

# Inclusion Handbook

2021-2022



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# INCLUSION @ Al Sadiq

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## Inclusion

At Al Sadiq, we are committed to developing inclusive culture where every student is valued as a learner with the potential to succeed and flourish alongside peers of the same age.

## Vision

At Al Sadiq we endeavor to value diversity and inclusion of all learners irrespective of their differences through positive and goal driven solutions to ensure all learners reach their potential and develop a life-long passion for learning.

## Mission

To implement an effective teaching and learning environment personalized for all level of learners through focused and goal driven differentiated teaching practices.

## AIMS

Al Sadiq promotes an inclusive ethos that aims to support children by removing barriers to their inclusion, whether for individual or groups of children. We respond to diverse needs of students by setting suitable challenges that are best placed to bring out the full potential from our children.



## Inclusion For all Learners

We aim to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

- **Gifted and Talented** – Those demonstrating exceptional ability and/or attainment in CAT4 assessment (Score > 120 in all four batteries) and other internal assessments in line with the criteria set out in the school procedures
- **More Abled**
- **High Achievers**
- **Average Achievers**
- **Low Achievers**

### English as an Additional Language (EAL) Learners

Our EAL students, who come from many different countries, from non-English speaking homes, often have varying degrees of gaps in their knowledge of the English language. This could be a barrier to effective learning within the mainstream classroom.

### Students of Determination

These learners are known in Al Sadiq as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need, as ‘Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.’ A student requires special education provision if he/she has a need arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure that the student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a ‘physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’ The definition of ‘day to day activities’ includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

### Emirati Students

We look into the needs of our Emirati students to support them well at academics and non-academics.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing for Students of Determination.



# ANNEXURE 1

## Policy for Students of Determination

Definition- The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.' A student requires special education provision if they have a need arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure that the student can access education on an equitable basis within the common learning environment with same-aged peers.

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### Aims

Al Sadiq Islamic English School will endeavor to:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the rapid and effective identification of all Students of Determination requiring SEND provision as early as possible on entry to the School.
- To find solutions to address barriers to learning, ensuring that Students of Determination fully partake in all school activities.
- Ensure that parents/careers of Students of Determination are kept fully informed of their student's progress and attainment.
- Ensure that Students of Determination are as involved as possible, in decisions affecting their future SEND provision.

This will be achieved by:

- Enabling all teachers to play a key role in facilitating the educational inclusion of Students of Determination
- Using flexible and responsive teaching and learning styles
- Providing appropriate and achievable learning targets for all students
- Supporting the learning and participation of all students
- Implementing systems for early identification of barriers to learning and participation
- Recognising, reflecting and celebrating skills, talents, contributions and diversity of all students
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Ensuring that systems for teacher professional development and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students

## LEGISLATION & GUIDELINES

This policy aims to ensure that the school is compliant with the following terms:

- The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions
- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai
- Executive Council Resolution No. (2) Regulating Private Schools in the Emirate of Dubai
- Dubai Strategic Plan, 2021
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol
- The UAE' School for All': General Rules for the Provision of Special Educational Programmed and Schools (2010) Guidance
- The National Project for Inclusion for People of Determination
- My Community: A City for everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination
- Dubai Inclusive Education Framework (2017)
- The Dubai Universal Code (2017, Accessibility Code)
- The Ministry of Education Strategic Plan 2017-2021
- Implementing Inclusive Education: A Guide for Schools (2019)

### Identifying Special Educational Needs

#### **The purpose of identification**

To ensure that the correct level of support is established for the students, a robust identification and intervention approach is used across the school.

All students within Al Sadiq undergo regular and thorough assessment - formative and summative - throughout their learning journey, to ensure that they are able to make appropriate progress in their learning. Through regular and holistic assessment, eachers, Senior Leaders and Inclusion Support team will identify barriers which might impede learning. The purpose of identification is to allow the Inclusion Team to work with students, parents, teachers and external agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress, attainment or well-being

## PROCEDURE

As a CIE board School we will also work within the guidelines of the CIE board for access arrangements where appropriate.

#### **Students at ASIES may present with one or more of the following difficulties:**

- Fall 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
- 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 organizational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties)
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Sensory Processing Difficulties
- Autism Spectrum Disorders
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

**Category of SEND Needs:** The School has implemented and follows the DSIB Revised Categorization Framework for identification of Student of Determination (2019-20).

Common Barriers to Learning	Categories of Disability (aligned with the UAE unified categorisation of disability)
Cognition and Learning	<ul style="list-style-type: none"> <li>Intellectual disability (Including Intellectual disability-unspecified)</li> <li>Specific learning disorders</li> <li>Multiple Disabilities</li> <li>Developmental Delay (younger than 5 years of age)</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>Communication Disorders</li> <li>Autism Spectrum Disorders</li> </ul>
Social Emotional and Mental Health	<ul style="list-style-type: none"> <li>Attention Deficit Hyper Activity Disorder</li> <li>Psycho-Emotional disorders</li> </ul>
Physical, Sensory and Mental Health	<ul style="list-style-type: none"> <li>Sensory Impairment</li> <li>Deaf-blind disability</li> <li>Physical disability</li> <li>Chronic or acute medical conditions</li> </ul>

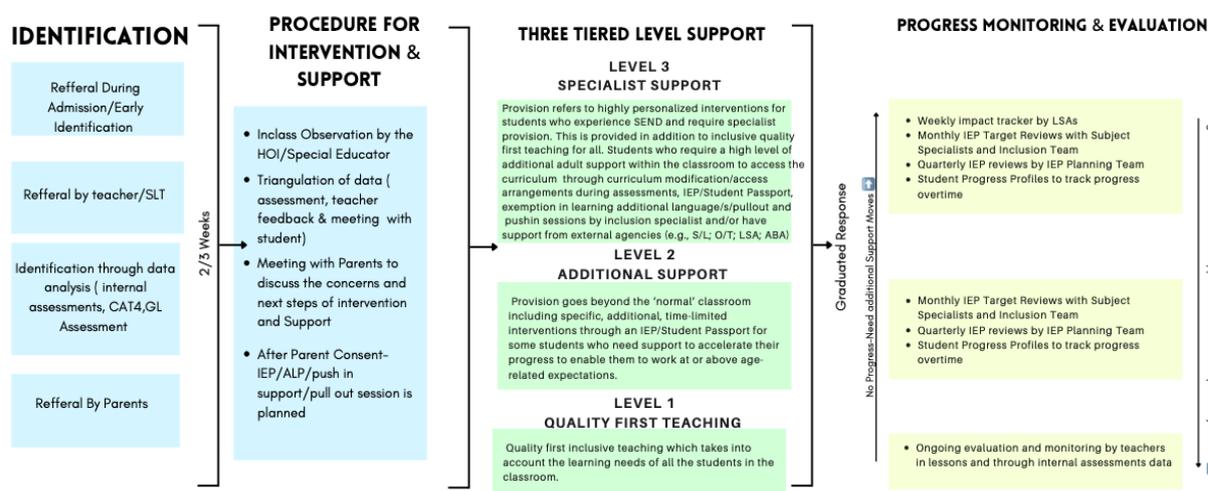
### Graduated Response

The following information outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s). The views of the student and parents should be included in the process of informal information gathering.

