

INCLUSION POLICY

Rationale

Dubai is determined to become fully inclusive by 2020. (KHDA School Inspection Supplement, 2017-2018). The 'My community...a city for everyone' initiative makes this commitment clear and is supported by Dubai Law No. 2, 2014. At DePS we abide by the Federal Law No. 29/2006 which includes Article (12), Article (13), Article (14), Article (15) and also Law No. 2 (2014), where improving the education and social outcomes of students with Special Educational Needs and Disabilities (SEND), now referred to as 'The Determined Ones' remains a priority. The policy also adheres to the Executive Council Resolution No. (2) Of 2017.

The law promotes inclusive education which means that all students with disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities in a common learning environment.

The principles of inclusion and equity lie at the heart of the legislative framework. It requires that education providers ensure that students who experience SEND have equitable access to quality inclusive education with their peers. (Dubai Inclusive Education Policy Framework)

We welcome children from a variety of academic backgrounds, abilities, behavioural, socio-emotional and additional needs. The school strives to provide a safe, stimulating, supportive, happy and secure environment for children with mild, moderate and severe special educational needs. We support our teachers as they enable children with SEND (The Students of Determination) to access all areas of the curriculum within the mainstream school environment and community. We support our children to enable them to achieve their potential academically, socially and emotionally by recognizing their individual differences, needs, strengths, experiences and interests. We support our parents as partners in the education of their children.

Definition of SEND as per Dubai Inclusive Education Policy Framework, "A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers."

The provision for the special educational needs of these children will be in keeping with the school policies.

Definition of Special Educational Needs and Disabilities

1. The needs of a student are considered 'different' when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child's disability limits or denies the child's ability to use educational facilities.
2. A student is said to have Special Educational Needs:
 - When he/she makes little or no progress even when teaching approaches are particularly targeted to improve the student's identified area of weakness.
 - Continues working at levels significantly below those expected for children of a certain age.
 - Presents persistent emotional and or behavioural difficulties which affect his/her learning and social interactions.

- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication/interaction difficulties and requires specific individual intervention in order to access learning.

Aims of SoD provision at DePS

- Provide equitable opportunities and high achievement for all SoD (Student of Determination).
- Identify a child at risk as quickly as possible and take early action to meet these needs.
- Enable and ensure that all students of determination realise their potential.
- Plan strategically to improve accessibility of the school's premises and curriculum for all students.
- Monitor progress and review targets every six weeks.
- Work in partnership with students, parents and external agencies (where applicable) to reach targets.
- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills SoD.
- Prepare SoD for successful transition to secondary school.

Inclusive Education Action Team

- Principal
- Inclusion Governor
- Inclusion Champion
- Head of Inclusion
- Head of ELL
- Wellbeing Coordinator
- Head of Pastoral Care
- Counsellor
- Medical Team
- ELL Specialists
- Special Educators
- Learning Support Assistants (LSAs)
- Teaching Assistants (TAs)

The school welcomes students with diverse learning needs. Efforts are made to accommodate the learning, behavioural and social emotional needs of all learners.

The Head of Inclusion/Inclusion team has the duty of recognising children with Special Education Needs as fully participating members of a community of learners. All students are provided equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their Educational Program. The professionals from the department will ensure the full inclusion of students of determination which is facilitated and made possible through implementing Individualized Educational Plan in collaboration with parents, teachers and centres (where applicable) other caregivers. Students of determination are monitored and given appropriate targeted interventions.

Steps in the admission procedure for students of determination:

1. Parents contact the school registrar.
2. Registrar forwards the admission request to the Inclusion team who conducts the assessments.

