

# مدرسة الوحدة العربية

# ARAB UNITY SCHOOL



## Inclusion Policy



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# مدرسة الوحدة العربية ARAB UNITY SCHOOL

## VISION STATEMENT

Arab Unity School aims to provide a stimulating learning environment that challenges our students into discovering their potential and mould them into respectful, reliable and purposeful leaders of the global community.

## MISSION STATEMENT

To provide an affordable education with a strong foundation of knowledge, technology and life skills, enabling our students to evolve into socially conscious and responsible individuals.

## CORE VALUES

|   |   |
|---|---|
| <b>Character Building</b><br><br>Morally Accountable<br>Diligent and Trustworthy      | <b>Progressive Thinking</b><br><br>Technological Competence<br>Collaborative Thinking |
| <b>Global Commitment</b><br><br>Environmentally Conscious<br>Persevering and Tolerant | <b>Leadership Skills</b><br><br>Inspiring and Motivating<br>Decisive and Consistent   |

### **A GLIMPSE OF ARAB UNITY SCHOOL HISTORY**

The Arab Unity School was established in 1974 by Mrs. Zainab A Taher, a qualified and veteran educationist, active in the field of education since 1963. The school follows the Early Years Foundation Stage, English National Curriculum from Year 1 to Year 6 in Primary and in Year 7 to Year 9 in Secondary. This prepares students for the Cambridge IGCSE Exams in Year 10-11 followed by the AS/A2/A Levels from the Cambridge International Examinations (CIE) and Edexcel UK. The AUS became an approved Centre in 1990 to conduct all Cambridge International Examinations (CIE) exams and was awarded Fellowship Centre status in 2002. AUS is also a centre for SAT and TOEFL examinations. At present, the school caters for approximately 3400 students drawn from the expatriate and local population

### **MESSAGE FROM THE FOUNDER DIRECTOR**

Education is the most pristine of life's disciplines and it determines the sustenance and evolution of humanity and civilization. Arab Unity School's incredible and enviable progress is the result of an insatiable desire for perfection and unending, Odyssean quest for new challenges in the academic arena. The school has also been receiving accolades and recognition from the CIE for the commendable service rendered in the field of education. Education, in AUS, does not restrict students within the parameters of academic goals but motivates them to excel in every walk of life, inspiring and challenging them, every step of the way. To paraphrase Kipling, we hope to foster generations that can walk with kings without losing the common touch.

We, at Arab Unity School, focus on the intellectual, moral and spiritual development of our pupils and are ambitious for continued success.

Mrs Zainab A Taher  
Founder Director

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

### **Federal Law 29**

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

### **VISION STATEMENT**

Arab Unity School aims to provide a stimulating learning environment that challenges our students into discovering their potential and mould them into respectful, reliable and purposeful leaders of the global community.

### **MISSION STATEMENT**

To provide an affordable education with a strong foundation of knowledge, technology and life skills enabling our students to evolve into socially conscious and responsible individuals.

### **INCLUSION STATEMENT**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs. The special needs policy builds on the stated ethos of the **Federal Law 29**. Our SEN policy reinforces the need for quality first teaching that is fully inclusive. The senior leadership team will ensure that appropriate provisions are made for all pupils with SEN.

### **Aims**

- To ensure students reach their full potential academically, emotionally and socially.
- Raise awareness and understanding of students with disabilities to better equip and manage their needs.
- Ensure that parents have an understanding of the responsibility placed on the school staff.
- Deploy and train support staff and teachers in special needs.
- Support students with SEN in accordance with all those responsible for or involved in SEN provision take into account the views and needs of the child.
- The school and the parents will work in partnership in identifying and meeting individual needs.
- Provision and progress will be monitored and reviewed regularly.
- The school will involve outside agencies when appropriate.
- Appropriate training will be provided for those involved in the implementation of the SEN policy.
- Provision and implementation of Educational plan/ Behaviour intervention plan and provide support services as per individual needs.

## **Objectives**

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

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

## **Admission arrangements**

In line with the current Inclusion policy admission to Arab Unity School is available to a child with SEN on following criteria

- 1) The child's standardized assessment results
- 2) Student interview
- 3) Review of IEPs
- 4) School report from child's current school.
- 5) Referral form filled by the SENCO/ HOI of the child's current school.
- 6) Availability of resources to support the child
- 7) Availability of seats

## **Identification**

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

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

There are five broad areas that give an overview of the difficulties a student may have. However, it is important to note that a student's needs could cross one or more of the following:

- i. Communication and interaction
- ii. Cognition and learning
- iii. Social, emotional and mental health difficulties
- iv. Sensory and/or physical needs
- v. Medical conditions or health related disabilities.