The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, individual education plans and provisions that are put in place in response to the specific needs of individual students. The catalyst for identifying students will come from students, parents, teachers, external agencies and from data / management processes. The inclusion team will gather data in accordance with the list below, which will result in the implementation of interventions, planning, delivery and review.



# Inclusion Flow chart



### A referral to the Specialist could typically include:

- Completion of a referral form by the teacher
- Teacher informs the parents of the referral
- Initial observation and data gathered
- Baseline assessments conducted
- Personalised interventions (as appropriate) planned
- In-class support from the inclusion team

A formal observation and/or assessment will take place through any of the following steps:

- Agreement by the parent and/or caregiver (Parental Consent)
- Observation and/or assessment conducted and the outcomes to determine next steps (which are personalised to the student's needs)

Specialist support provided to students, parents and teachers depending upon the individual needs. This may include one or more of the following:

- Home programme
- Recommendation for further support – LSA support / external therapies / formal assessments
- School based programme devised by the specialist, to be carried out by the Inclusion Support Team / LA / teacher, with regular review and input from the specialist
- Input to IEP document

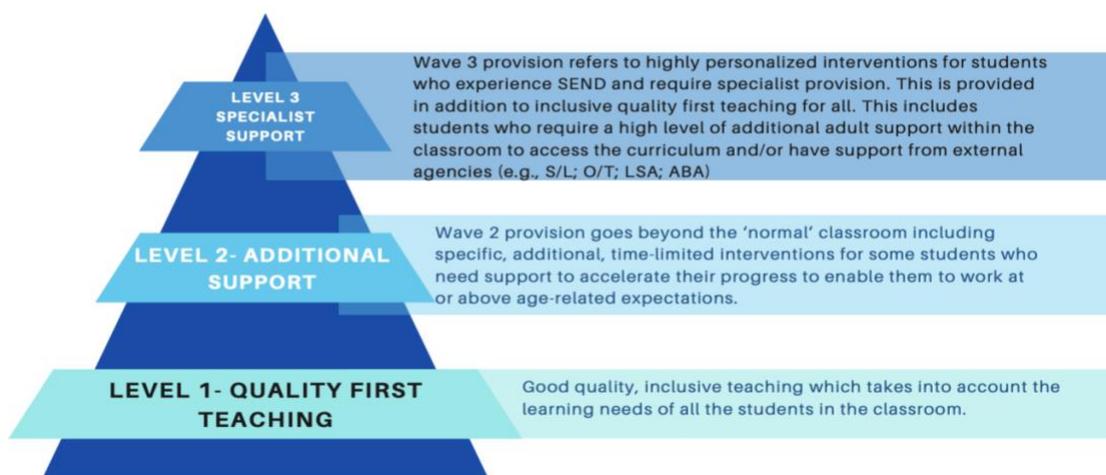
### **Early Identification and Intervention**

The following procedures are carried out in a consistent and timely fashion:

- Carry out an assessment of educational needs on entry to school in order to understand each pupil's current skills and levels of attainment, which will build on previous settings and stages of education, where appropriate.
- Use the outcome of the assessment of educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Collaboratively develop SMART IEPs (Specific intervention, measured outcomes, attainable targets, relevant & results orientated activities, time sensitive measures) with all stakeholders for students at Wave 2 & 3 level identified as experiencing SEND.



## Graduated Intervention Levels



### Level 1

Level 1 involves high-quality teaching for all. Teachers accommodate individual difference and ability, learning style and behaviour through differentiated classroom practice. These students are included on the Students of Determination (SEND) Register but will be placed on a Level 1 Monitoring Register. They will be closely monitored by the class and Subject Teachers/Form Tutors/Heads of Section to ensure that they are making expected progress to further inform provision and intervention over time.

### Level 2

Some students will require additional personal support and/or curriculum modification to engage with and participate in appropriately challenging learning experiences. Inclusion Support Teachers or in-school specialists are likely to support this process by observing lessons, offering support and advice, acting as a role model and engaging in co-teaching. At Level 2 'Student Profile/ Passport' and IEP (if required) is developed to support the student to overcome barriers to learning. Students at Level 2 are placed on the Students of Determination (SEND) Register and progress will be monitored by the Class Teacher and the Inclusion Support Teacher every six weeks. This is prepared and reviewed formally with the parents and the student termly.

### Level 3

Involves individualized programs to accelerate progress or enable students to achieve their potential with the ones with formal assessments. The provision is 'additional to' or 'different from' the provision required to meet the needs of most students within the school. Students at Level 3 are placed on the Students of Determination (SEND) Register and progress will be monitored by the Class Teacher and the Inclusion Support Teacher from every six weeks. This is prepared and reviewed formally with the parents and the student termly. A Level 3 'Pupil Passport' is developed, which identifies the needs of the student and ensures a program of individualized intervention is delivered to target these needs. This may include a Learning Support Assistant and/or therapeutic services. There are additional charges for Level 3 provision from the involvement of Outside Agencies providing therapeutic services or if a student requires an Individual Learning Support Assistant.

## Curriculum

All students should have access to a broad and balanced curriculum in line with the KHDA regulation. Teachers should set high expectations for every student, regardless of their prior attainment. Teachers at Al Sadiq use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have official exemption, or student needs are so high that they require additional modification. Where specialist support is required, students may be withdrawn for specific intervention.



## Provisions

The level of provision is decided by the Head of Inclusion. Each student has a different need and a different level of required support.

