

Inclusive Education Policy 2020-2021

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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:

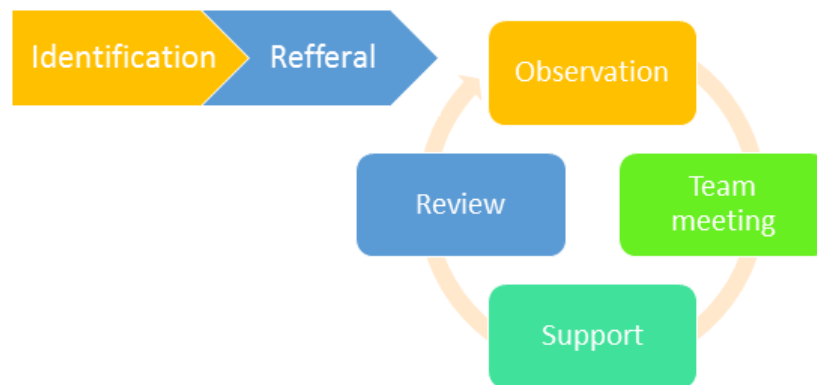
- To ensure that all students have access to a quality education.
- Student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.
- Ensure appropriate 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 appropriate level of support, environmental 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.

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

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

✓ During admission

1. Parent may directly approach the school administration during admission and request for Inclusive Education Department services. *(Parent referral)*
2. The admissions department will ensure that all available previous school records along with relevant documentation (formal diagnostic reports) are

- provided by the parents (Required documentation may include speech and language, medical, psycho-educational and occupational therapy reports).
3. All relevant information will be evaluated by the Inclusive Education department to establish the level of support.

✓ **Identified in class – Teacher Referral Process**

1. Teachers may notice concerns in terms of academics or behaviour through observations and assessments.
2. Teacher will gather sufficient data/evidence to support the concern by filling in the referral form and the informal screener.
3. All Information provided by the teacher will be evaluated by the Inclusive Education team who will confirm the need and establish the level of support after a series of observations.
4. Once the Inclusive Education team has confirmed that the student requires special education support, parent meetings will be scheduled to discuss the concerns and obtain the consent to provide special support to the child.
5. Parents are further advised to go in for a formal assessment which will guide the Inclusive Education team for the level of support required.
6. In collaboration with the parent, the inclusive education team will devise a suitable individual plan based on the specific needs of the student. This individual plan will be signed off by the parent. When appropriate, the student is also invited to facilitate the development of the individual plan.

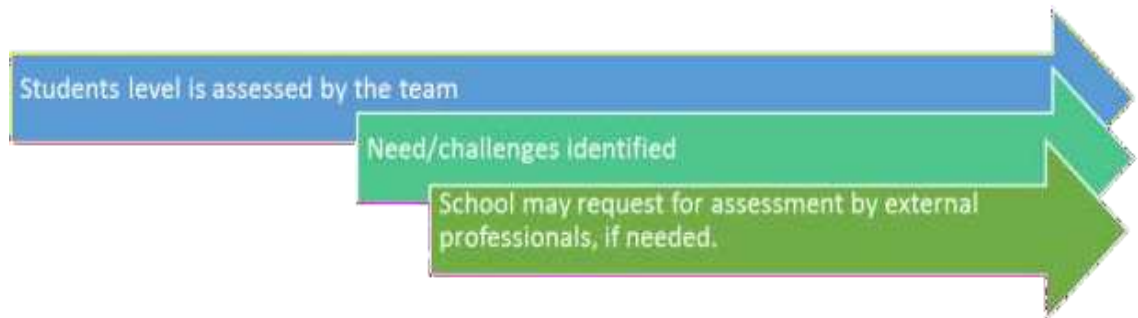
✓ **Identified by Screening:**

The school can also identify students with additional needs through the following tests/assessments employed in school:

- a) Teachers' assessments and analysis of data showing low achievement or lack of progress.
- b) Analysis of assessment data by the academic team which may indicate low or unsatisfactory attainment.
- c) Analysis of baseline Tests data are conducted at the beginning of term.
- d) To further enhance accuracy in identification diagnostic assessments using the Special Education Needs Assessment Toolkit (SENAT) are carried out. It helps plan classroom interventions, identify targets for (IEP) and provide information to support decision-making within the SEND Code of Practice.

