



Inclusion Policy

Policy for Students of Determination Experiencing Special Educational Needs

Introduction:

The school's Inclusion Policy is intended to be consistent with the standards and procedures of the RAK Inclusive Education Policy Framework.

Definition:

"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".

Special Education Needs could mean a student has difficulties with:

- All of the work in school.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving properly in school.
- Organising, completing tasks or focusing on activities.
- Some kind of sensory or mobility needs that may affect him/her in some or all school activities.

Students are not regarded as having learning difficulties solely because their native language is different from the medium of instruction at school.

The school provides a responsive environment with specific pedagogical benefits for non-native English learners which supports improved teaching and learning for all.

Aims and Objectives:

The school's aim is to:

- Achieve maximum inclusion of all students whilst meeting their individual needs.
- Maintain a culture of learning that works towards the well-being of all its students, fights exclusion, creates a sense of belonging and promotes trust.
- Provide differentiated learning opportunities to all students and ensure that all students have full access to the school curriculum.
- Make every effort to narrow the gap in attainment between students with special needs and their peers.

- Focus on individual progress which will be considered as the main indicator of success.
- Make a clear distinction between 'underachievement' and Special Educational Need.
- Identify at the earliest students requiring different or additional support and ensure appropriate interventions are put in place to help them succeed.
- Use appropriate and accurate assessment tools and carefully plan programmes that address the learning difficulties of these students to help them succeed.
- Ensure that the needs of each and every student are supported so they may feel happy, confident and valued.
- Work in partnership with parents to achieve the best outcomes for the child.

I. Role of the School:

- Identify students who experience special educational needs at an early stage in their school years.
- Keep parents informed of their attainment and progress at every stage.
- Put into effect a plan of action involving the parents at every stage.
- Use outside agencies and/or resources as appropriate.
- Continuously monitor the progress of all students.
- Evaluate the results of the plans regularly.
- Revise the plan of action, when/if required.
- Meaningfully integrate students who experience SEND into all of the school activities.

II. Principles of Special education needs:

Students identified prior to admission:

- Observation and assessment are conducted by the specialist team within the school.
- Parents are expected to share all information regarding the child's needs and seek external reports requested by the school, where appropriate.
- The school makes provisions based on the needs of the student.
- Parents are expected to attend review meetings regularly with the school's specialist team.

Students identified postadmission:

- Be placed on the Students of Determination Register.
- Have an IEP.
- Have access to additional support programmes.

III. Role of the Parent:

- Provide the school with copies of all medical, psychological or educational assessments on entry to the school.
- Notify the school authorities in writing if they are aware of or suspect that their child (or anyone in his or her immediate family) has special needs.
- Collaborate with the school to ensure appropriate and adequate provisions, accommodations and services are provided.

- If a student requires increased level of support, beyond the support that is offered by teachers then the parents will be required to provide additional reports from appropriate external specialists. (The school reserves the right to request educational reports from sources identified as qualified by the school's specialists).

IV. Strategies for Teaching and Learning of Special Education Needs:

- An Inclusive Education Support team is actively engaged in improving the quality of provision for students with determination.
- Collaboration and teamwork are consistently practiced, and the staff meets regularly to discuss the progress of individual students as well as to discuss innovative teaching strategies.
- The school provides for students who experience a wide range of special educational needs through a skill-development programme and through differentiation.
- Learning support assistants are available to work with individual students and small groups
- Students who are placed on the Student of Determination Register (Wave2 and Wave 3) have an Individual Education Plan (IEP).

This lists targets and the method and resources that will be used to achieve them.

This is delivered by the subject teachers in collaboration with the Special Educator or Learning Support Assistants and reviewed frequently to monitor progress.

V. Inclusion Provision:

Provision for inclusion for all students is made through:

- Literacy and Numeracy Intervention
- Behavioural management strategies
- Support Teachers and Learning Support Assistants
- More Able, Gifted and Talented (see More Able, Gifted and Talented Policy)

VI. Provision for Inclusion of Students with Autism Spectrum Disorder(ASD):

The inclusion of ASD is a matter of flexibility of demands and targets to meet the individual needs of students, with the school system adapting itself to those needs rather than expecting the students to adapt to the demands of the school.