Some of the services which Al Sadiq is able to offer include:

- 1:1 specific intervention
- Small group intervention
- In-class learning assistant support
- Speech and Language diagnostics and intervention
- Dyslexia screening, assessment and intervention
- Adapted curriculum
- Modified and / or reduced curriculum
- Use of technology
- Exam Access Arrangements
- Learning Support Assistance

## Reviewing quality of teaching and learning

- Lesson observations and learning walks will be conducted by the Head of Inclusion and SLTs to ensure that quality first teaching and learning is delivered for all students as well as those with SEND. The outcomes of the lesson observations and learning walks will inform the areas of professional development required.
- CPD for teachers
- The Inclusion Leaders will ensure all staff are aware of students identified on the register as SEND. Staff are supported through training and regular meetings. The Inclusion Support Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND.

## Individual Education Plans (IEPs)

The IEPs are a student's 'roadmap' for their education. Each student who is identified under the Level 2 and 3 in the Inclusion register must have an Individualised Education Program. IEP in Phase 1 to Phase 3 are formally reviewed at least 3 times a year and reviewed regularly by the 'team around the student' which may include internal staff, external agencies, parents and students. When the IEP is rewritten, appropriate members will be invited for input and/or to meet to discuss the plan, provision and next steps.

Where appropriate, we encourage students to be involved to participate in goal setting and strategies. Such IEPs are termed as Student Passport. IEPs have a different role in the secondary school-subject teachers and Heads of Department are responsible for the subject targets for each student. Students who are identified as SEND will be provided with an IEP which supports any intervention or additional provision outside of the curriculum, such as Exam Access Arrangements or Literacy Intervention. These will be rewritten as necessary, and at least annually.

### Monitoring, Evaluating and Reporting

The Inclusion Support team will:

- Collect, monitor and respond to data on the numbers of children in our school who experience SEND, disaggregated by gender, age, ethnicity, type of need, attendance levels and health status, accessibility, accommodations, teacher and student support (including number of ISTs and LSAs), IEPs, training, funding, assistive technologies and other types of curriculum support provided.
- Review students' individual progress towards their goals and impact of interventions on a regular basis, using student, parent and staff voice, monitoring by the Inclusion Support Team, LAB Inclusion Lead, and using provision maps to measure progress and following quality assurance processes.

## Managing Student Needs on the SEND Register

All students on the SEND Register will be monitored closely and may have a Case Study or an IEP. This will detail steps taken to allow students to achieve planned outcomes. IEPs are designed to be working documents which are updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and students will be involved in reviewing progress and setting new outcomes. If a child has an LSA he/she will be involved in regular planning with the class teacher to accommodate the child's needs and to ensure that they are accessing the curriculum to the utmost of their capacity. The IEP will be shared with the LSA and they will share feedback to the class teacher on a regular basis. There should be no more than one LSA per class.

## Accommodations

- There may be push in or pull out session by the Special Educator/ LSA based on the student's need.
- Preferential seating arrangements
- Modified Curriculum – curriculum is simplified at the student's level to ensure Students of Determination make age related progress
- Access arrangements during assessment as per the CIE board regulations.
- Exemption from languages- Second Language and Arabic from KHDA
- Learning Support Teacher (shadow) in class.
- Buddy Support



## Access Arrangement During Assessments as per CIE Guidelines

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of reader
- Use of writer/scribe to write answer paper
- Use of calculator (Year 6 onwards)
- Use of computer/laptop to write exam
- Condone spelling error
- Accept answers in key points
- Learning Support Teacher (shadow) in class and during assessments

### Criteria for Being Removed from SEND 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 the 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

Head of Inclusion, based on progress and attainment data, decides if a student placement on the register is no longer necessary.



## The Role of the Inclusion Governor

The Inclusion Governor is committed to developing the knowledge and understanding and skills required to provide effective support and to challenge the school in its inclusive practices. He/she will support and challenge the School, to ensure that no student is treated less, denied opportunity, or left behind because they have additional needs. The Inclusion Governor will help to ensure that the School is compliant with legal responsibilities and will support the governing body to:

- Hold the Inclusion Support Team accountable for the development and implementation of an appropriate Inclusive Education Improvement Plan
- Monitor and challenge school leaders to ensure that inclusion remains high on the school's agenda.

## The Role of the Inclusion Champion & Leaders of Provision for Students of Determination

The Inclusion Champion is the key advocate for the inclusion of Students of Determination and plays a vital role in engaging with feedback from the community and providing support for growth and continued development in the Inclusion Department. She and the Inclusion Support Team play the lead roles in coordinating the School's SEND provision. It is the responsibility of the Leaders of Provision for students of Determination to ensure that the Student of Determination (SEND) policy is implemented in full and that the needs of the identified students are being addressed.

Specific responsibilities include:

- Working with the Principal, Senior Leadership Team and Supervisors to determine the strategic development of the policy.
- Ensuring the SEF and School Improvement Plan reflect the strengths and areas accurately for development of Students of Determination (SEND).
- Working alongside teachers to ensure Students of Determination (SEND) are effectively identified.
- Engaging thoughtfully with feedback from the community through positive relationships.
- Promoting high expectations of student learning and achievement.
- Working collaboratively with other specialists, such as therapists, counsellors or psychologists, to encourage student learning, development and well-being.
- Ensuring the SEND Register is accurate and updated termly.
- The provision for students with SEND is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with an identified need.
- Parents and students are kept fully informed of progress and planned provision.
- The records for Students of Determination (SEND) are accurate, updated, and in line with department guidelines.
- The performance of the Inclusion Teaching Staff is monitored and effective.
- The performance of Learning Support Assistants (LSAs) is monitored and effective.
- Providing advice and guidance to both parents and teachers.





## The Role of the Inclusion Support Teacher

It is the role of the Inclusion Support Teacher is to:  
Serve as a role model, coach and professional mentor for classroom teachers.

- Work as part of a team to ensure that the needs of all student are identified and addressed, including the social and emotional aspects of learning.
- Engage in regular opportunities for co-teaching, ensuring the continual refinement of inclusive teaching approaches.
- Maintain and update the Students of Determination (SEND) Register in conjunction with the Leader of Provision for Students of Determination.
- Assess referred students in line with the Referral Process.
- Provide advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and be supported at home.
- Work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual student for students placed on Level 2 and Level 3 of the Students of Determination (SEND) Register.
- Work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Level 2 and Level 3 provision across all curriculum areas.
- Planning and implementation of interventions and monitor the progress of the students receiving intervention.
- Analyze assessment information effectively to identify achievement potential, student need and address any barriers to learning.
- Work closely with, and support Learning Support Assistants attached to students in their year group to ensure that the identified students are making progress.
- Ensure that up-to-date and accurate files and records are kept to monitor & progress in line with the guidelines of the Department.
- Ensure that all Individual Education Plans are reviewed at least termly, in conjunction with the student, parent, class teacher, form tutor and any associated professionals.
- Work professionally with other members of the department to ensure the effective coordination of provision delivered by external agencies.
- Be an advocate for Students of Determination (SEND) in the broader school environment.