3. The Head of Inclusion / Inclusion team facilitates CAT4 for Year 2 to Year 8 students based on needs and analysis basis. For early years to Year 1, we facilitate Wellcomm assessment to screen children for speech and language ability, this helps us to identify problems before they become more serious, and helps us to decide if the child will be a candidate for Inclusion register.
 4. The Head of Inclusion contacts parents and asks for any evaluation or diagnostic reports, previous school/ nursery report cards, therapy reports or any other notes.
 5. Meeting is arranged with the parents irrespective of a medical report available or not.
 6. Parents are inducted into the services and support offered at school.
 7. An observation of the social, emotional, behavioural skills and 'assessment of educational need' is then conducted with the prospective student.
 8. Parents are then informed of the nature of services and support that will be required by the student based on the outcome of 'assessment of educational need'.
 9. Parents complete the admission process.
- ☒ All placements are subject to availability of seats
 - ☒ Parents must fully disclose in detail, during the admission application process, any educational, social-emotional, physical, sensory, medical diagnosis or medical needs along with copies of all written reports and/or any additional academic support the child is receiving or has received in the past. Failure to disclosure of any information or deliberate withholding of any needs may lead to withdrawal of offer or parent may be asked to provide extra support in terms of an LSA or assessment reports from experts. The school will then be able to analyze whether the child can be fully supported or not.
 - ☒ At the time of entry level assessment if a student is facing challenges and the parents appear to be unaware of their child's additional needs and LSA is needed, then the Inclusion team arranges for an agreement to be signed which states that after observing the student for a certain time and observation report will be provided which will state if the student will need support in terms of LSA or not.
 - ☐ **Sibling priority:** Admission priority is given to students who are siblings of students.
 - ☒ At the time of entry level assessment if a student is facing challenges and the parents appear to be unaware of their child's additional needs, then the admission team arranges an interaction with the Head of Inclusion / SENCo.

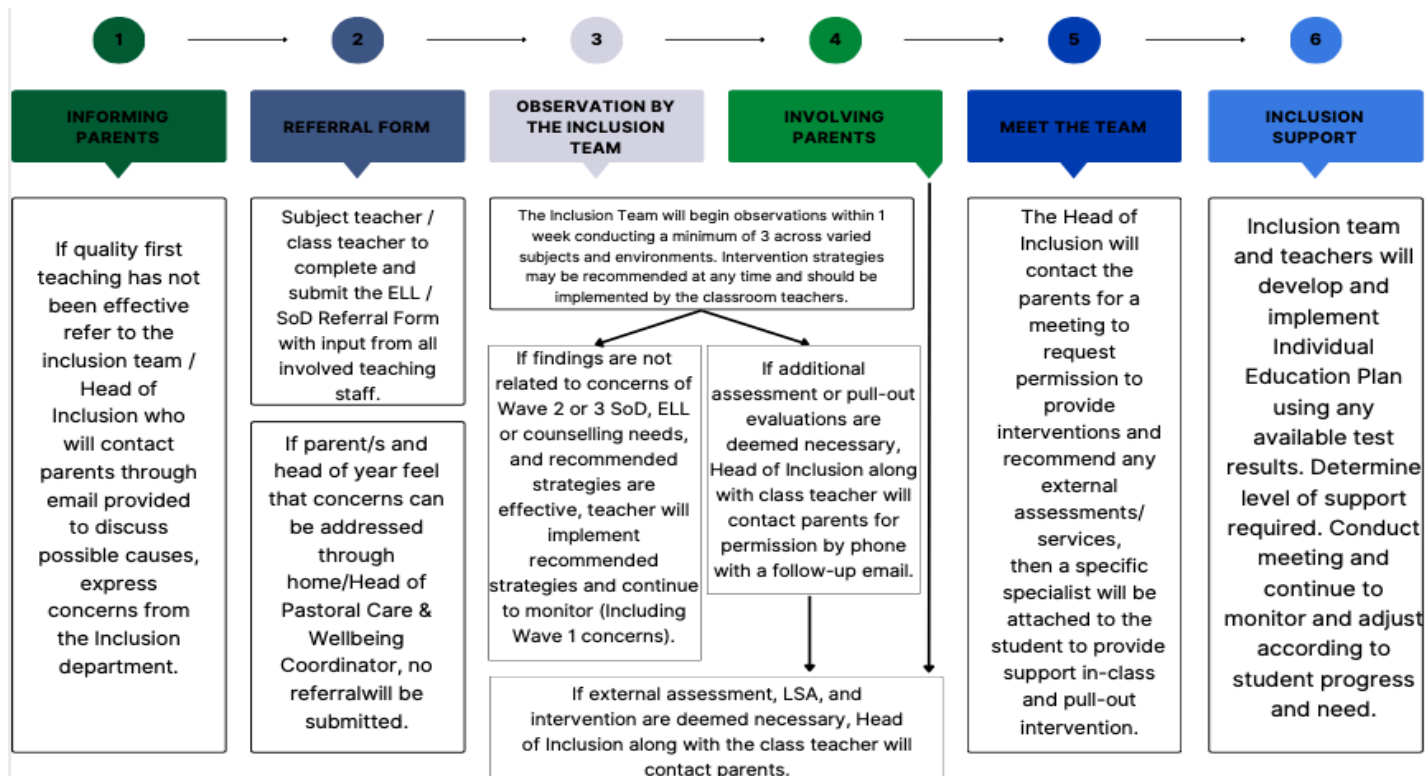
Identification

DePS has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.

