

Inclusive Education Policy 2022-2023

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 a 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 limit achievements and provide quality education for students who experience Special Education Needs and Disabilities.

Inclusion Statement

Pristine Private School is an inclusive school committed to high academic standards, wellbeing and development of all students in a common learning environment.

The meaningful learning opportunities for all groups of students enable them to fully achieve their potential and feel valued for their contributions.

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 program within a common learning environment with the benefit of targeted and specific support and intervention which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative but 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 (*The United Arab Emirates School Inspection Framework 2015-2016*).

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

According to the **Dubai Inclusive Education Policy Framework (2017)** SEND is defined as *'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'*.



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

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

Common barriers to learning	Categories of disability
Cognition and learning	<ul style="list-style-type: none">• Intellectual disability• Specific learning disorders• Multiple disabilities• Developmental Display (younger than five years of age)
Communication and interaction	<ul style="list-style-type: none">• Communication disorders• Autism spectrum disorders
Social, emotional, and mental health	<ul style="list-style-type: none">• Attention deficit hyperactivity disorder• Psycho- emotional disorders
Physical, medical, and sensory	<ul style="list-style-type: none">• Sensory impairment• Deaf-blind disability• Physical disability• Chronic or acute medical conditions

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 PPS Inclusive Education Policy has the following aims:

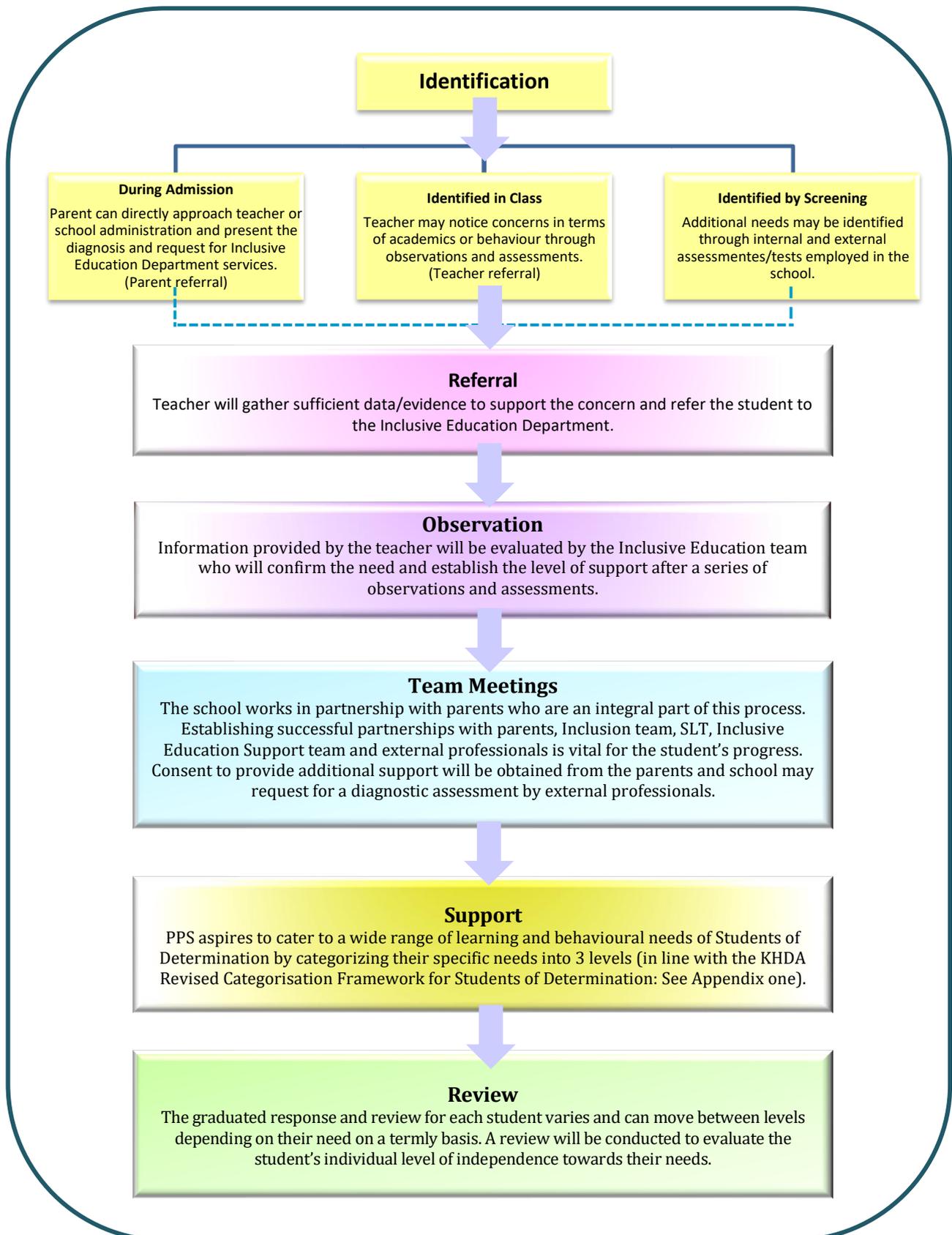
- To ensure that all students have access to a quality education.
- Student engagement and participation in an education program, within a common learning environment, with the benefit of targeted support, which enables, the reduction and removal of barriers that may lead to exclusion.
- Ensure that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