It includes:

- Provision of adequate support such as access to computer-based learning, modification of homework, access to regular physical activity, flexibility in participation in sports and games, and individual teaching support.
- Accommodation to any sensory or communicative weaknesses.
- Provision of adequate services such as speech therapy and occupational therapy or social skill and friendship development through programmes such as Circle of Friends, Circle Time etc.
- Adequate liaising with families and sharing of objectives and strategies to meet the unique needs of students.

- Ongoing capacity to identify problems and to devise solutions.

VII. Provision for Students with Physical Disabilities:

The school provides resources and accessibility to all areas of learning and is committed to cater to the individual needs of all.

- Ramps and lifts are provided for movement and easy access.
- Classroom arrangements and designated points of entry for school also allow wheelchair access.
- Adaptive Physical Education is provided.
- Teaching and learning is modified to cater to individual needs.
- Individual accommodation is planned to promote learning and develop essential skills.
- A Buddy programme is in place to build strong, supportive relationships between students.

VIII. Identification Provision:

- CAT4 provides a standardised measure of cognitive reasoning ability and helps to identify gifted/talented students including those who may be coasting in class.
- Dyslexia and Dyscalculia Screeners are administered to identify Dyslexic/Dyscalculic tendencies in students aged 5-16 years.
- The school's system of regularly observing, assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional/advanced needs.
At DPS RAK , we have categorised provision in 4groups:

1. More Able, Gifted and Talented
2. Wave 1
3. Wave 2
4. Wave 3

(Please refer to Gifted and Talented Policy for provision for More Able, Gifted and Talented)

IX. Provision for Wave 1: (Level 1 Support)

- The classroom teacher responds to a student's particular barrier to learning by providing differentiation in their lessons.
- The teachers schedule regular meetings with parents to share resources, strategies and guide them on how they can support their child.
- Meetings are also scheduled to give feedback on the child's progress.

X. Provision for Wave 2: (Level 2 Support)

- Where Wave 1 does not meet the student's needs or where the barriers to learning are significant, an IEP details specific targets and effective strategies.
- More support takes the form of withdrawal groups and a Support teacher working with a group of students in the classroom.
- This may involve some external assessment.

XI. Provision for Wave 3: (Level 3 Support)

- A high level of individual support is administered with the help of a Support teacher/ Learning Support Assistant in the classroom.
- The IEP includes specific targets and effective strategies to support the student.
- Withdrawal from lessons is done for extra literacy and numeracy on a one-to-one basis during exemptions.
- Optional subjects are available and offered against exempted subjects.
- This involves external assessment and extra cost for individual support if required.

XII. Procedure in Early Years:

- The learning goals set out what most students are expected to achieve by the end of kindergarten.
- We recognise that students' progress at different rates during the kindergarten stage.
- By the end of this stage some students may still be working towards these goals.
- Such students need differentiated learning opportunities to help them succeed and may require regular monitoring of their progress.
- They are supported through Wave 1 intervention.

XIII. Informal Assessments:

Structured and informal observations are made on a regular basis through:

- Discussions, questioning and listening that take place during normal classroom activities.
- Students' work in written or graphic form, in the form of social interaction etc.

XIV. Recording and Reporting Progress:

- Records of daily progress are kept for each student. These as well as assessments are used to inform progress of the targets on the IEP.
- The school reports to parents through parental interviews and end-of-term reports. Parents of children with SEND may require additional meetings, and the Special Educator is available for any additional meetings.
- In addition to the reports at the end of the term, parents receive a copy of the reviewed IEP and the new IEP with appropriate new targets.
- Parents are invited to meet with the Special Educator if there are any concerns.