Procedure followed in the classroom:

- Teachers make observations of the students
- Inclusion Lead/s also observes the students in the classroom
- Inclusion Lead suggests if a student referral form needs to be filled for immediate intervention.
- In case where further observation is required to assess learning and / behaviour with any student, the teacher will discuss with the Inclusion Lead/s.
- The Inclusion Lead/s will guide the teachers with specific strategies.

- If the student does not show expected progress within the set time frame with support from home and school, the teacher will fill in the student referral form.
- The subject and specialist teachers will write a feedback or observation report on the student and submit it to the Inclusion Lead.
- Teachers and parents will fill in informal checklist/s to identify signs. Student records are closely examined by the teacher and the Inclusion Lead/s.
- The Inclusion team is informed and a meeting is called to discuss student concern and strategies that can be effective.
- Based on the internal assessment results, parents will be asked to get an external assessment done. However, need-based intervention will begin as soon as internal identification takes place.
- Based on the assessment reports, the student will be added to the Inclusion registry in KHDA.
- Parents are contacted, informed and guided about the specific needs of the child and the kind of support that will be provided by school and expected from home.
- Teacher, Inclusion Lead/s, parents, Learning Support Assistants (LSA) and case managers (agency representative) meet to discuss outcomes and possible course of action.
- An Individual Education Plan (IEP) will be planned for the student in consultation with teacher and parents and with the agency.
- An IEP copy is shared with the parents and students.