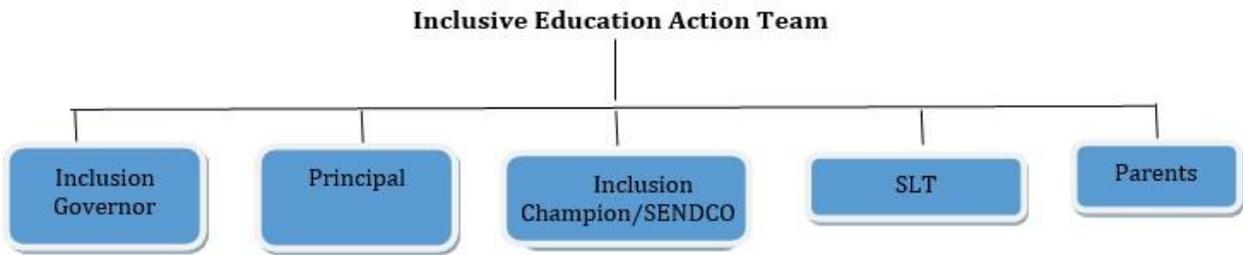
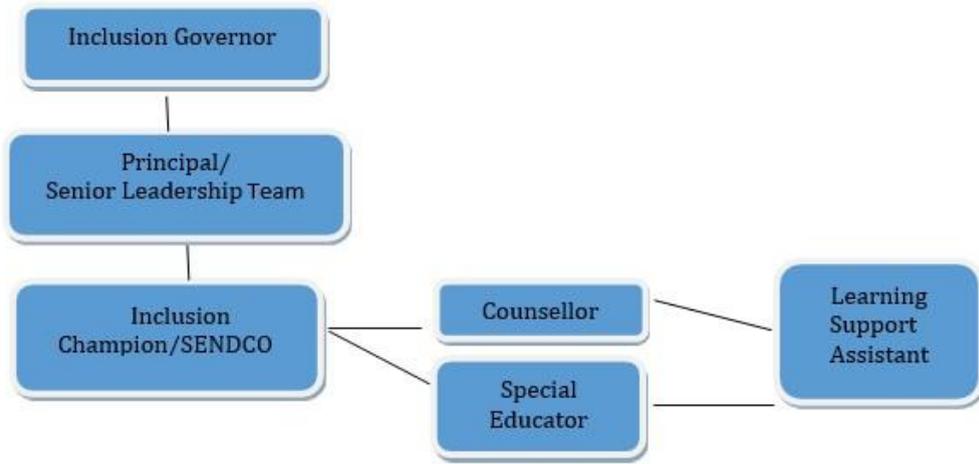


Inclusion Process

Pristine Private School has a continuous cycle of identification, assessing, planning, teaching, and making provisions, which considers the individual needs of students.



Inclusive Education Support Team



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, access arrangements are provided in the form of additional time, reader and prompt checks.



Roles and Responsibilities

Teacher Responsibility

- Ensuring a student's Social, Emotional, Physical and Academic needs are fully met in the classroom through high quality teaching and individualised support
- Helping students record their knowledge and achievements in a variety of ways ensuring that this is annotated appropriately and used to support students in assessments.
- Supporting students in managing their emotions and stress related to their learning while enhancing their well-being.
- Support to students of determination to reach their IP and curriculum targets.

Parent Responsibility

- Provide the school with all Medical, Psychological or Educational assessments/ reports before entry to the school. This is a prerequisite in enabling the school to provide the best education and support for the student. Failure to disclose or deliberate withholding of information related to the additional needs of a student may result in their child not making the expected progress.
- The school should be notified in writing if the student has a behavioural or learning need.
- Based on the 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.
- 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 and seek help or advice if required.

Student Responsibility

- 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.