## The Role of Learning Support Assistants and Inclusion Teaching Assistants

Learning Support Assistants and Teaching Assistants are employed by the school to help address the needs of students with additional needs. The support team are either funded by the school to work with, and support groups of students, or funded by the parents to work with specific students with a high level of need.

The specific responsibilities will differ as per the individual student's needs that the LSA is supporting but will include:

- Providing personalized support to a student
- Working in collaboration with teachers to enable students of determination to be successfully included in the classroom environment and participate in all academic processes of school
- Support the teacher in lowering barriers to learning and facilitating student engagement and learning attainment and standards of achievement
- Enable students to become independent learners
- Working alongside teachers to monitor progress, being actively involved in assessment processes, record keeping, lesson planning and resource development such as necessary to support the inclusion of Students of Determination
- Supporting therapy or intervention sessions
- Liaising with the Leader of Provision for Students of Determination

## The Role of Pastoral Lead

The Pastoral Lead has the overall responsibility for student well-being in terms of pastoral care. It is also crucial for him/her to be informed about Students of Determination (SEND) Register to support the student, parent and teachers in providing the best possible support.

## The Role of the Form Tutor

The role of the Form Tutor is to build a link between the parents, the subject teachers and the Inclusion Support Team and to have an overview of how the student is progressing and any barriers they may be experiencing. Once assessed, the Form Tutor will be informed of provision being provided for that student and will be involved in the monitoring and target setting for that student.



## The Role of the Subject Teachers

Head of Years are to monitor student attainment in their departments. All teachers have a responsibility to track, monitor and assess the progress of each individual student they teach. Their subject teachers will set students targets as part of the school target setting process.

Where a student is exhibiting difficulties, which indicates the need for additional provision, the subject teacher will refer the student to the Inclusion Support Team and copy to Head of Section, through the Referral Process. The Inclusion Teacher will monitor the progress once the subject teacher has referred a student.

The student will then be assessed over two to three weeks in all settings and placed on the school Students of Determination (SEND) Register. Subject Teachers will ensure that the adaptations and modifications recommended for the inclusion of these students are put into place and provide regular feedback to the Inclusion Support Team on progress.

Guidelines for identifying students with SEND:

In identifying students with SEND all relative staff should be included in any action and the following guidelines will be followed:

- If a teacher identifies a child as having an individual need within their class, they should monitor the child for a one-week period.
- Using the Model as prescribed by the KHDA, informal chat with parents should elicit background information and eliminate the possibility of the child experiencing illness, dietary issues or change at home as being a cause for the individual needs becoming apparent.
- If the individual needs persist, the Class Teacher should address the SEND procedures Flowchart and follow the step by step guidelines provided therein.
- The teacher begins by completing a referral form.
- The teacher and SENDCo will collaborate to arrange an informal class observation and complete observations.
- If the needs of the child can be addressed with in-class support, the teacher along with the SENDCo, shall compile an in-class provision plan to accommodate the child's needs and ensure that they can adequately access the curriculum.
- If significant needs are identified, the teacher shall speak to the child's parents and inform them of their concerns. With their permission, the SENDCo shall complete a more formal observation.
- If the SENDCo and the class teacher deem that further intervention is necessary, they will arrange a meeting with parents where a plan of action should be agreed upon.

## Professional Development Training

The school provides appropriate training for teachers to ensure that all staff can develop their existing skills and competencies so that they can confidently cater to the needs of students with specific needs.

Training is conducted in various forms:

- The Inclusion team and SEND Head attends constant CPDs with team members
- The Inclusion Team conducts whole school/ specific group workshops and shares strategies.
- External agencies are invited to provide an insight into specific areas of interest.
- Teachers attend training conducted by external agencies.



## Online learning/Embedded Approach

### The Inclusion Department Endeavours to

- Maximise accessibility to the School's services and activities for Students of Determination, as well as those who are gifted and talented, during remote/blended learning.
- Find solutions to address disabling barriers to learning and participation to individuals with impairments during the online learning period.
- Ensure that gifted and talented students are challenged and enriched throughout the online learning period.
- Create, maintain and disseminate information about services and facilities available for People of Determination as well as those who are gifted and talented.

### Platform used

- Teams
- Zoom

<b>Involve LSAs in the introduction to distance learning.</b>
<p>Consider engaging the class teacher, parent, LSA and child in an introductory, child-focused, conversation around home learning. You may want to discuss:</p> <ul style="list-style-type: none"> <li>- what might be the same/different</li> <li>- expectations for distance learning</li> <li>- the home learning space</li> </ul>
<b>Use LSAs to deliver short pre-teaching/overlearning sessions virtually</b>
<p>Once the class teacher has developed their distance lesson plan, they may also need to develop pre-teaching/overlearning sessions for Students of Determination.</p> <p>For Level 3 students, these sessions could be individually delivered remotely by LSAs.</p> <p><u>Pre-Teaching Sessions</u></p> <p>When deciding what to include in pre-teaching sessions, class teachers must consider the individual barriers for the selected learners and determine what will allow them to better access the content in the virtual classroom.</p> <p>Sessions may include an introduction to the key vocabulary that will be used during the lesson, an overview of new concepts, lesson learning objectives and the creation of related mini goals.</p> <p><u>Overlearning Sessions</u></p> <p>These sessions could provide Level 3 students with an extended opportunity to consolidate lesson content. LSAs should be briefed by class teachers in advance of these sessions and they should be carefully timetabled. A mechanism for LSA to teacher feedback would also be required.</p>
<b>Set up a separate Enrichment Channel for LSAs to communicate with students/ parents during a live lesson.</b>

Using online platforms, create a separate digital space for your LSA and the parent of the child they usually support. This space could be open in conjunction with a live lesson and would provide a private space for parents to communicate any queries or concerns they have relating to the lesson content or their child's engagement/progress.

LSAs will need to be equipped with the lesson materials and the child's IEP in advance of the live lesson in order to support as effectively as possible. In the event a parent raises a challenging query, LSAs should be clear on the way in which they record questions they are unable to immediately support.

Consultation with the class teacher after the lesson should then take place to ensure the necessary follow-up with the family is provided.

