



# Al Sadiq Islamic English School Inclusion Policy



Policy Name	Inclusion Policy
Stakeholder	All
Policy Directory Reference	Al Sadiq Islamic English School
Policy Lead	Fathima Hussein
Reviewed by	Julian Williams
Approved by	Sadia Wajid - Principal
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Monitoring Cycle	Annually

## Abstract

The following document holds the complete Inclusion Policy for the academic year of 2024- 25 for Al Sadiq Islamic English School. The policy clearly states the admission procedures and outlines the roles and responsibilities of all the individuals involved.

## Rationale:

Al Sadiq Islamic English School complies with the UAE Disability Act and the Law No. 29 of 2006, which guarantees the rights and protection in health, education, work entrepreneurship and public services for students with special needs and believes that all children should have equal access to a decent education. In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students of determination (SOD) and disabilities remains a priority for Dubai.

This policy is aimed at creating general provisions for students with special needs. As per the UAE Ministry of Education "Education for All" program, Al Sadiq Islamic English School seeks to address the needs of students who require special assistance. The policy provides a guideline to support the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of students with Special Educational Needs due to identified, diagnosed or undiagnosed causes.

The whole team at the school is committed to providing a welcoming, attractive, and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating, and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive, and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

### Objective:

Our objectives are to ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her experience. To meet the special educational needs of our children at Al Sadiq Islamic English School, we:

- Aim to raise an inclusive society with responsible and empathetic individuals and leaders of tomorrow.
- ASIES seeks to abide and comply with regulations in line with the National Agenda
- Ensure the identification & screening of all students requiring SEND provision as early as possible on their entry to school.
- The school looks forward to providing a nourishing environment which is accommodating to the needs of individual learners.
- To ensure that all students have access to a broad and balanced curriculum.
- To ensure teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that students of determination take part as much as possible in all school activities.
- Aim to work with outside agencies in collaboration, who provide specialist support and teaching for children of determination.
- To ensure that parents/guardians of SEND students, (aka Students of Determination), are kept fully informed of their child's progress and attainment.
- To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision.
- Provide training for all staff working with SEND to enable them to support the individual needs of SEND students effectively.

In consideration of the fact, that Al Sadiq Islamic English School is a mainstream school which does not cover formal psychological assessment of children suspected to have special needs, its scope is confined to identifying students who manifest signs and symptoms of having special needs, recommending them for further evaluation, providing them with differentiated activities to support their need and monitoring their progress. Psychological testing of the child is to be done externally by specialists at the discretion and cost of the parents.

### Legislations:

Al Sadiq Islamic School is committed to working in line with the following legislation:

- Dubai Inclusive Education Policy Framework (2017)
- UAE Federal Law 29 on the Rights of People with special needs
- LINK UAE Federal Law 2 (2015) against Discrimination and Hatred
- Federal Law 2 (2006) concerning the Rights of People of Determination
- Dubai Law 2 (2014) concerning the protection of rights of people with disabilities
- UAE Executive Council Resolution 2 (2017) regulating Private Schools in the Emirate of Dubai (Article 4 [14], Article 14 [16], Article 13 [17], Article 13 [19], Article 23 [4])

## Definition of Special Needs as Defined by KHDA:

A student of determination is one with a long-term physical, mental, intellectual, or sensory impairment that, when combined with various barriers, hinders their full and effective participation in education equally with peers of the same age. Identification of students of determination occurs through one or both of the following methods:

- Assessment by a specialist or knowledgeable school team, identifying characteristics of a specific impairment, delay, or disorder.
- Formal diagnosis by a qualified and licensed medical professional, confirming a long-term difficulty, impairment, or disorder.
- Learning opportunities for students of determination are limited by attitudinal, social, and environmental barriers. Schools are responsible for taking measures to reduce or eliminate these barriers to ensure equitable access to education for all students of determination alongside their mainstream peers.

