

## **Inclusion Policy**

### **1 Purpose**

At TSPS, we are committed to the vision of the school of providing a stimulating learning environment that challenges each student into discovering their potential and mould them into respectful, reliable and purposeful members of the global community. TSPS is committed to providing the conditions to enable any child with SoD to be included fully in all aspects of life.

### **Federal Law 29**

“The State guarantees for the person with special needs equal chances in education in all the educational and pedagogical institutions, the vocational qualification, teaching of adults, the continuous teaching in the regular classes or in special classes; if necessary, with providing the curriculum in the language of sign or Braille and any other methods as necessary. The special needs do not constitute intrinsically an obstacle hindering from applying to enrol, join or enter any educational institution whether governmental or private. “[Chapter 2 Education, Article 12]

### **Legislation**

TSPS works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools) as well as the SEND Code of Practice (UK, 2015).

### **2 Aim**

- To ensure students reach their full potential academically, emotionally and socially.
- Raise awareness and understanding of students with disabilities to better equip and manage their needs.
- Ensure that parents have an understanding of the responsibility placed on the school staff.
- Deploy and train support staff and teachers in special needs.

- Support students with SoD in accordance with all those responsible for or involved in SoD provision taking into account the views and needs of the child.
- The school and the parents will work in partnership in identifying and meeting individual needs.
- Provision and progress will be monitored and reviewed regularly.
- The school will involve outside agencies when appropriate.
- Appropriate training will be provided for those involved in the implementation of the SoD policy.
- Provision and implementation of Individual Educational Plan/ Behaviour Intervention Plan/ Individual Monitoring Plan to provide support services as per individual needs.

### **3 Objectives**

- To have provisions in place to ensure that children with disabilities are given every opportunity in school.
- Students with special educational needs are identified.
- To meet the needs of all students who have SoD by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To provide curriculum access to all.

The Head of Inclusion will continuously monitor the effectiveness and appropriateness of the policy in conjunction with the school's senior leadership team. The use of resources program planning, IEP effectiveness and quality, student progress, student participation, parents as partners, referrals for assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

### **4 Inclusion Statement**

Inclusion Statement "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, p.53).

### **5 Admission Arrangements**

In line with the current Inclusion policy, admission to TSPS is available to a child with SoD on the following criteria:

- The child's standardised assessment results;
- Student interview;
- IEP documents;
- School report from child's current school;
- Referral form filled by the SENCO/HoI of the child's current school;
- External professional report;
- Availability of resources to support the child;
- Availability of seats.

## 6 Identification

We accept the principle that students' needs should be identified and met as early as possible.

- Identification of SoD may have occurred prior to a student's enrolment at school. If this is, the case parents will provide the relevant documentation as per the admission arrangements. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at TSPS.
- When a concern is evident, a referral will be made to the Head of Inclusion who will then liaise with the teacher and parents to ensure all are aware and can plan the best way forward together.
- This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having Special Education Needs.
- Upon identification of such difficulties, the school will seek to put in place additional educational provision and/or resource. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

## 7 Categories

In 2019, the Government of Dubai released a 'Revised Categorization Framework for Students of Determination (2019-2010)'. The following categories are therefore used within the school.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ( <sup>1</sup> 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. <sup>2</sup> Chronic or acute medical conditions

Students on the register at TSPS may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment;
- Significant lack of academic progress over a period of time;

- Specific difficulties in spelling, reading and writing (not resulting from limited abilities);
- Specific difficulties in literacy – Dyslexia;
- Specific difficulties in mathematics – Dyscalculia/Acalculia;
- Dyspraxia/Developmental Coordination Disorder;
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties);
- General cognitive abilities well below the level of their peers;
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties);
- Processing difficulties;
- Difficulties arising from disrupted educational experience.

TSPS uses a 'graduated response' to identify and remove barriers to learning in order to put effective special education provision in place (see below).