XV. Guidance Counsellors:

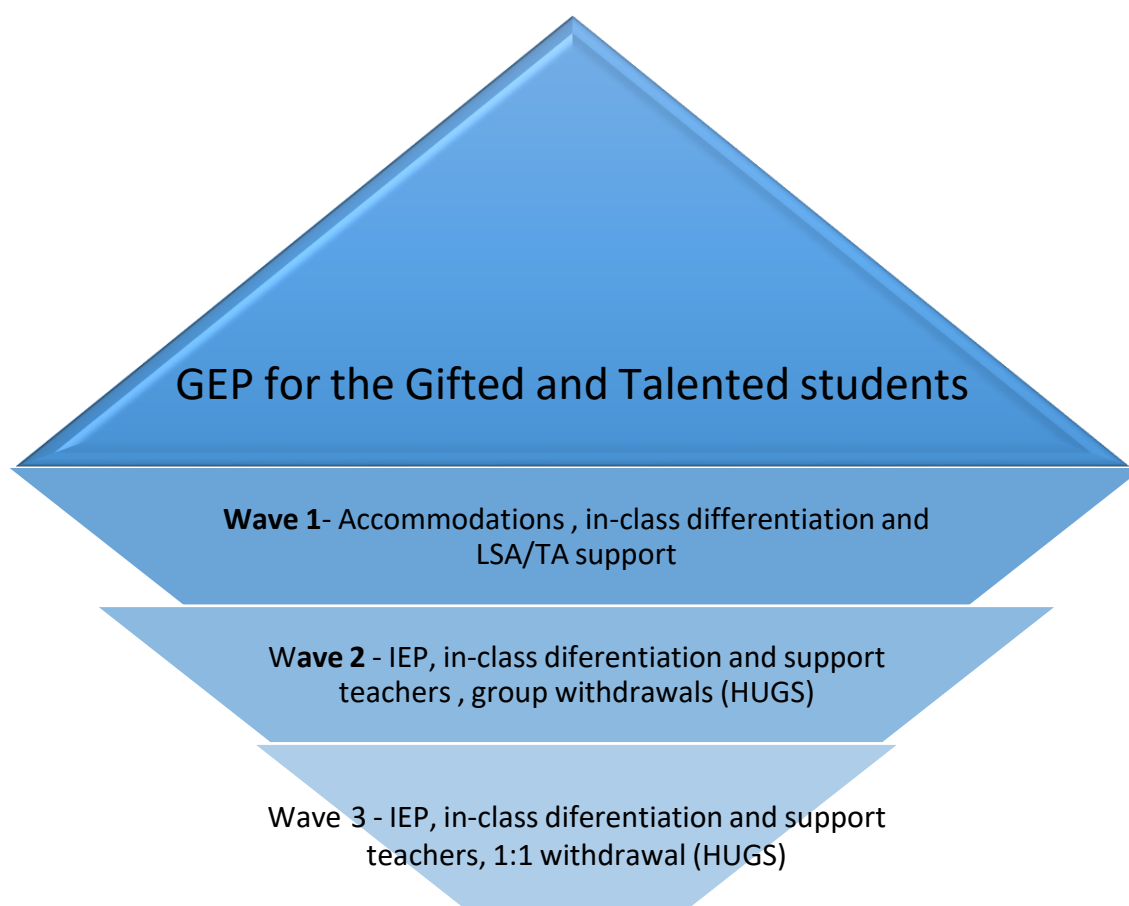
The school counsellors provide individual and group services to students regarding educational, vocational, personal and social concerns. These services include:

- Personal/Group Counselling: for students who experience difficulties in relationships, academics, personal concerns, and transition issues. The focus is on assisting students in problem-solving and self-discovery.
- Crisis Intervention: to plan for and respond to personal and community crisis

situations.

- Consultation: with parents, community resources, teachers and administrators on strategies to help students deal with and resolve academic and personal concerns.
- College Guidance: to orient students and parents to college application procedures and guide them through the application process for schools in several countries around the world.
- Career Guidance: to gauge students' aptitude and interests through assessments, provide vocational guidance and internship opportunities.

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Online Learning- Addendum

Provision during the Online Mode of Learning is intended to be consistent with the information and guidelines of the School- Home Provision.