#### **Timetable intervention sessions that LSAs can deliver remotely**

Many Level 3 students may have the provision of small group or 1:1 time-bound interventions, targeted at a particular area of need, outlined on their IEPs. Wherever possible, individual interventions should be scheduled into the child's individualised work programme and could be delivered by an LSA remotely in the enrichment channel.

This may include the delivery of social stories or self-regulation sessions.

#### **Offer remote parent training sessions for IEP strategies**

IEPs should contain strategies to support the child's learning based on their individual profile of need. This may include phrases or approaches such as "chunking information" or "providing instructions with only 1-2 information carrying words."

Whilst all parents should be familiar with their child's IEP (these should have been co-developed with families) some may not fully understand how the strategies that are listed should be implemented.

Schools may therefore wish to offer remote training sessions for Level 3 parents to explain what the strategies listed within their child's IEP may look like in practice.

These sessions could be led by members of the Inclusion Support Team and would be designed to provide explanations and practical examples of the way in which strategies should be implemented.

This may help parents to adapt the support they provide within their home when facilitating their child's remote learning.

#### **Provide a system to enable parents to track progress against IEP targets**

Consider sharing templates with parents that enable them to track their child's progress against IEP targets.

#### **Group Level 3 students in different classes for small-group delivery from a qualified teacher**

Schools may wish to consider regrouping Level 3 students for particular lessons to timetable small group delivery by a qualified teacher.

This may be especially beneficial if beginning any new topics or introducing entirely new concepts.

## Confidentiality

ASIES is committed to confidentiality and unless required by law, no information that discloses the child or the parents will be released to anyone outside without written consent from the Parents.

Any and all other information related to services provided to the school's students shall require separate, written consent from the Parents. All information shared and discussed with the school personnel is considered strictly private.

The following points must be strictly followed:

- Publishing any messages or pictures showing any students of determination must require approval from higher bodies
- Teachers/ school staff must not discuss any information relating to SODs among other students or staff
- No report or document of the Inclusion Department must be printed and shared, other than for the purpose of keeping in student's personal record, only if approved by the concerned authority in school.

# Inclusion Admission Policy

## Introduction

At Athena Education we believe that all children should have access to quality educational provision, an equal opportunity, caring and supportive environment. ASIES is a fully inclusive school and complies with the KHDA framework of Inclusive education.

### Purpose, Aims and Objectives:

1. To have clearly stated admissions policy
2. To have detailed procedures and routines
3. To ensure an inclusive ethos is maintained
4. To comply with regulations in line with the National Agenda

## Rationale

ASIES follows the Curriculum of CIEA.

The School Year runs from September to July; children can be admitted to ASIES during the School Year if a place becomes available (subject to KHDA guidelines).

The School's admissions policy is guided by the stipulations of the **Dubai Inclusive Education Framework (DIEPF) (Published November 2017)**.

The School's admission policy adheres to the stipulations of the **UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination**.

The School's admission policy adheres to the stipulations of the **Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai**.

The school's admission policy adheres to the stipulations of the UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses,16, 17 and 19; Article 23 clause 4)

## Equity of Access

We welcome children from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our School Community and the rights and freedoms of others.

ASIES welcomes students of determination and prides itself on being an inclusive school.

The School is committed to:

- ensuring that admission to the School is not conditional upon the submission of a medical diagnosis; (*DIEPF Standard 1.1*)
- ensuring students are not refused admission based only on their experience of SEND; (*DIEPF Standard 2.1*)
- ensuring students who experience SEND will receive "sibling priority" for admission (*DIEPF Standard 2.2*)
- ensuring that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (*DIEPF Standard 2.3*)
- ensuring that students who experience SEND will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments; (*DIEPF Standard 2.4*)
- providing, within its capacity, access to appropriate provision, resources and curricular options for students of determination
- ensuring that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities; (*DIEPF Standard 2.5*)
- ensure they promote the principle of equity for students who experience SEND; (*DIEPF Standard 2.6*)

The School is committed to making its admissions procedures accessible to students who experience SEND. For this reason, the School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure, so that it can make adjustment to its standard admissions procedures to accommodate applicants who experience SEND and that the School can cater adequately for the student should an offer of a place be made.

Parents of a child who experiences SEND should provide the School with full details *prior* to the admissions procedure, at registration, or subsequently before accepting the offer of a place. The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, the School may be able to provide an examination paper in large font for a visually impaired student.

## Responsibilities

<b>Ms. Sadia Wajid</b>	<b>Principal</b>
<b>Mr. Ian McNiff</b>	<b>Inclusion Governor</b>
<b>Ms. Sheetal Joshi</b>	<b>Inclusion Champion- Head of Inclusion</b>
	<b>SENDCo</b>
<b>Ms. Aafreen Mallick</b>	<b>School Counsellor</b>
<b>Ms. Jayanka Shyamani</b>	<b>Support Teacher</b>
<b>Ms. Athira Krishna</b>	<b>Learning Support Assistant (Primary)</b>
<b>Ms. Tehreem Fatima</b>	<b>Learning Support Assistant (Senior Boys)</b>
<b>Ms. Rachna M</b>	<b>Learning Support Assistant (Senior Girls)</b>
	<b>Arabic Support Teacher</b>
	<b>Support Staff</b>
<b>Ms. Aisha (Secondary)</b> <b>Ms. Nicola (Asst. Head Primary)</b> <b>Ms. Georgina (Foundation Stage and Primary)</b>	<b>Mainstream Representative</b>
<b>Hawra Ahmed</b>	<b>Student Inclusion Champion</b>
<b>Mujataba Mohammed</b>	<b>Student Inclusion Champion</b>
<b>Mrs. Khaldoun (Najat's Mother)</b>	<b>Parent Inclusion Governor</b>
<b>Mr. Rohan D'souza</b>	<b>Administration Manager</b>

# ANNEXURE 1

## Resources

### Forms & Tracker

The list and sample of forms and trackers used by the Inclusion department are attached herewith:

<https://bit.ly/2YkuS30>

### KHDA Inclusion related



**Directives and Guidelines for Inclusive Education (2020)**



**Implementing Inclusive Education- A Guide for Schools (2019)**



**Dubai Inclusive Education Policy Framework (2017)**



**Advocating for Inclusive Education**



**Revised Categorisation Framework for Students of Determination (2019- 20)**

## Service Providers

Services	Name of the Provider	Contact Details
ABA Therapy Occupational Therapy Physiotherapy Speech Therapy	Pulse Therapy and Learning Centre	Villa 27 - Al Raddi Street Umm Suqeim 1 - Dubai  <a href="tel:043953848">04 395 3848</a>
ABA Therapy Occupational Therapy Physiotherapy Speech Therapy	Kids First Medical Centre	Villa #1171A Al Wasl Road - Dubai  <a href="tel:043485437">04 348 5437</a>
Psychological Assessment	Al Fasht Medical Centre	Dr. Binu  Mohammed Al Mulla Tower - Al Ittihad St - Al Nahda - Sharjah  <a href="tel:065255585">06 525 5585</a>
Psychological Assessment	Prima Care Medical Centre	Dr. Urmimala  6th & Mezzanine Floor, Musalla Towers and Mall, Khalid Bin Al Waleed Road, Al Hamriya, Near Al Fahidi Metro Station - Dubai  <a href="tel:043966123">04 396 6123</a>