Common barriers to learning	Categories of disability <i>(aligned with the UAE unified categorisation of disability)</i>
<b>Cognition and learning</b>	<ol style="list-style-type: none"><li>1. Intellectual disability (including Intellectual disability - unspecified)</li><li>2. Specific learning disorders</li><li>3. Multiple disabilities</li><li>4. Developmental delay (younger than five years of age)</li></ol>
<b>Communication and interaction</b>	<ol style="list-style-type: none"><li>5. Communication disorders</li><li>6. Autism spectrum disorders</li></ol>
<b>Social, emotional and mental health</b>	<ol style="list-style-type: none"><li>7. Attention Deficit Hyperactivity disorder</li><li>8. Psycho - emotional disorders.</li></ol>
<b>Physical, sensory and medical</b>	<ol style="list-style-type: none"><li>9. Sensory impairment</li><li>10. Deaf-blind disability</li><li>11. Physical disability</li><li>12. Chronic or acute medical conditions</li></ol>

### Admission criteria:

Any student whose limitation can be described under the UAE's Special Education Policy; "The Federal Law No. 29, 2006" will receive Special Education support through all academic and cross curricular areas of School. The school ensures that admission into all educational settings, including early years will not be conditional upon the submission of a medical diagnosis. School is equipped to support SEND Learners with access to premises and all activities.

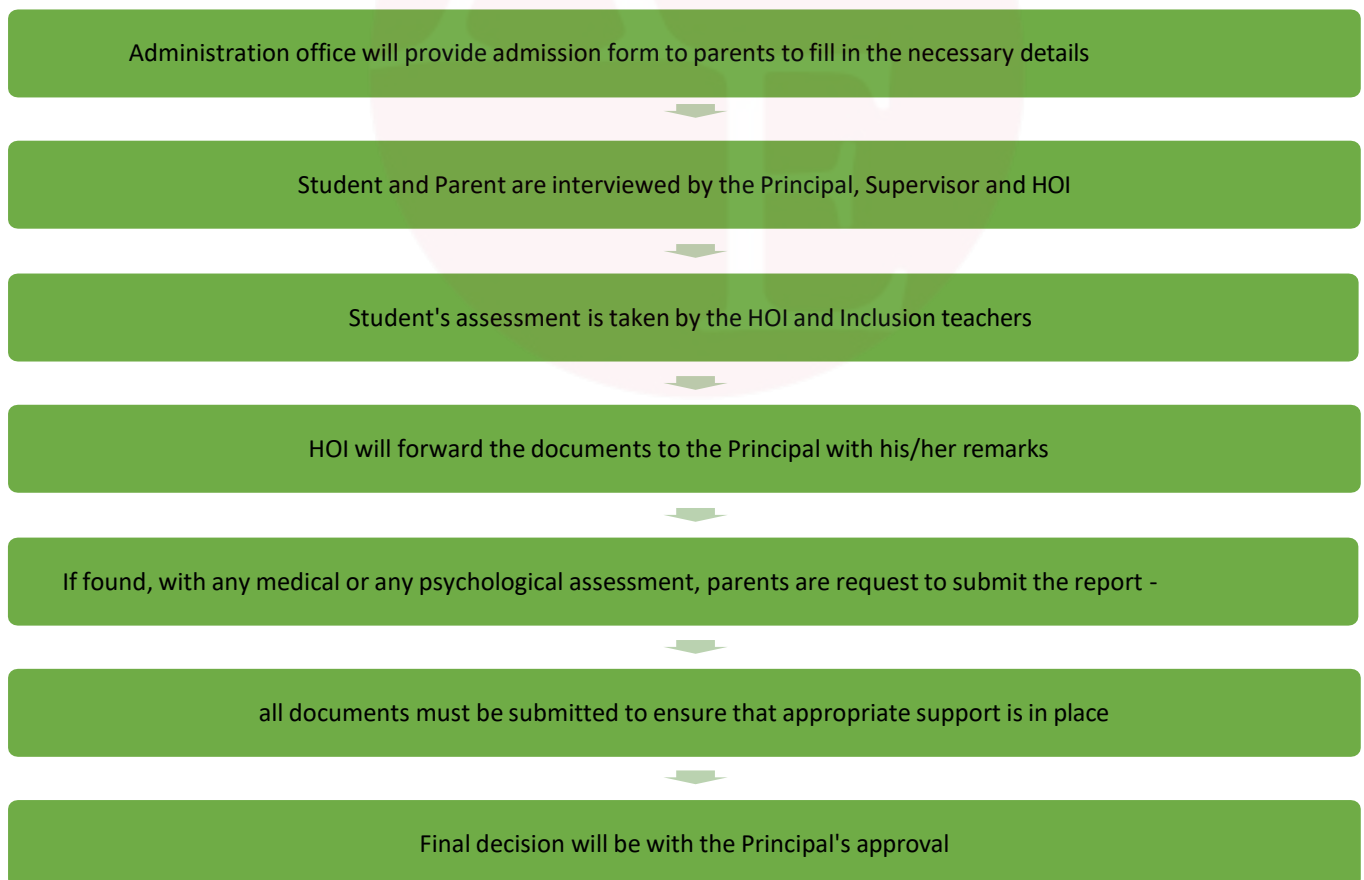
### Admission Procedures

No pupil will be refused admission to school based on his or her special educational need, provided the school's competency and availability of resources. In line with the SEN and Disability Act the school will not discriminate against disabled children and ASIES will take all reasonable steps to provide effective educational provision.