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. The Inclusive Education Department will conduct a baseline assessment using the GL SENAT and functional screeners. By gathering substantial evidence in the form of formal and informal assessment, observation notes, teacher feedback and parent feedback, the level of intervention and plan of action is determined. 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, Inclusion Champion, SENDCO, Special Educators, Learning Support Assistant, Teachers, SLT, Inclusive Education Support team, Inclusive Education and external professionals is the key aspect in ensuring the progress of our Students of Determination.

Scheduled meetings are in place for the purpose of planning IEP (Individualised Education Plan)/BIP (Behaviour Intervention Plan)/ILP (Individualised Learning Plan) planning at the start of the term and end of term review meeting.

Meetings are also conducted on a need basis apart from the scheduled meetings with teachers and the Inclusive Education Support Action team to ensure best support in classroom practices. 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/ILP will also indicate the planned outcomes and allow space for the success and impact of strategies/accommodations 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.

Support to Students of Determination

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

The Inclusive Education Team refers to the **KHDA Revised Categorisation Framework for Students of Determination** to identify the Students of Determination and categorize their specific needs (See Appendix one).

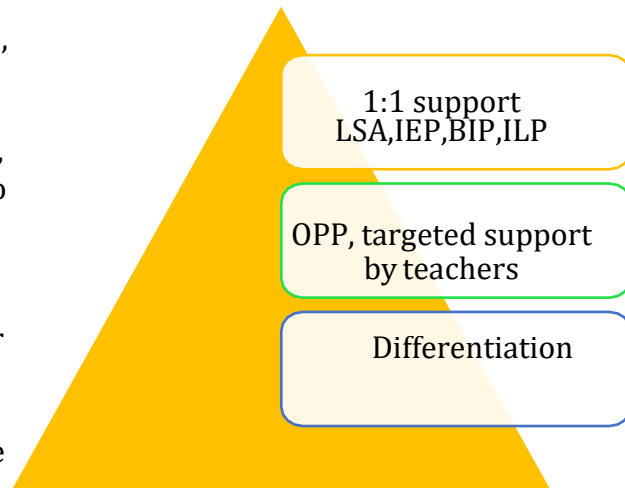
Students Support and intervention are offered in the form levels, that is:

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.