# ANNEXURE 2

## Policy for Gifted & Talented Students

### Aim

- To promote good practice in identification, teaching, learning and management of students who are gifted and talented.
- To provide students opportunities to develop their specific skills and talents to develop and enhance through personalized provisions and extended opportunities and broadened curriculum provision that is sensitive to their ways of learning, and allows maximization of potential to be achieved.
- To further enhance effective partnerships with parents so that students who are gifted and talented are understood, valued and included in the school community.
- To promote effective collaboration, sharing of ideas and communication of thinking and tolerance.

### Definitions

The definitions of gifted and talented students take account the 'Differentiation Model of Giftedness and Talent' (Francoys Gagne) and align with international best practice.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions
- An able student works hard to achieve; the gifted learner knows without working hard.
- An able student enjoys school; the gifted learner enjoys self-directed learning
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.  
*(Reference DSIB framework)*



## Identification Process (From Year 3 Onwards)

The identification of students as gifted and talented should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which should provide an appropriate and personalized learning programme to enable all gifted students to become talented. The following are key aspects to consider when personalizing education programmes for students with special gifts and /or talents.

Each year the school will draw up a register of gifted and /or talented students, this list will be kept under review. Provision for students who are gifted and/or talented will be tracked.

### **Methods of Identification (based on Gagne's Model) Include:**

- Teacher nomination
- Assessment results (internal, standardized; CAT4 (120 and above in all four batteries)
- Specialist teacher identification
- Peer nomination
- Parental nomination
- Self-nomination
- External Agencies

## Provisions

Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

### **Advanced Learning Plan**

All students identified as 'Gifted and/or Talented will have an 'Advanced learning Plan (ALP) which will include details about their areas of exceptional ability, strategies for extension (within and outside the school). Students will be guided by the subject teacher and their respective mentors to prepare the ALP which will be reviewed every 8 weeks. Inputs from parents and external agencies will also be incorporated.

### **Genius Summit Program (GSP)**

The GSP is exclusively for gifted and/or talented students held twice a year. Examples of activities include sessions on project based learning, critical thinking, use of advanced technology, mindfulness and wellbeing.

### **Opportunities**

Examples of opportunities are provided for gifted and/or talented students to showcase their abilities through

- Independent Project Based Learning (PBL)
- Productions, Performances, Exhibits
- Sporting Events
- Interschool, International Competitions.

## Accommodations

Where needed the school will work with parents and students to support them with prioritization of task.

### Examples of differentiated strategies for the gifted and talented

Independent Projects	Academic Competitions	Vertical Enrichment
Mentor	New approach	Use Bloom's Taxonomy
Multiple intelligences	Levelling Assessments	Use of Technology

#### Independent Projects:

Many gifted and talented students tend to have a lot of extra time on their hands in the classroom because they finish their work rather quickly. The extra time would be used to help them develop their creativity by allowing them to explore a special area of interest related to the topic being studied through an independent project.

#### Academic Competitions:

Gifted and high achieving students would be involved in academic competitions. They are computer driven and test students' knowledge in a variety of academic disciplines. Not only do they challenge students academically, they also provide an opportunity to develop skills in leadership and group dynamics.

#### Vertical Enrichment:

The teachers would design assignments or projects that go above and beyond what is covered in the regular classroom to facilitate learning for the gifted and/or talented student.

#### Mentor:

This could be the parents of students at school, or even other teachers, maybe some local organizations as well that could work with the gifted and/or talented student in their area of interest.

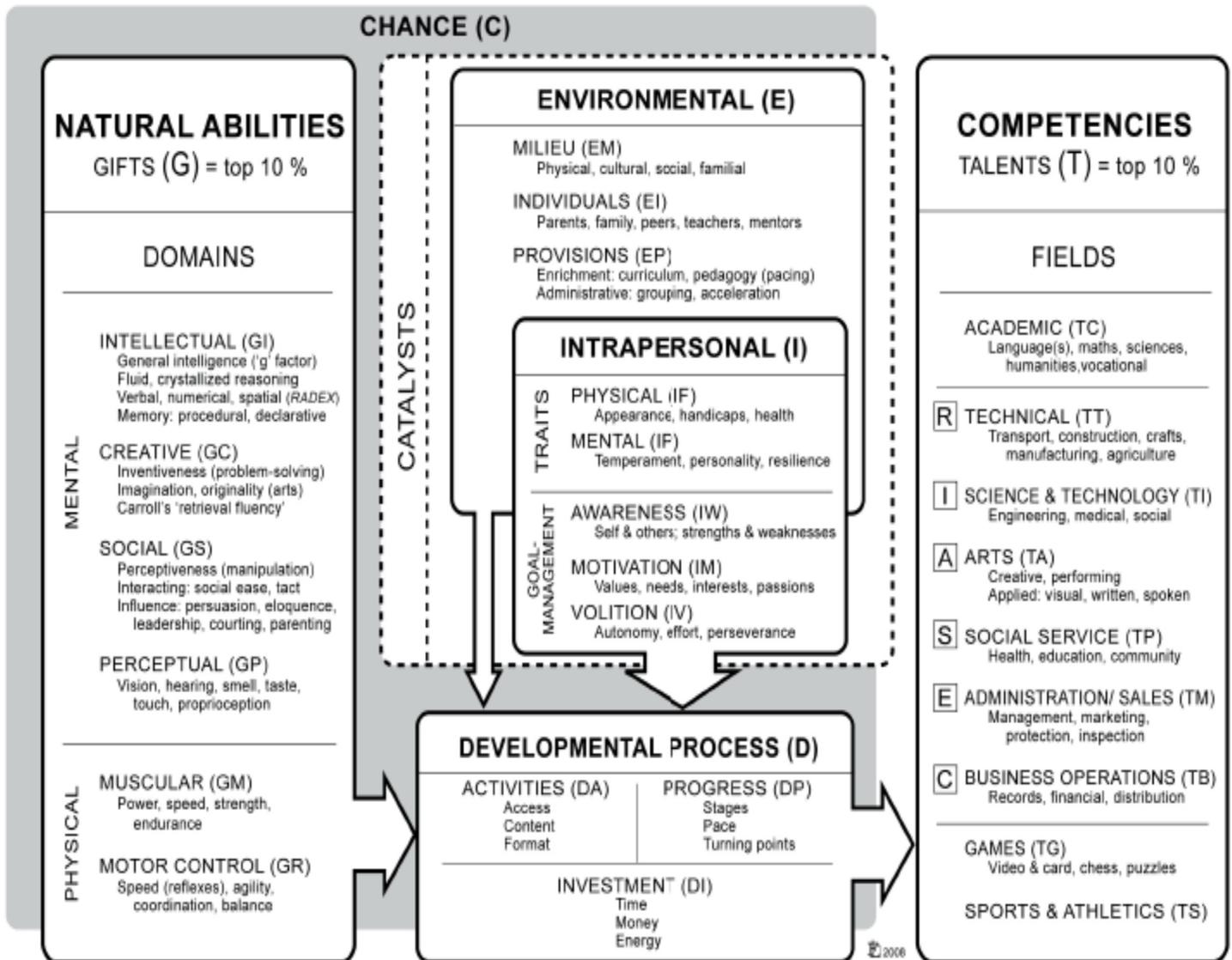
#### New Approach:

Teachers would also change their approach when working with gifted and talented students. Instead of being "the expert," they would become "the facilitator." Rather than just "giving" them information, they would help them to discover it.

## Monitoring

The G & T team will:

- Meet quarterly to monitor the impact of the ALP
- Work in close collaboration with all stake holders
- Analyze formative assessment data on student performance and progress, based on systems designed by teachers
- Identify students' needs and interest and facilitate the Genius Summit



# ANNEXURE 3

## Policy for Students with EAL Difficulties

### Aim

The EAL policy at Al Sadiq aims to raise awareness and to support planning, organization, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL); thereby raising pupil achievement and aspirations. We promote the following values:

1. Equality: To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
2. Diversity: To meet our responsibilities to EAL pupils by ensuring equal access to the CIE board and the achievement of their educational potential.
3. Belonging and Cohesion: To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate

### Objectives

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To develop rigorous monitoring, evaluating and review systems



### Context

On entry at ASIES, information is gathered about:

- Students' linguistic background and competence in other language/s
- Students' previous educational experience
- Students' family and biographical background
- Students are assessed within two weeks of entry with an assessment proforma

The student is assessed to check the lag in the four strands (Listening Speaking Reading, Writing) of language knowledge and use. English Language Proficiency in each strand is represented by five Proficiency Bands and each band has a descriptive label.

***Our 5 Stage Model for Language Acquisition***

A	<b>New to English</b>	A child may: <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes</li> <li>• Remain silent in the classroom</li> <li>• Copy/repeat some words and phrases</li> <li>• Understand some everyday English expressions but have minimal or no English literacy</li> <li>• Follow day-to-day social communication in English</li> <li>• Begin to use spoken English for social purposes</li> <li>• Understand simple instructions and follow narrative/accounts with visual support</li> <li>• Develop some skills in reading and writing</li> <li>• Become familiar with some subject specific vocabulary</li> </ul> <p><i>A child at this stage needs significant support.</i></p>
B	<b>Early Acquisition</b>	A child may: <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence</li> <li>• Express themselves orally in English but structural inaccuracies are still apparent</li> <li>• Requires ongoing support in literacy, particularly for understanding text and writing</li> <li>• Follow abstract concepts and more complex written English</li> </ul> <p>A child at this stage requires support to access the curriculum fully</p>
C	<b>Developing Competence</b>	A child may: <ul style="list-style-type: none"> <li>• Have developed oral English well, allowing successful engagement in activities across the curriculum</li> <li>• Read and understand a wide variety of text</li> <li>• Written English may lack complexity</li> <li>• Demonstrate evidence of errors in grammatical structure</li> </ul> <p>A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</p>
D	<b>Competent</b>	A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. <p>They may still make grammatical errors and need support to develop their linguistic skills.</p>

E	<b>Fluent</b>	A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
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## Identification Process of EAL learners:

- After being assessed upon entry into school, students are continually assessed by their teachers in class as well as by a specialist EAL teacher.
- Monitored in all areas of listening, speaking, writing, reading and social awareness.

## Intervention, Support, Monitoring, & Evaluation for EAL

- Consideration and sensitivity is the priority while testing EAL pupils at the earlier stages of English acquisition.
- After a student has been assessed and his needs are identified to fall in the bands A or B, the EAL teacher(s) will work with the Student, Parents, Teaching Assistants, Teachers, Curriculum Coordinators and Reading Coach to draw up an Individualized Language Development Plan (ILDLP) for the student.
- Students in the A and B bands are catered to, based on their learning needs, and offered either in-class / pull-out individual or small group support.
- Once the students attain band C, they will be weaned off the EAL list and teachers will use strategies to support the students. However, these students will remain under observation to monitor regression.
- Parents are consulted and informed of the type and duration of support offered.
- Progress in the acquisition of English is regularly assessed and monitored.
- The student's progress is regularly reported to parents via correspondence; in student-led meetings, parent-teacher conferences and end of unit reviews.

## Teaching Support and Pedagogical Approaches

- The curriculum is differentiated to help the children falling in the bands C, D and E, to use their prior knowledge and experience.
- The speaking and listening is always the starting point of a new topic or activity and writing is always the last step.
- The grammatical rules and the sentence structures are taught within the context of the different topics and genres. Visual resources are used to aid their learning.
- The EAL Core Skill targets are based on the level of the student's reading, writing, speaking and listening across the curriculum.
- Communication is the main principle in the EAL lessons. The central task is to create a communicative climate where language acquisition can take place naturally.
- The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. Speaking, which, of course involves listening takes priority.
- The students communicate with each other through paired work and group work and this way they improve their listening as well.
- Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence.
- The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary.

## Materials

Our school provides appropriate materials such as dictionaries and visual key word lists. Videos, maps, Ipad Apps and story props also give crucial support.

**Staff use support strategies to ensure curriculum access for students with less severe EAL needs:**

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, etc.

## Parental Involvement

We encourage parental involvement by:

- Providing a welcoming induction process for newly arrived students.
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Celebrate and acknowledge the achievements of EAL pupils.
- Support parents, so they can help their children at home.