As an inclusive school, ASIES treats all applications equally, admitting students with a range of SEND. Admission applications for children who have identified additional needs are reviewed in partnership with SLT/HOI/SEND/Registrar to ensure if ASIES can meet the needs of the child.

The following outlines the procedures implemented in each Phase/Section:

## The Admission Procedure flowchart



## **Referral and Assessment Procedures**

For students who are already in mainstream education system, Subject teachers and form tutors have a prime responsibility in identifying a student with a learning difficulty or academic delay. Teachers are advised to practice all possible strategies before referring a student to the inclusion department. However, if there is no progress, teachers will fill in a referral form and submit it to the respective supervisor. Supervisors will confirm the situation and forward the referral to SENCO or HOI. Finally, the inclusion team will take action and begin the required interventions. The protocol of screening will include:

- Take parents' consent to screen the child (if needed)
- Teachers fill out internal referral forms that specify the area of concern (cognition and learning, behavioural, physical, sensory and medical etc.) and give background information/observations of the child's condition.
- Conduct behavioral observation for the child.
- Conduct 1-1 screening for academic skills.
- Inclusion team evaluates the referral and conducts /obtains the following to confirm the teachers' observed conditions:
  - Interview/Informal assessment
  - Classroom observation
  - Feedback from other teachers
  - Feedback from existing therapists
- Share results with SLT, Supervisors, and internal support team.
- Device a conclusion and meet the parents to discuss outcomes.
- If the child manifests signs or characteristics of a special needs condition, the HOI meets with the child's parents to discuss an action plan. The Parents will be informed of the observed condition and the provisions that the school can undertake to assist the child.
- The HOI/SENCO will facilitate collaborative meetings with all teachers involved to promote and develop individual education plans, monitor and support classroom teachers in the development and implementation of specific strategies to lower barriers to learning.

## **Classification of terms used in Al Sadiq Islamic English School:**

### **Mainstreaming**

Mainstream refers to a general education classroom setting. The concept of mainstreaming is based on the fact that a student with any disabilities may benefit from being in a general education classroom, both academically and socially. A mainstream student may have slight adjustments in how he/she is assessed, but he/she learns mostly the same material and must show that she/he is gaining from his/her classroom placement.

### **Inclusion**

The concept of inclusion is based on the idea that students with disabilities should not be segregated but should be included in a classroom with their typically developing peers. A student in an inclusion classroom usually needs only to show that he/she is not losing out from being included in the classroom, even if the student is not necessarily making any significant gains. The emphasis is on life preparation and social skills than on the acquisition of level appropriate academic skills.

Student groups under Inclusion Support

At Al Sadiq Islamic English School, students are broadly divided into four main groups;

### **1. Students of Determination / Students with Special Educational Needs**

A student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age. Students of determination are identified through one or both procedures listed below:

- i. Formally diagnosed by a qualified and licensed medical professional as having long-term difficulty, impairment, or disorder
- ii. Through the thorough screening and observation of a specialist and/or knowledgeable school team, as displaying almost all the characteristics of a particular category of impairment, delay or disorder.

### **2. Gifted and talented**

"Gifted and talented student" are students, who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

These students are identified using internal observation by teachers along with external standardised assessments like CAT4 and GL, or other specialist diagnostic tests as determined by the HOI in consultation with parents and an accredited external agency providing support to GT students.

### **3. Emirati Students:**

The Emiratis are the native Arab citizen population of the United Arab Emirates (UAE). At Al Sadiq, we work hard to inculcate the vision of UAE leaders to build the nation as outlined in UAE vision 2021.

The Emirati students are provided extended support, guidance and monitoring to ensure they receive first class education and can meet the expectations of nations' leaders.

