.
- Wherever possible provide notes or attend meetings to inform reviews for students that they support.

### **Parents are expected to**

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling the school to provide the best education for their child. Failure to disclose any such information, including the deliberate withholding of information, may result in their child not making the expected progress in school.
- Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty and provide the school with copies of all written reports and other relevant information.
- Based on the name of the established special need of the child, if necessary the parent will be required to provide Learning Support Assistant (LSA). The parents would undertake the expenses incurred for recruiting a specialist teacher for their child.
- Parents need to regularly discuss strengths and difficulties with teachers and support staff.
- Participate and agree on target setting and review meetings.
- Agree on activities and tasks to be completed at home and at school to meet targets.
- Liaise and discuss progress towards targets with teachers – ask for help or advice if needed.

### **Student Responsibilities:**

The school acknowledges the student's role as a partner in their own progress and developing their participation in the decision-making process.

- Involves in target setting and formation of the ILP/BIP/IAP.
- Involves in the review meeting and discuss progress and future provision.
- Discuss strength and difficulties with teachers, special educator and support staff.

### **Inclusion Head/SENDCO responsibilities**

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Principal and Heads of School to determine the strategic development of the policy.

- Oversees the day-to-day implementation of the school's special education needs policy.
- Coordinates, monitors and evaluates provisions for students with special education needs.

- Liaises with and advises Heads of the schools, colleagues and parents.
- Oversees the records of all the students with special education needs.
- Contributes to School Improvement Plan and School Self Evaluation form.
- Liaises with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the SLT & Principal.
- Manages a range of resources, human and material, to enable appropriate provision for Students with special educational needs.
- Contributes to the continuing professional development of all staff.
- Reviews the Inclusive Education Policy in consultation with the Senior Management and Leadership Team.

### **Support to teachers**

Teachers are supported at three levels to ensure consistent and effective support to the students with SEND.

- Whole school CPDs are conducted at the beginning and end of term to impart knowledge on different categories of SEND that the teachers can expect in class and the SEND policy giving details on the intervention process.
- Grade wise teacher meeting along with the respective SLT are conducted to discuss and coordinate individual student needs.
- Transition meetings are held during the beginning of academic year wherein information is shared to help prepare the new teacher to welcome the student.
- Individual teacher – special educator meetings are held on a need basis other than the scheduled ones to help with any challenges like behavior, accommodation, modification.
- LSA meet special educators and teachers to share resources, discuss, train and share best practices.
- Scheduled SEND class observations are conducted to provide feedback and suggestions to teachers

### **Support to parents**

We strongly advocate the role of productive parental involvement in the education of their child. Parents are welcome to get in touch with the Inclusive Education Department at any time other than the scheduled meetings.

Periodic parent engagement workshops are a platform where all parents can be actively involved in child development, so that it becomes a three-way partnership - child, parent and educator.

The purpose of this workshop is:

- To enhance the progress of students through better understanding of the processes implemented.



- To develop mutual support systems for the parents that will be facilitated by professionals in school.
- To share and seek information which will facilitate the development of the students we work with.

Parental cooperation is paramount, and they are treated as partners in the process of inclusive education. They are informed of their child's progress regularly and matters of concern conveyed to them at the earliest possible opportunity.

Students of determination have the same entitlement to education opportunity as any other student in school. Special care is taken to build their self-esteem, confidence and self-worth through the positive attitudes of staff interacting with them.

The school takes care of both the educational and psychological needs of the students and is responsible for both their physical and psychological wellbeing.

<b>Policy Details</b>	<b>Inclusive Education Policy</b>
<b>Version Date</b>	<b>October 2019</b>

**Resources:**

- Dubai Inclusive Education Policy Framework, 2017.
- United Arab Emirates School Inspection framework 2015-2016.
- Implementing Inclusive Education: A guide for Schools 2019.
- A revised categorisation framework for students of determination (2019-20).