## **8 Identification and Assessment**

The Inclusion Department to identify and implement the appropriate strategies for the child uses the following assessments:

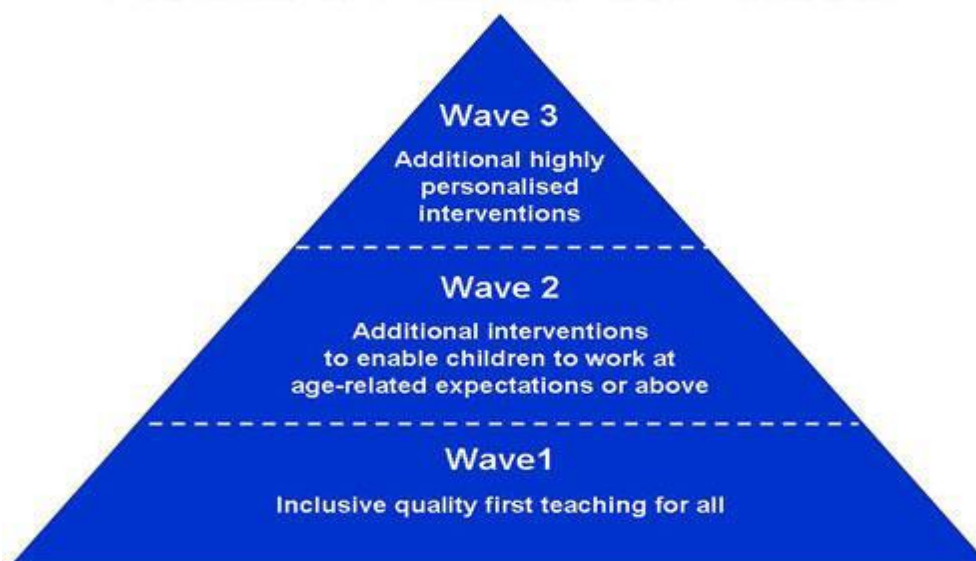
- WRAT5 (Wide Range Achievement Test)
- SNAP (Learning difficulty and Behaviour)
- Cat4
- GL – Progress test

## **9 SoD Support-CODE OF PRACTISE**

At TSPS, the WAVE system of intervention is used to provide support to students with needs. Differentiated high quality teaching, is the first step in responding to students who have or may have SoD.

**School Based Waves (Graduated Approach to SOD Support)**

## **Waves of Intervention Model**



## **Special Needs Waves of Intervention Model**

### **Wave 1**

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom with the teacher.

This includes providing differentiated work and creating an inclusive learning environment.

### **Wave 2**

Alongside quality first teaching Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level.

### **Wave 3**

Alongside quality first teaching Wave 3 is targeted provision for students who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

The HOI will call a meeting with the parents, child, teacher and support staff to discuss a possible SoD support plan. If the need of the child requires outside agencies to become involved, such as Speech and Language, parents will be consulted before referrals are made by the HOI.

## **10 Supporting Students with Medical Conditions or a Disability.**

TSPS recognises that children with medical conditions should be appropriately supported so they have full access to education, including school trips and physical education. Such children with medical conditions may also have SOD and will be put under an intervention plan that brings together health and social care needs, as well as their special education needs provision. The school doctor would have the responsibility of such plan and will coordinate with Head of Inclusion and class teachers with regard to classroom provisions.

The school has toilets for disabled, permanent ramps to enable wheelchair access to the ground floor of the building. The staircases have handrails and clear markings on the stairs.

## **11 Management of SoD Within School**

The governing body has delegated the responsibility for the day to day implementation of the policy to the HOI. All school staff have a responsibility for students with SoD in their class, firstly to ensure quality teaching with differentiation and personalisation to meet need. Staff is aware of their responsibilities towards students with SoD. Learning support teachers play a major role through implementation of specialised intervention program in the support of students with SoD.

## **12 Arrangements for full access to a broad and balanced curriculum.**

- Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways.
- In the formal and informal skill assessments the learning gaps are identified, which form the basis of Plaafp report (present level of academic and functional performance).

- An individual educational plan (IEP) is formulated as per the report. Targets are set for classroom teachers for differentiated teaching with definite accommodation schedule.
- Short-term IEP targets specify differentiated approaches for achievement of objectives, which are set by the learning support teacher in conjunction with the class teacher.