### **4. English as Additional Language support group:**

At Al Sadiq Islamic English School (ASIES), most students are non-native English Speakers, these learners have a range of diverse needs and developing proficiency in the English language is essential in ensuring our learners can fully access the curriculum in all subjects. We fully understand that proficiency in the English language is not indicative of a child's intellectual ability.

## Support levels and provisions

A student on the inclusion register will receive Wave 1, Wave 2 or Wave 3 support (or a combination of these) based on his/her needs. Steps are taken by the Inclusion department to identify the needs of students with learning difficulties and consult with parents, teachers and external specialists, as well as the student, how far these needs can be accommodated through nuanced provision and curriculum modification, if required. Such needs may be classified as:

- Autism.
- Speech, language and communication needs (SLCN)
- Sensory impairments: vision and hearing.
- Learning disabilities.
- Social, emotional and mental health. (SEMH)
- Physical impairments.
- Medical conditions that may impair regular learning.

**Wave 1:** High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice. Support plan and LOGs are maintained.

**Wave 2:** Personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age- related expectations. The students receive an IEP, which is prepared by conducting PAGES assessments which clearly outlines the areas of support. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing additional support through professional coaching and monitoring.

**Wave 3:** The students receive an IEP, which is prepared by conducting PAGES assessments which clearly outlines the areas of support. Individualised programmes to accelerate progress or enable students to achieve their potential. Likely to include the use of specialist approaches, intervention or support services, including use of an Individual Learning Support Assistant (ILSA) to provide guidance, support, encouragement and control.

Medical conditions or health related disabilities such as asthma, diabetes and allergies that affect a child's school attendance are addressed by providing them with handouts of missed lessons and allowing for make-up work.

Gifted & Talented: Gifted and talented students are given opportunities to showcase their talents through regular enrichment activities headed by different subject areas. They are supported in lessons through high-quality teaching, higher-order questioning and differentiated extension tasks.

**Individual Education Plans (IEP'S)** are completed on a need led basis, however primarily students on Levels 2 and 3 support have an IEP. IEPs are prepared using **PAGES**.

**PAGS:**

Al Sadiq Islamic school is using PAGS, which assess the strengths and areas of development for all neuro-diverse learners who need support to achieve their expected level, to develop its IEPs. The assessment, PAGS®, has been developed to underpin curricular learning and set curricular targets for neuro-diverse learners. PAGS® recognizes the uniqueness of learners. PAGS® is a mapping process in which any progress or regression is highlighted guiding the practitioners to meet and support development of functional skills for life.

Student's Initial screening and baselines are assessed on 4 main domains via questionnaires in the PAGS system in collaboration with the parents. An onsite internal screening is also conducted to assess the academic proficiency of the students.

The IEP targets are set in collaboration of PAGS's suggested goals based on its assessments. Custom Targets are adapted using Core academic Domain of ABLLS® and AFLS®. The IEP lists different targets that the student needs to attain, along with teaching methodology and resources that will be used to achieve the targets. IEPs are reviewed a minimum of three times a year, however this may be more dependent upon the child's need.

**Accelerated Learning Plans (ALP'S)** are similar to an IEP although the targets that students are set will typically be above age-related curriculum expectations and nuanced to the student's interests and higher order capabilities. The ALP is to be agreed collaboratively with the subject/curriculum leader, parents and child, if appropriate. The ALP may include input too from external agencies or peripatetic teachers who support the student in ECAs such as the creative arts, including musical instrument tuition, singing, dance, drama or fine arts and high-level sports coaching.

Support programs From Inclusion Department

At ASIES, there are three generalized support settings to address the needs of students on the inclusion register.

**1. Intervention in the Classroom – Push in sessions**

SEND students are supported by the Inclusion Team in the mainstream classrooms and work closely with the teachers to initiate suitable teaching strategies, activities and class work to ensure progress of students of determination.

**2. Intervention outside the Classroom – Pull out sessions**

Students who require Level 2 support will have a one-on-one session with respective special educators in the designated resource rooms. The session will focus on their IEP goals.

**3. English as an Additional Language – Pull out and Push in sessions**

EAL learners receive targeted intervention plans developed in collaboration with the Inclusion Department. These plans are designed to address specific language and academic needs. The Inclusion Department oversees the implementation, ensuring that appropriate support and strategies are effectively applied and continuously monitored for effectiveness.

#### **4. Counselling Sessions to address behavioural concerns**

Students in need of counselling services are accommodated by the Counsellor in designated timeslots, which will not impact negatively on their schoolwork.