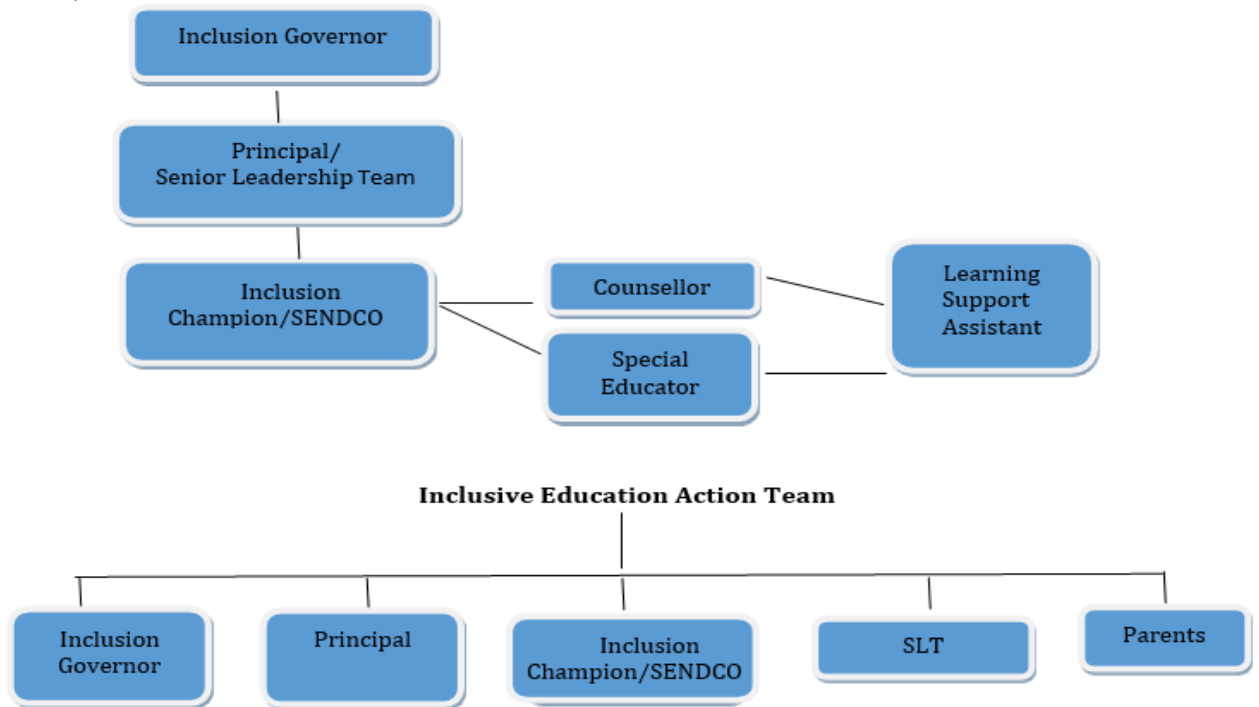
Level 2: In class support, one page profile (OPP), classroom accommodation and modifications, peer buddy program. Students are working just below age related expectations and need some additional focused support to close the gap. Support may take the form of withdrawal groups and/or targeted in-class 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 expected progress.



Inclusive Education Support Team



Graduation of Support

The aim is to help overcome barriers the student may face with their learning their social, emotional and mental health. Furthermore, making the student an independent learner.

Every student has their identified need along with their individualised intervention plans which are reviewed quarterly throughout the academic year. The graduated response for each student will vary and they can move between levels depending on their learning and behavioural needs. Once a year, the student of determination register is reviewed to evaluate their level of independence towards their learning and social emotional mental health needs. Based on the evaluation taken from assessments (external/internal), classroom observation, teacher feedback, IP target progress and parent feedback the decision to wean them off support will be made.

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.

Exam Access arrangement

Based on the student's level of need and recommendations from the clinical report, ccess arrangements are provided in the form of additional time and prompt checks.

Roles and Responsibilities

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 and stress related to their learning while enhancing their well-being.

Teachers' responsibilities

- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support students who experience SEND to reach their IEP/ILP 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 Inclusive Education Department 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/Inclusion Champion informed of any changes in the learning and behavioural patterns of the student.
- Implement the strategies and accommodation being suggested by the Inclusion team.
- 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

- Collaborate closely 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 digital.
- Support individual and groups of Students to achieve ILP/IEP/BIP targets and through individual sessions and well-tailored Interventions.
- 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/Inclusion Champion 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 responsibilities

- 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/IEP.
- Involves in the review meeting and discuss progress and future provision.
- Discuss strength and difficulties with teachers, special educator and support staff.

Inclusion Champion and 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.
- Liaise 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 in maintaining records of students who experience SEND – paper and digital.
- Support individual and groups of Students to achieve ILP/IEP/BIP targets and through individual sessions and well-tailored Interventions.
- Maintain baseline and progress data for delivered interventions.
- Keep annotated notes and records to provide detail of success and difficulties of Students.
- Liaise with parents on a regular basis to keep them informed of their child's needs and progress while also training them on implementing specific strategies to address their barriers.

Supporting Staff and Parents

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 SMT 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.
- Special educators, LSA 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.