### **13 SEND Provision and Arrangements**

- Provision for students with identified SEND is generally undertaken in class by the class teacher. Some students with identified needs may be withdrawn from lessons for additional support either from the Inclusion team this also includes wellbeing needs assisted by the school counsellor or outside agencies including OT and SALT.
- The purpose of any withdrawn learning support is to offer additional help for students who require assistance to access the school curriculum as fully as their peers and reach their potential. These students do not necessarily have a specific diagnosed learning need although many do.
- Additional withdrawn lessons are offered as an individual lesson or in small groups. These lessons aim to develop the individual needs of the students for them to be included in the learning within the common learning environment; for example, support for literacy skills, such as spelling, reading and the skills that revolve around these aspects of learning; processing difficulties; sensory integration difficulties; speech, language and communication; and numeracy. Lessons can be 'reactive' to the needs of the student as they arise within the curriculum and so planning for lessons can be flexible.
- Every student who is identified on the SoD register has a learner profile that all teaching staff have access to in order to consider teaching strategies that can be used in the mainstream classroom.
- Students who are identified as being on Wave 2 or 3 of the categorisation of support needs have an individual education plan (IEP) which sets out targets that will help to assist them and their teachers in their learning.
- Provision mapping is noted on both the Inclusion register and on SIMS which identifies the provision implemented, including quality first teaching. Meetings regarding provision are held with year groups, subject teacher.
- Assessment resources for testing progress and also access arrangements are kept up-to-date so that they can give clear standardised scores, areas of strength and areas in which intervention may be required. Assessments fall in line with the requirements of the Joint Council for Qualifications (JCQ).

### **14 Access Arrangements**

- Students who have been identified as having an additional learning need may be eligible for examination access arrangements
- Ongoing assessment and review assessments conducted by teachers and the Inclusion team will determine if arrangements are necessary for all work in school, including assessments and general classwork so that a 'normal way of working' and a history of need is established prior to formal application to examination boards
- When students are of appropriate age, assessment of need specifically for access arrangements will take place, using appropriate assessment tools.

The school has a bank of assessments that are approved for use by the JCQ. The school HoI is a qualified Level 7 specialist assessor.

- Following assessment, application will be made to examination boards for additional arrangements and adjustments to complete public examinations such as GCSEs.
- The HoI will liaise with parents and teachers with regard to the access arrangements and the evidence required.
- All access arrangements and reasonable adjustments will fall in line with the Equality Act 2010 to ensure students are not disadvantaged by their differences.
- All applications for access arrangements will follow recommendations and guidelines from the JCQ. For example, the gathering of evidence required from staff to submit any application to the appropriate awarding bodies in accordance with the regulations set out by the JCQ and the completion of Form 8, a document required by the JCQ.

## **15 Designated Members**

The HoI is a designated member of staff for support and provision for SoD in the school. She liaises with SLT and other members of staff for the day to day implementation of the Inclusion policy,

They are responsible for:

- Ensuring staff are familiar with the policy and procedures
- Orienting students, staff and parents regarding special needs
- Acting as a source of advice within the school
- Coordinating action within the school with teachers, parents and liaising with other services and agencies

## **16 Roles and Responsibilities**

### **16.1 The Governing Body will:**

- Hold the Principal and the school team to account, ensuring that the school is compliant with statutory regulations and requirements;
- Appoint one member of the Governing Body as the Governor for Inclusive Education;
- Ensure that the Governor of Inclusive Education will meet with the HoI once a term to ensure continued compliance with UAE legislation related to inclusion.

### **16.2 The Principal will:**

- Commit to ensure that every student experiences successes in their learning, achieves to the highest possible standard and reaches their potential, and is encouraged to do so. We aim to address the needs of each child and ensure they receive an education that enriches and inspires them, enabling them to achieve the best possible outcomes and become confident young people as they develop skills both academically and for life;
- Ensure that the school Admissions Policy is adhered to in reference to students with special educational needs;

- Support the continued professional development of all staff to ensure the effective inclusion of students with SEND;
- Ensure that due regard will be given to compliance with UAE Federal Law 29 (2006), the Dubai Inclusive Education Policy Framework 2017 and other international teaching standards for equality and education provision for children with additional needs and SEND.

Where possible and appropriate, school systems, procedures, facilities, buildings and services will be reviewed, monitored and revised to comply with the above.

#### 16.3 The Senior Leadership Team will:

- Support the Principal and HoI to ensure the implementation of the policy, continued inclusive provision for the children and young people, and the ongoing professional development of staff;
- The Hoi will be a member of the Senior Leadership Team to ensure the inclusion agenda for the school is supported across all stakeholders, including leadership.

#### 16.4 The Head of Inclusion will:

- Manage the day- to-day operation of this policy in the following ways:
- Maintain and analyse the whole-school SoD register;
- Identify through provision mapping those in receipt of additional SoD support from the schools devolved budget;
- Provide and update all the KHDA related documents for SoD;
- Coordinate provision for children with special educational needs
- Liaise with and advising teachers to identify student's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning;
- Manage and support other classroom staff working with vulnerable learners;
- Oversee the records on all children with Special Educational Needs;
- Liaise with and advising all staff on the graduated approach;
- Liaise with parents of children with SoD, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- Oversee and supporting staff in identifying key needs and outcomes to be recorded on IEPs;
- Termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed;
- Liaise closely with a range of outside agencies to support SoD/vulnerable learners in consultation with parents.