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

### **Identification and Assessment:**

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

- WRAT3 (Wide Range Achievement Test)
- Woodcock Johnson Test of Achievement And Cognitive Abilities.
- Cat4
- GL – Progress test

### **SEN Support-CODE OF PRACTISE**

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

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

## Waves of Intervention Model



### Special Needs Waves of Intervention Model

#### Wave 1

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

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

#### Wave 2

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

#### Wave 3

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

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

### Supporting pupils with medical condition or a disability.

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

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

The doctors are responsible to send the list of students with medical concerns to the Heads of School and the Head of Inclusion by the third week of September. This list be updated regularly and the concerned SLT member will be notified.

## **Management of SEN within school**

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

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

- Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways.
- In the formal and informal skill assessments the learning gaps are identified, which form the basis is of Plafp report (present level of academic and functional performance).
- An individual educational plan (IEP) is formulated as per the report. Targets are set for classroom teachers for differentiated teaching with definite accommodation schedule.
- Short-term IEP targets specify differentiated approaches for achievement of objectives, which are set by the learning support teacher in conjunction with the class teacher.
- The lead support teachers in close interface between the HOD's and HOI draft modified question papers.
- Specialised intervention programs are implemented at the schools Learning Centre.

## **Materials for Assessing and Tracking Small Stepped Progress of Pupils on the SEN Record.**

Continuous Assessment schedules are offered as one way in which the lead support teachers (primary and secondary) and all teachers can:

- a) Judge the progress of students with special educational needs.
- b) Track individual progress
- c) Review medium and short term planning
- d) Set quantitative and differentiated curricular targets linked to interventions,

Those learners whose overall achievements fall significantly outside the expected 'norm', and are therefore judged to have Special Educational Needs, are placed on the SEN Record by the school.

Such learners will then require access to interventions, which address their specific identified needs through additional / different support, or intervention, in order for them to learn more effectively. It involves the identifying of pupils with similar needs through the analysis of the whole school and individual based results and the regular review and tracking of pupil progress, both over time and to monitor their progress (Short term IEP'S). This approach also informs the deployment and management of resources, including personnel, so ensure that a range of age-appropriate, effective interventions is offered. It is envisaged that the data collated as per achievement of these short term IEP targets are shown through the pupil progress tracker, which stated the yearly target, set for the student.

Groups including pupils receiving SEN support are highlighted in the tracking database so their progress can be monitored closely. This information is used for provision mapping for the students. Where appropriate, targets are set using National Progression Guidance and aim to set targets in the upper quartiles. Assessment is the tool used to ensure equal opportunities for all in school. By



assessing children's ability, we can target their next area for development. Adaptations are made to assessments for children with physical disabilities and other special needs.

Provision Mapping and Pupil Progress Tracking systems are key tools for identifying gaps in capacity and to plan training and target resources to meet pupil needs. Provision mapping is an approach that provides schools with a comprehensive overview of all the differentiated and adapted provision they offer to support pupils with SEN within the school as part of the overall curriculum provision.

### **Designated Members**

The HOI is a designated member of staff for special needs. She liaises with members of the staff for the day to day implementation of the Inclusion policy, which consists of :

Head of Curriculum and Teaching

Head of EYFS

Head of Primary

Head of Girls

Head of Boys

Head of Sixth Form

Heads of Department

School Doctors

Counsellors

Lead Support Teacher Primary

Lead Support Teach Secondary

Learning Support Teachers

They are responsible for:

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

### **Roles and responsibilities**

#### **The HOI**

HOI will oversee

- The day- to-day operation of this policy in the following ways:
- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the schools devolved budget,
- Co-coordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.

- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs.
- Termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Liaising with school Medical Officer, to ensure Medical care plans have been completed and information is shared on a need to know basis.
- Reviewing the SEN policy annually and ensuring up to date information.

### **Lead support Teacher**

- Assess students' skills to determine their needs and develop teaching plans
- Identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- Conduct formal and informal assessments for identification of strengths and weaknesses.
- Develop Individualized Education Programs (IEPs) for each student.
- Implement IEPs, assess students' performance, and track their progress.
- Update IEPs throughout the school year to reflect students' progress and goals.
- Facilitate identification of children with special needs at the time of admission.
- Ensure that the records of all students with special needs are up to date and the SEN register is effectively and efficiently managed.
- Develop and co-ordinate the overall strategy for SEND as drafted in the School SEN policy by the Head of Inclusion.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN.
- Provide training opportunities for learning support assistants (LSAs) and other teachers about SEN / special needs.