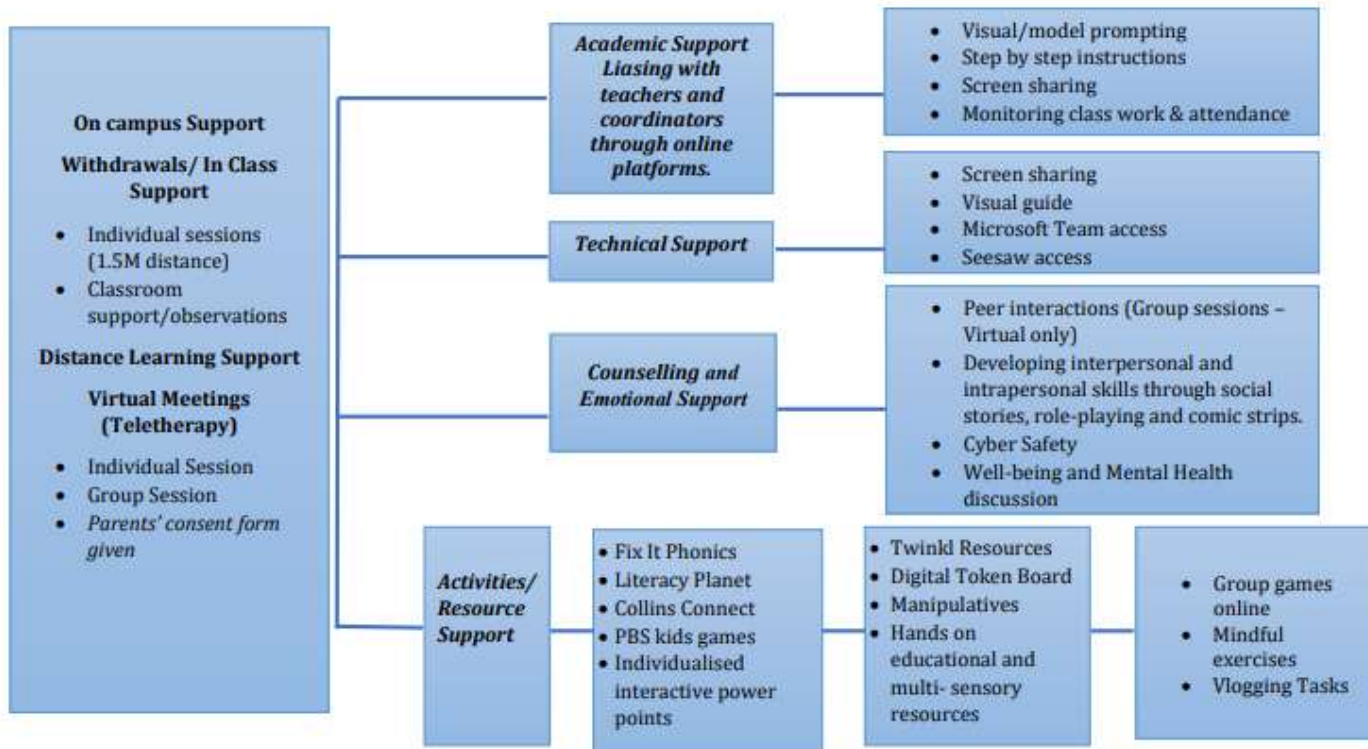
Parental cooperation is paramount, and they are treated as partners in the process of inclusive education. They are informed of their child's progress regularly and matters of concern conveyed to them at the earliest possible opportunity.

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.

Addendum 2020-2021

In light of the current context and the pandemic, PPS adopts a **Hybrid Learning Model** which is being implemented across the school. The Hybrid learning process below entails procedures which are being followed by students of determination who are doing distance (online) and blended (in-school) learning.

HYBRID LEARNING PROCESS



Appendix

APPENDIX ONE- REVISED CATEGORISATION FRAMEWORK FOR STUDENTS OF DETERMINATION

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

Policy Details	Inclusive Education Policy
Version Date	September 2020

Resources:

- Dubai Inclusive Education Policy Framework, 2017.
- United Arab Emirates School Inspection framework 2015-2016.
- Implementing Inclusive Education: A guide for Schools 2019.
- Directives and Guidelines for Inclusive Education.
- A revised categorisation framework for students of determination (2019-2020).