**The Inclusion
Champion &
SENDCo
Responsibility**

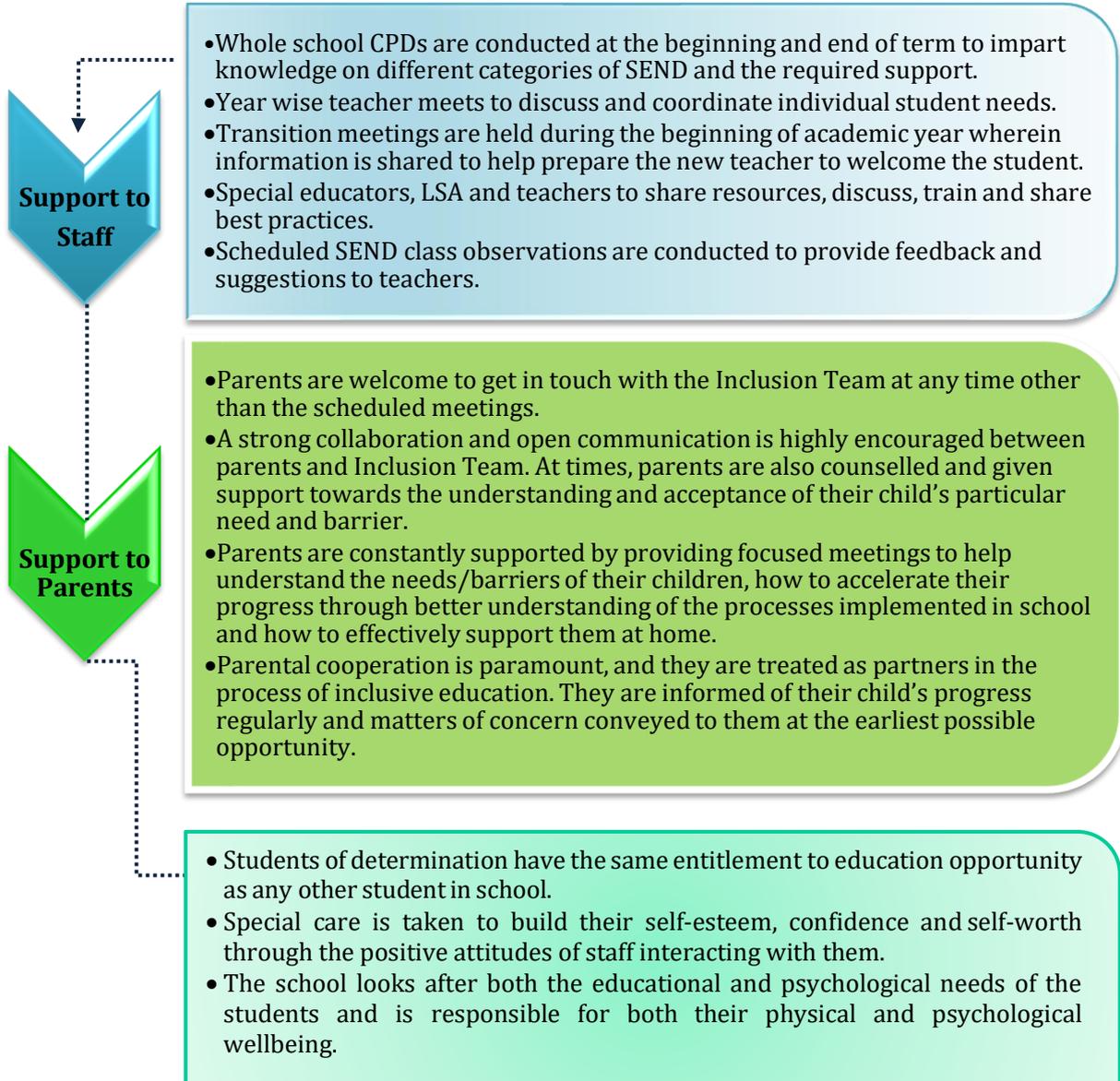
- Overseeing the implementation of the school's special education needs policy.
- Coordinate, monitor and evaluate provisions for students with special education needs.
- Contribute to School Improvement Plan and School Self Evaluation form.
- Liaise with external agencies and other support agencies.
- Manage a range of resources to enable appropriate provision for Students with special educational needs.
- Contribute to the continuing professional development of all staff.
- 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.

**Inclusion Team
Responsibility**

- Support individual and groups of Students to achieve ILP/IEP/BIP targets through well-tailored Interventions and classroom support.
- Maintain baseline and progress data for delivered interventions.
- 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.
- Collaborate closely with the student's class teacher /subject teacher.
- 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.



Supporting Staff and Parents



Appendix One:

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

Level 1: Inclusive quality first teaching for all which reflects 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, breaks, extra time) is sufficient to support successful participation and progress. Student may have direct contact with the Inclusion Team on a weekly basis. SOD may have a Health Care Plan (HCP) or One-Page Profile (OPP).

Level 2: Students who are provided with additional individualised interventions to accelerate learning and support their identified areas of needs. Students are working below age related expectations and require additional focused support to address barriers. Support may take the form of withdrawal lessons and classroom support. SOD may have an individual plan (IEP, ILP or BIP) with goals pertaining to their needs.

Level 3: Students who require additional highly personalised interventions to support them to access the curriculum and make appropriate progress against their starting points. This may include support by external professionals and specialists where this form of support has been suggested to help the students improve their developmental areas of needs. Students who need a one-to-one Learning Support Assistant for most of their time in school to enable them to fully access the curriculum. Students may have an individual plan (IEP, ILP or BIP) and withdrawal support for highly targeted intervention.

Policy Details	Inclusive Education Policy
Version Date	September 2022

References:

- 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).