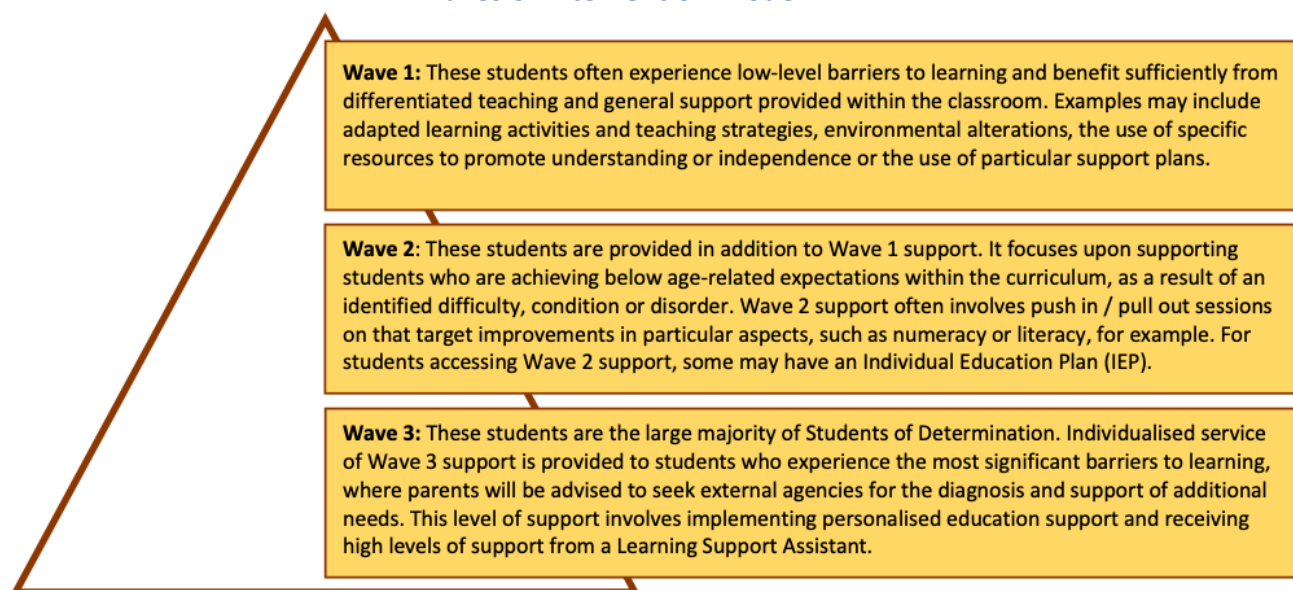


Programme Set-Up

- The department is currently staffed by one Inclusion Lead, Special Educators, Learning Support Assistants, and teaching assistants.
- The classroom teacher is responsible for the modification, adaptation, implementation and outcomes of the students' educational programmes along with the Inclusion Lead, Special Educators and Learning Support Assistants.

- Based on the needs of the student, the level of support is determined.
- Support provided is reviewed periodically. According to the hours available and the individual student's need, the Inclusion Lead / Special Educators will draw up a time table for support of students in class or for withdrawal.
- Students with SEND who achieve targets, are able to access the curriculum with modification/adaptation in the classroom and do not require additional support will continue to be monitored to ensure they are achieving their potential and being successful at learning.

Waves of Intervention Model



At DePs we follow the waves of intervention model which describes how different levels of intervention can be understood and systematically implemented.

Wave 1: The Core - High Quality First Teaching

- Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2: Targeted - Additional Support (Push-in / Pull-out)

- Wave 2 describes specific, additional and time-limited interventions provided for children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 support often involves push-in / pull-out sessions that target improvements in particular aspects.

Wave 3: Intensive - External Agency Support and LSA (Learning Support Assistant)

- Wave 3 describes targeted provision for a majority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or group intervention by the specialist that involves implementing personalised education support and receiving high levels of support from a Learning Support Assistant.

IEP - Individual Educational Plans

- IEP is prepared on a termly basis for students with SEND. Review is done every six weeks.
- An IEP is written based on the needs of the student.

- Every IEP will set out a long term goal, short term goals and achievable targets. The IEP is a SMART document which includes strategies for delivering the targets, resources, time frame, support staff and criteria for assessment.
- Parents, students (wherever feasible) and teachers, external agencies will be involved in setting targets for IEP.
- Students in Key stage 1 and 2 will also be involved in reviewing their performance in achieving these targets.
- Any recommendations from diagnostic reports will be incorporated to meet the specific needs.
- The IEP will be reviewed every six weeks as a working document.
- Some students who present themselves with additional and specific high needs (diagnosis) will receive a planned personalised curriculum. The learning support teacher will coordinate the plan along with the student, parents and subject teachers and will make the plan. The Inclusion Lead/s will oversee the programme.

IBP - Individualised Behaviour Plan

- Behavior intervention is provided for those with challenging behaviours.
- An Individualised Behaviour Plan (IBP) assists the student in building positive behaviours to replace or reduce a challenging/dangerous behavior, providing effective strategies.
- The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are recorded to help plan the IBP.

English as an additional language - IEP

Children are expected to speak English commensurate with age prior to entry to DePS or the school will be satisfied that parents of these children have a sufficient level of spoken English and are prepared to motivate and support their children. Students who are identified to have difficulty in the English language will be supported in class or in pull-out sessions as a part of the IEP.

- An IEP is planned for the students to address their language needs detailing strategies and modifications to be implemented in the classroom on a daily basis, as well as individual target support which will be delivered by the learning support assistant.

Provisions

Provisions and exemptions may also be provided as per the need of the student. The following is the list of provisions available for students with SEND.

- Modified curriculum
- Modified assessment- tailored to concepts that the student has been taught / IEP targets
- Accommodations in the classrooms and at the time of assessments.
- Learning Support Assistants / Teaching Assistants in class to support the academic and behavioural needs.
- Exemption from languages- second language and Arabic from KHDA or change to Arabic (B) from Arabic (A). It is mandatory for parents to submit a psychoeducational assessment report to seek any exemption. The report has to be less than 2 years.

Learning Support Assistants (LSA)

- The school will participate with the parents in appointing LSA, whose background must suit the purpose and comply with the standards of support set by the school, in compliance with our student 'safeguarding policy' and our policy of 'Professional Code of Practice'.