#### **5. General Provisions for Students of Special Needs**

Any student enrolled on the inclusion register receives the below mentioned support provisions as per their needs:

- An Individualized Educational Plan (IEP) and an Individualized Behavior Plan
- Pull out sessions in group or 1-1 setup
- Push in sessions
- Modified worksheet and study portions
- Modified exams (exam accommodation and modifications are subjective to their needs and progress)
- Support and consideration in all school activities
- Exams are conducted for all students on wave 2 and wave 3 to optimize the support.
- Support through all subjects as per student's need
- The school also allows and facilitates the use of Assistive tools for SEND students to learn and participate better.
- Guidance to teachers about the appropriate use of electronic translators is provided to allow older EAL students (Y7 -Y11 to access essential vocabulary. However, this will remain at the teacher's discretion so that the development of bilingualism remains a key focus.
- The inclusion departments work to enhance social and communication skills
- The inclusion department will also provide behavior Interventions and Sensory integration where necessary.

#### **Department of Inclusion Internal documentation and record keeping**

Maintaining internal documentation is an integral part of maintaining quality and track progress.

Internal documents include:

- Timetables; School, department, teachers
- Admission screening forms
- Internal Screening forms
- Referral forms
- Students' records; name list, diagnosis, wave-wise distribution
- External Diagnostic reports
- All IEPs, ALPs and BIPs
- Behaviour trackers
- Parent meeting minutes
- Department meeting minutes
- Students' end of year progress reports.
- Shadow teacher's database
- Internal training records – school and department CPDs

## **Accommodation and Modification**

Modified and accommodated lesson plans are delivered in class. Provision and exemptions may also be provided as per the need of the student. The following is the list of provisions available:

- Modified curriculum: curriculum is simplified at the student's level
- Modified assessment: assessment is tailored to concepts that the student has been taught

Learning Support Teacher (LSTs) in class

Assistance and training provided to Individual Learning Support Teachers (ILSAs) funded by parents and approved by the school.

## **Examination Provision**

- Separate seating during examination
- Additional time during examination
- Enlarged and sans serif fonts.
- Part or whole question can be read out
- Use of calculator
- Accept answers on key points
- Learning Support Teacher/Assistant in class during assessments

## **Monitoring Outcomes**

The monitoring outcomes of SEND students are tracked by reviewing the IEP targets termly or as needed. Evaluation is done by the Subject Teacher, Subject Leader and the Inclusion Team, in collaboratively.

## **Liaison**

Parents are informed when an external agency becomes involved with their child. Regular liaison is maintained with the following external agencies when required:

- SEND Support Services
- Psychological Services
- Social Services
- Health Services

## **Department of Inclusion- Communication to Parents**

Parents are an important part of this process, and we keep in contact with parents through following manner:

- Parents are contacted by email, phone call, messages / online meeting through MS Teams on monthly basis to have their input
- Parents are provided with the following documents:
  - Individualized Education Plan for each term
  - Behavioral Intervention Plans when required.
  - Modified worksheets & online study materials
  - Students' Timetables
  - End of year Reports
- Parents can contact the school and inclusion department anytime and can request modification in plans which are then reviewed and accommodated according to students' need.

## Roles and Responsibilities

### **Role of the Head of Inclusion**

- Manage the Inclusion Department effectively.
- Implementing an Inclusion ethos on a whole school level with support from SLT
- Overseeing the day-to-day operation of the school's Inclusion policy
- Manage the professional development of teaching staff and TAs in pedagogical best practice, in conjunction with the SLT
- Work with the Designated Safeguarding Lead (DSL)
- Manage the identification and intervention support of additional learning needs including, but not limited to:
  - Gifted and Talented
  - Learning Support
  - External therapy support
  - Physical challenges
- Support the fulfillment of the School Development Plan as referenced in KHDA academic plan application and take responsibility for those tasks allocated in that plan.
- Manage the intervention team of Inclusion Specialist Teachers, school and student counsellors, Learning Support Assistants, External therapy Centre's
- Support the development of Inclusive values in compliance with the UAE 2020 Vision
- To ensure progress against individual educational targets
- Observing children in class without a teaching commitment
- Managing, supporting, and training Teaching staff
- Contributing to the professional development of all staff
- Monitoring and supporting the successful implementation of CPDs.
- Liaising with outside agencies: educational psychologists, speech and language therapists, occupational therapists and child and adolescent mental health professionals etc.