### **The Class Teacher.**

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

### **Special Educator/ Learning Support Teachers**

The Special educator/learning support teachers are responsible for the following in their phase group.

- Formulating intervention plans.
- Implementation of the intervention programs for the identified SEN students through IEP's.
- To work under the guidance of the HOI to ensure provisions for each student in the register is constantly updated as per need.

- Updating the parents on the progress of the students.
- Supporting teachers in their phase with parent meetings when requested.
- To ensure that accommodation schedule provided for each student is implemented in the classroom.
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils. Providing effective feedback to the teacher on interventions.
- Collaborating with the HOI to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

### **Parents**

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

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

### **Monitoring, Review and Evaluation of the SEN Policy**

This is achieved by:

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

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

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

- Referral Forms (Form A)
- Staff meeting Form (Form B)
- Baseline checklist
- Parent meeting (Form C)
- Socio demographic data (Form D)
- SEN referral form (Form F)
- Individual education plans.
- Record of learning support sessions

**Review Date**

The policy will be reviewed: \_\_\_\_\_



**Staff Meeting - Form B**

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

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Place: \_\_\_\_\_ Time: \_\_\_\_\_

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Current Level of Attainment by Teachers:

Arabic: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

English: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Mathamatics: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Science: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Attended by:

| Name | Signature |
|------|-----------|
|      |           |
|      |           |
|      |           |
|      |           |
|      |           |

**Arab Unity School, Dubai**  
**Parent Meeting - Form C**

**Student:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

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

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

**Place:** \_\_\_\_\_ **Duration of Meeting:** \_\_\_\_\_

**Reason:**

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**Summary:**

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**Plan for next session:**

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**Attended by:**

| Name | Signature |
|------|-----------|
|      |           |
|      |           |
|      |           |

**Arab Unity School, Dubai**  
**Socio Demographic Data – Form D**

**1. Personal Data:**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Nationality: \_\_\_\_\_ Religion: \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Language(s) spoken in home: \_\_\_\_\_

Phone No. (Res): \_\_\_\_\_

Father: \_\_\_\_\_

Mother: \_\_\_\_\_

Residence Address:

\_\_\_\_\_  
\_\_\_\_\_

Brothers/Sisters in AUS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Parental Background:**

|                 | Father | Mother |
|-----------------|--------|--------|
| Name:           |        |        |
| Age:            |        |        |
| Education:      |        |        |
| Occupation:     |        |        |
| Mobile Number:  |        |        |
| E-mail Address: |        |        |

**3. Family Background:**

Type of Family: \_\_\_\_\_ Language at home: \_\_\_\_\_

Members: \_\_\_\_\_ No. of Children: \_\_\_\_\_

Previous School: \_\_\_\_\_



**Arab Unity School, Dubai**  
**Case History-Form E**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Nationality \_\_\_\_\_

**Birth History**

What was the length of the pregnancy? \_\_\_\_\_  
Were there any illnesses or accidents during pregnancy? (Explain) \_\_\_\_\_  
Any difficulties at birth, including Caesarean? (Describe): \_\_\_\_\_  
Were drugs used? \_\_\_\_\_ Instruments? \_\_\_\_\_ Bruises to head? \_\_\_\_\_  
What was the mother's age? \_\_\_\_\_

**Medical History**

Please specify if your child has had any serious illness, injury or under any medication:  
\_\_\_\_\_  
\_\_\_\_\_

**Developmental History**

Age when child: Sat up alone \_\_\_\_\_ walked \_\_\_\_\_ toilet trained \_\_\_\_\_  
Age when child started to Speak \_\_\_\_\_  
Is the child left or right handed? \_\_\_\_\_ Attention span: \_\_\_\_\_  
Eating and sleeping patterns: \_\_\_\_\_  
Does your child: Play with others \_\_\_\_\_ Who? \_\_\_\_\_  
Does your child show unusual behaviour (explain)?  
\_\_\_\_\_  
\_\_\_\_\_

**Social Development**

Has your child attended Pre-school? \_\_\_\_\_  
How does your child handle conflict? \_\_\_\_\_  
Separation: \_\_\_\_\_  
Regular responsibilities: \_\_\_\_\_  
Favourite places: \_\_\_\_\_ People: \_\_\_\_\_ Toys: \_\_\_\_\_  
Snacks: \_\_\_\_\_ Activities: \_\_\_\_\_ TV programs: \_\_\_\_\_  
What motivates your child most? \_\_\_\_\_  
What discipline methods work best according to you? \_\_\_\_\_

**School History**

School experience: \_\_\_\_\_  
How does your child's teacher describe child's performance? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