#### 16.5 The Class Teacher

- The Class Teacher is responsible and accountable for progress and development of all students in their class.
- The teaching, monitoring of all their students, identifying, and reporting any concerns about special needs to the HOI.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SoD documentation liaising with the HOI, special educator, parents and students.
- Collaborating with the HoI to match classroom provision to the specific needs of the student.



## 16.6 Special Educator/ Learning Support Teachers

The Special educator/learning support teachers are responsible for the following:

- Formulating intervention plans;
- Implementation of the intervention programs for the identified SOD students through IEPs;
- To work under the guidance of the HOI to ensure provisions for each student in the register is constantly updated as per need;
- Updating the parents on the progress of the students;
- Supporting teachers in their phase with parent meetings when requested.
- To ensure that accommodation schedule provided for each student is implemented in the classroom;
- Tracking progress towards outcomes set by a class teacher for specific SOD students. Providing effective feedback to the teacher on interventions;
- Collaborating with the HoI to match classroom provision to the specific needs of the student;
- Contributing to progress reviews or annual reviews.

## 16.7 Parents

All the parents of children with special educational needs should be treated as partners. They should be supported to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge in their child's entitlement within the SOD framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Parents of students with Special Education Needs with either academic or behavioural issues or both should seek continuous counselling.
- A written undertaking to be given by parents in case they do not want to avail counselling services but not without at least one session with the Counsellors.
- To get assessment done when requested by the counselling Department within a time limit and submit assessment reports accordingly.

## 17 Working with Outside Agencies

Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as occupational therapists, educational psychologists, speech and language therapists, clinics and centres within the Dubai network, behavioural optometrists, sensory services, SENCO forums and other appropriate experts.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be borne by the parents.

## 18 Student Voice

The school will work to ensure that, where possible and depending on the age and level of need, students are fully aware of their individual needs and have involvement in the 13 targets that are set for them. Parents will also be involved in this process and encouraged to discuss with their child his/her individual needs.

Each student will have the opportunity to contribute to a one-page snapshot outlining their needs and strengths.

As far as is possible and practicable, students will be involved in the decisions which are taken regarding their education.

## **19 Monitoring, Review and Evaluation of the SoD Policy**

This is achieved by:

- Measuring the progress of children with SOD by regular assessments;
- Monitoring and evaluating the provision, use and effectiveness of resources;
- Monitoring and evaluating the effectiveness of methods of teaching and learning;
- Reviewing SoD records;
- Reviewing the effectiveness of staff liaison, dissemination of information and inset training;

### **19.1 Criteria for Being Removed from Registers**

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register;

- Assessments
- Teacher feedback
- Class observations
- IEP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion will decide if a student placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements when they enter Year 10.

## **20 Data maintained by the Lead Support teachers (primary and secondary) under the supervision of the HOI with confidentiality**

The school will record the steps taken to meet students' individual needs. The HOI will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Referral Form;
- SoD observation form;
- Staff meeting Form;

- Baseline checklist;
- Parent meeting;
- Socio demographic data (Form D);
- Individual education plans;
- Record of learning support sessions.

November 2020

Review date: August 2021

Students of Determination Referral Form

Student's name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Date of Referral: \_\_\_\_\_  
 Class/ Teacher: \_\_\_\_\_  
 Year: \_\_\_\_\_  
 Date of Admission: \_\_\_\_\_ Nationality: \_\_\_\_\_  
 CAT4: \_\_\_\_\_ Referred by: \_\_\_\_\_

<b>REASON FOR REFERRAL</b> <i>(check all that apply):</i>	
<b>Instructional Concerns</b>	<b>Behavioural Concerns</b>
<input type="checkbox"/> Pre-literacy skills	<input type="checkbox"/> Attention and concentration
<input type="checkbox"/> Basic reading skills	<input type="checkbox"/> Non-compliance with teacher directives
<input type="checkbox"/> Pre-numeracy skills	<input type="checkbox"/> Following directions
<input type="checkbox"/> Basic Math skills	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Written language skills	<input type="checkbox"/> Extreme mood swings
<input type="checkbox"/> Cognitive learning strategies	<input type="checkbox"/> Social/peer interaction skills
<input type="checkbox"/> Communication skills	<input type="checkbox"/> Adaptive behaviour skills
Other: <input type="checkbox"/>	Other: <input type="checkbox"/>
Other: <input type="checkbox"/>	Other: <input type="checkbox"/>
Other: <input type="checkbox"/>	Other: <input type="checkbox"/>
<input type="checkbox"/> No instructional concerns noted	<input type="checkbox"/> No behavioural concerns noted