## Eal Referral Procedure

1. Teacher uses the checklist to identify the probable EAL Learners in her class.
2. Teacher fills in a referral form accompanied by samples of the student's work.
3. The EAL teacher conducts observations, examines student's work samples to validate teacher observations and concerns.
4. Parent is met by the EAL teacher to share the observations and discuss further course of action.
5. Parental consent is sought for assessment and subsequent support based on the language proficiency band that the student falls into.
6. The EAL teacher assesses the student to determine the language proficiency band that he/she falls in.
7. If the student falls into bands 1 and 2, he or she will have an Individualized Language Development Plan, pull out sessions with the EAL teacher, and strategies to support the student in class will be shared with the teachers.
8. If the student falls into bands 3 or 4, then the teacher works with them in class using strategies to accommodate the child's needs.

# ANNEXURE 4

## Policy to Support Emirati Students

At **Al Sadiq Islamic English School** we are committed to providing a safe and stimulating environment where our students enjoy learning, achieve their potential, and become independent life-long learners.

*“Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals.” (UAE Inspection framework, 2015)*

According to the KHDA’s *“In Search of Good Education”* document, the United Arab Emirates’ leaders have envisioned a future where Emiratis take the lead in building the country, as outlined in the UAE Vision 2021 (UAE, 2010) and the Dubai Strategic Plan 2015 (Dubai Government, 2007). This future vision includes aspiring to give Emirati children access to, and provision of, first-rate education so that they can develop into active and contributing members of society (UAE, 2010; Dubai Government, 2007). Improving the qualifications and educational attainment levels of Emiratis will help to produce the human capital needed to lead the economy and support the social stability of the UAE. Government strategies at both federal and emirate levels have also identified the importance of completing schooling, of providing students with resources to fulfil their potential and of integrating students with special educational needs into the mainstream school system (UAE, 2010; Dubai Government, 2007).

We aim to provide holistic support to all our students including our Emirati students, while maintaining the student’s unique culture, identity and language rooted in Islamic values. By increasing opportunities, promoting self-determination, providing personalized support we strive to improve academic outcomes and opportunities for our Emirati students.

### Level of Provisions

Provisions for Emirati students will not be viewed as an isolated activity. At ASIES we ensure that the correct level of encouragement is put in place for Emirati Students.

**A student profile** of all Emirati students will be made that will include details of their areas of strength, talents, achievements keeping a folder of evidence for the child and how we at ASIES are supporting this student.

**A Teacher Mentor** will be provided to all Emirati Students who would liaise with other teachers and whose purpose is to monitor the student’s social, emotional and academic progress. A Teacher Mentor along with the Emirati Coordinator in conjunction with Inclusion Department will help guide, track and support Emirati Students. Predominantly the **Form Tutor** will be the mentor.

**Progress Monitoring** - At ASIES, we work together to meet the needs of our school’s Emirati Learners, this will include using a broad range of qualitative and quantitative data to identify needs. Data from CAT 4 and Progress Test are utilised and monitored regularly.

## Teachers and Mentors Will:

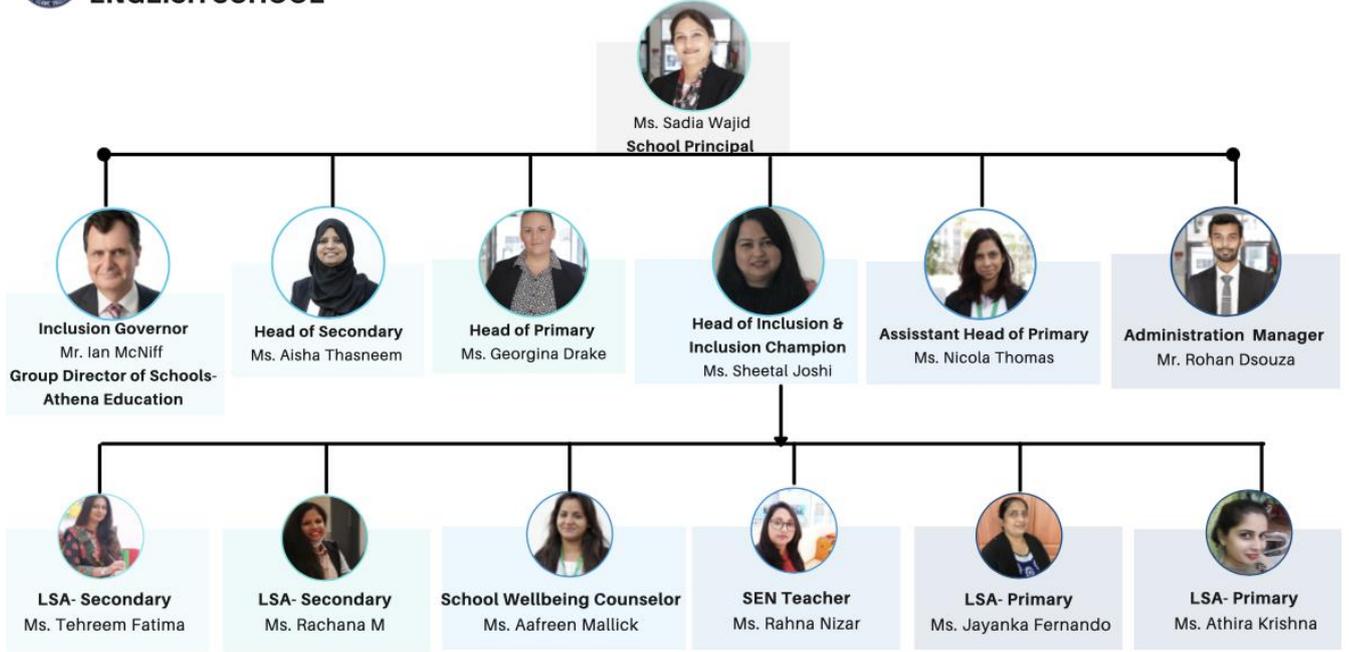
Teachers will use a range of strategies designed to meet the needs of Emirati students including:

- With the support of the Inclusion Team, plan appropriate differentiation to allow the children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.
- Form Tutors and the Emirati Coordinator, draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai which could inspire, enthuse or motivate specific children, based on the unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Emirati students.
- Give Emirati students opportunities for leadership within the Student Council.
- Encourage, Emirati students to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure/ setbacks appropriately.
- Review pupil progress termly and report to parents at parent consultation meetings.





## Inclusion Support Team



## SAFEGUARDING TEAM