### **Role of the SENDCO**

The SENDCO has responsibility for:

- Report to Head of inclusion
- Coordinating provision of children with SEND
- Managing the Learning team and support staff
- Planning and coordination away from the classroom
- Maintaining appropriate records
- Teaching children with SEND
- Monitoring and tracking children's progression
- Ordering and management of the specified agreed resources for SEN provision
- Liaising with parents and caregivers
- Liaising with potential next providers of education to ensure a smooth transition.
- Ensuring that the school keeps the records of all children with SEND up to date

## **Role of Inclusion Support Teachers**

These to include:

- Responsibility and accountability for the progress and development of their children
- Being aware of the school's procedures for identification and assessment of children with SEND.
- Complies with all rules, regulations and procedures as outlined in the Employee Handbook and General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).
- Collaborating with the SENDCO to decide on the actions required.
- Support individual students in reaching their IEP targets.
- Analyse assessment data and identify progress and attainment of individual Students that are causing concern.
- Maintain baseline and progress data for delivered interventions.
- Implement, deliver, and monitor devices programs alongside documenting progress and achievement rate of each child on his individualized plan.
- Keeping and updating records
- Keep annotated notes and records to provide details of success and difficulties of Students liaising with HOI on a day-to-day basis or as required.
- Communicating and delivering correct information to parents.
- Developing and implementing CPDs with children, parents, and staff
- Seeking professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.

## **The Role of the Inclusion Champion**

- Promote ideas and modelling practice that support the development of inclusive attitudes and approaches.
- Engage thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills.
- Share information with senior leaders
- Provide the motivation and support required for improvement over time

## **The Role of the Principal**

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement.
- Develop and implement a comprehensive and strategic inclusive education improvement plan.
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice.
- Provide an annual programme of continued professional development for all staff at all levels across the school.
- Apply a rigorous system of monitoring and review to track and inform revisions to strategic plans.

## **The Role of the Governing Board**

- Set strategic direction through a clearly stated inclusive vision and ethos
- Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.
- Support the provision of audited needs of the Inclusion department with regard to staffing, rooming and resources subject to budgetary constraints.

## **Mainstream Teachers' Responsibilities**

- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support individual students in reaching their IEP targets.
- Be alert to the possible need for monitoring Students who are causing concern.
- Consult and keep the HOI and SENCO informed of any changes.
- Implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher
- Assess to plan and devise specific strategies for managing Students with SEND
- Follow advice and support from inclusion department to ensure that all Students with a variety of needs and barriers to learning within school are included at all times.

## **Role of Individualised Learning Support Teacher (ILSA)**

- Complies with all rules and policies regarding safety and child protection.
- Helps in-charge IST Teacher develop, plan, and implement appropriate curriculum and methods.
- Assists Classroom and IST Teacher in the development of each child's individual goals and objectives.
- Sets up and maintains an appropriate learning environment.
- Ensures that the assigned individual is in their constant supervision and is NEVER left unsupervised.
- Meets monthly with the classroom and inclusion teacher for supervisory meetings.
- Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
- Always maintain discretion and confidentiality of child and family information.
- Alerts Classroom and inclusion teacher to any problems or social information about an individual child.
- Always communicates professionally with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.
- Performs daily activities such as, but not limited to, reading, playing and doing activities with the children, changing diapers, food preparation, as well as the cleaning and organizing of the physical space.
- Must possess the ability to deal with the stress of the position in an appropriate manner.
- Must possess the mental, physical and emotional health to carry out the responsibility of supporting the child throughout the curricular and co-curricular activities.

## **Role of Parents**

Parents are equal participants and support providers for students. Each parent is expected to:

- Take responsibility to support a child's learning.
- Take interest in child's development.
- Be actively engaged in educational journeys.
- read and respond to documents sent through email.
- ensure that home plans are implemented and followed regularly.
- Participate and attend school meetings.
- Provide input and feedback for improvements.

## **Role of Student on support**

- To know and work towards their targets and set high expectations of themselves.
- To be honest about their learning
- To come to school prepared and ready to learn
- To put in their best efforts in all they do at school.
- To engage with target setting, self-assessment, and all learning experiences

## **NOTE:**

*This policy is solely devised for Al Sadiq Islamic English School. The purpose of this document is to draft clear outlines for all individuals entitled to deliver and implement the Inclusion within the school system. SLT members along with the inclusion team is responsible to ensure the Policy is implemented and no violations are made.*