- All parent appointed LSAs to sign a memorandum of understanding with the school.
- A LSA may also be appointed through an agency. Agencies can be useful because if the LSA needs leave of absence, an agency can send a replacement, in the short term. Also, all assistants receive training and are supervised.
- It is important that any LSA should be able to fulfill the demands of a full, working, school day. This means being present, and on time at the beginning of the day, and working through to the end of the day or as per the provision.
- The LSA will work in consultation with the Head of Inclusion, Special Educator, teachers, parents and agency (if appointed through one).
- If there is negotiation about SoDs having more opportunity for independence, e.g. in clubs, it is still necessary for that LSA to be present in school. School hours are not negotiable by parents employing LSA.

Access to the Environment

DePS is a single site school built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which has an additional ramp and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which are accessible to wheelchairs. There is currently no lift to the first floor, but there is an 'evac chair' for emergencies.

Assessment/Testing within the school for students with SEND

- Teachers and Inclusion Lead/s need to discuss the needs of each student before assessments to ensure students with SEND are given a fair test.
- For external tests, early discussion is critical so accommodations can be applied for.

Exam provisions

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of reader (only read out). Part or whole question can be read out
- Use of writer/scribe to write answer paper
- Use of calculator
- Use of computer/laptop to write exam
- Condone spelling error
- Learning Support Assistant in class and during assessments

Partnership with Parents

- Right from the start parents will be kept informed and encouraged to be actively involved in their child's learning.
- Parents will be invited to discuss the outcomes of assessment/screening tests and decide on further action.
- Parents will be notified when their child's name is added to the SEND register. They will also be informed if their child moves from one level of support to another.
- Parents will be involved in planning IEP/IBP/ILP for their child and will attend all IEP/IBP/ILP meetings as well as regular parent teacher meetings.
- Parents are required to read with their child, follow prescribed home plans/strategies to work on specific skills, support their child to complete homework/projects and follow behaviour intervention plans as required in a consistent manner.

- Parents will attend meetings, workshops to enable them understand and work effectively with their child.
- Parents will inform teachers of changes at home that may have an impact on a child's emotional state and learning at school.
- Parents will inform the Inclusion Lead/s and School Nurse of any medication their child is taking.
- When requested to, parents will ensure their child receives additional therapies/consultation from sources outside school to enhance learning.

Record Keeping

- Every student with SEND will have an individual file. It is maintained by the Inclusion Lead/s.
- Class teachers will keep records of baseline assessments, results of standardised testing and all other records that every student needs to have in their file.
- Records of any medication taken and support therapy received will be recorded.
- Observations/concerns will be recorded regularly with teachers and Inclusion Lead/s.

Transition

At DePS we endeavour to ensure a smooth transition for pupils between each primary phase: EYFS to Key Stage 1, Key Stage 1 and Key Stage 2 and Year 6 to Year 7. Students and parents need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that students can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

Implementation

- Inform the parents and students about the transition process
- EYFS students are given several opportunities to visit the main school and the classrooms
- Assessments(including profiles) are shared with the new teachers
- New teachers to visit the students in the summer to observe them and build up a relationship
- Staff to meet and pass on records and assessments including discussions of the strategies to meet the SEND students' needs
- Additional visits for Year 6 SEND students to their new secondary school
- Collaboration between teachers and Inclusion Leads from the primary school and post-primary schools to share best practice and expertise
- Pastoral support for students to develop the confidence, understanding and skills they need to become increasingly independent learners

The following are provided as contacts and are not specifically endorsed by the school. Request you to please contact them to find the most suitable service for you.

Child Early Intervention Medical Centre

Al Razi Building, Block B, Suite 2010, Dubai HealthCare City, P O Box 505122
Tel: 04-4233667

ABLE UK (Advanced Behavioural Learning Environment)

Tel +971 4 552 0351

Web: <https://able.ae/>

Maharat Learning Centre

Tel +971 4 288 8104

Web: <https://maharatlearning.com/>

Stepping Stones

Tel +971 4 3635433

Web: www.steppingstonesca.com/

Rashid Center for People of Determination

Tel: +971 4 3400005

Web: <https://rashidc.ae/en/home/>

Documents to support Inclusion policy

- Admission policy and procedure
- Professional code of practice
- Safeguarding Policy
- Gifted and Talented Policy

Document	Inclusion Policy
Date written	April 2019
Last reviewed	August 2022
Next Review	August 2023
Version	Working Document