**Observation information / Difficulties experienced in accessing the curriculum:** (Use additional pages if necessary)

**Evidence of differentiated learning opportunities** (copies or samples may be attached/accommodations or strategies used)

**Details of other factors that might be relevant** (summary of shared discussions/conversations with parents, other staff intervention etc.)

\_\_\_\_\_   
 Hol signature

\_\_\_\_\_   
 Date Received

## SoD Observation Form

**Student** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Observer** \_\_\_\_\_

**Referred by:**

Subject (s) Observed/ Date/ Time		
Subject	Date	Time
1.		
2.		

Learning Situation (check all that apply)	
<input type="checkbox"/> Regular Classroom <input type="checkbox"/> Whole Class  <input type="checkbox"/> Small Group <input type="checkbox"/> Resource Classroom <input type="checkbox"/> Independent Work  <input type="checkbox"/> Others _____ <input type="checkbox"/> Others _____	<div style="text-align: right;"> <input style="width: 50px; height: 20px;" type="text"/> Number of Adults            (Teachers, TAs, etc.)   <input style="width: 50px; height: 20px;" type="text"/> Number of Students         </div>

Physical Environment		
<b>Lightning</b>	<input type="checkbox"/> Bright	<input type="checkbox"/> Adequate
<input type="checkbox"/> Dim		
<b>Seating Arrangement</b>	<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Desk
clusters/mat <input type="checkbox"/> U-shaped facing front		
<b>Student Placement</b>	<input type="checkbox"/> Middle/back of room	<input type="checkbox"/> Front of room
<input type="checkbox"/> Separated from other students		
<b>Temperature</b>	<input type="checkbox"/> Hot	<input type="checkbox"/> Comfortable
<input type="checkbox"/> Cold		
<b>Noise Level</b>	<input type="checkbox"/> Noisy	<input type="checkbox"/> Moderate
<input type="checkbox"/> Quiet		

Student Behaviours Observed			
(Please rate the student's behaviour in each of the following areas relative to other students in the classroom.)			
	RATING		
	Strength (above average)	Age-appropriate (Average)	Weakness (Below Average)
<b>ACADEMIC/ INSTRUCTIONAL BEHAVIOURS</b>			
Skills related to the academic task			
Attentive to instruction and tasks			
Follows along with instruction/task			
Constructively contributes to class			
Follow teacher directions/task instructions			
Organized work and work habits			
Works carefully and neatly			
Completes tasks			
Work willingly and without frustration			
<b>SOCIAL BEHAVIOURS</b>			
Friendly and respectful toward adults			
Friendly and respectful toward peers			

Interacts appropriately with peers in social setting			
Interacts appropriately with peers in academic setting			
Respects others' safety and personal space			
Engages with peers			
<b>GENERAL BEHAVIOUR AND CONDUCT</b>			
Staying in seat			
Activity level			
Talking out			
Behaviors disrupt class			
Attention span			
Easily excitable			

Summarise and discuss the student's observed academic and functional skills (include strengths and weaknesses noted):

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**Signature of Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**RECORD OF MEETING - TEACHING STAFF**

Date : \_\_\_\_\_

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Teacher(s):  
\_\_\_\_\_

Members/Team Present:

**Agenda/Concerns**

- IEP/BIP Periodic Meeting
- Concerns/Suggestion to parents
- Shadow/Assistant Teacher-Reg.
- Meeting with HOY
- Request/Feedback to Principal/VP
- Class Room Arrangements/Problems
- New Behaviour Problems of the Child
- Concerns/Suggestions to SEN Team
- Feed Backs/Requests to SLT
- KHDA Instructions
- Class Observation
- Differential Instructions for Students with SEN
- Subject Teachers

**Comments/Notes**

Sig. of Teacher(s): \_\_\_\_\_

Sig. of HOI \_\_\_\_\_

### Record of Meetings - Parents

Child's Name:		Time:
Year:	Section:	Date:
Reason for visit:		
Details:		

Suggested Action:
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_____	_____
Head of Inclusion	Teacher
Name of Parent :	
Signature :	
Date :	