

مدرسة الوحدة العربية

ARAB UNITY SCHOOL



Inclusion Policy

AY 2023-2024

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Reviewed by	Ms. Susan Rubin Varghese

VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students into discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

Character Building Morally accountable Diligent Trustworthy Self-regulator Caring	Progressive Thinking Technologically competent Collaborative Adaptable Enquiring Creative
Global Commitment Environmentally conscious Persevering Tolerant Effective Participant	Leadership Skills Inspiring Motivating Decisive Consistent Team player Reflective Learner

At Arab Unity School, we are committed to the vision of the school of providing a stimulating, inclusive learning environment that challenges each student into discovering their potential and develop them into respectful, resilient, reliable and purposeful members of the global community. Arab Unity School is committed to providing the conditions to enable any child with an additional need 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]**

INCLUSION STATEMENT

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

Aims:

- To ensure that the school follows the social model of inclusion, and all determined learners are fully included and facilitated through the adherence to the Dubai Inclusion Policy Framework (2017).
- To ensure students reach their full potential academically, emotionally and socially.
- Raise awareness and understanding of students of determination, and to better equip and manage their needs.
- Ensure that parents understand the responsibility placed on the school staff.
- Deploy and train support staff and teachers in special needs.
- Support students with additional needs in accordance with all those responsible for or involved in setting the provision.

- 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 Inclusion policy.
- Provision and implementation of Individual Educational plan/ Behaviour intervention plan and provide support services as per individual needs.

Objectives:

- To have programs in place to ensure that children with additional needs are given every opportunity in school.
- Pupils with additional needs are identified at earlier stages.
- To meet the needs of all pupils with additional needs 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 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.

WHOLE SCHOOL INCLUSION SUPPORT TEAM

The Whole School Inclusion Support Team led by our Governor for Inclusion Well-being and Safeguarding Ms Amna Mutawa, consists of representatives from all key areas to ensure consistency in Inclusive practices across the school.

- The Governor for Inclusion Wellbeing and Safeguarding: Ms Amna Mutawa
- Principal : Mr Nigel
- Head of Inclusion and Inclusion Champion: Dhanya Augustus
- Health and Safety: Dr Marwa
- Wellbeing Officers/ Counselors: Ms Pooja, Ms Ritu
- Inclusion Coordinator: Ms Anila
- Lead Inclusion Supports : Ms Remya, Ms Syeda, Ms Shamnaz , Ms Afna, Ms Anila
- Lead Teachers for Inclusion : Year Leaders
- Individual Learning Support Assistant Representative: Ms Yasmeen

- English as Additional Language (EAL) Representative: Ms Meena Dileep
- Parent Representative: Dr Tayyba
- Student Representative :

The Inclusion Team at AUS is empowered with a team of professionals and other relevant stakeholders who aims to work in close collaboration with classroom teachers and other educational staff to support the education of students who experience an additional need. This is done by providing coaching and hands on support to teachers on a timely basis. The team includes the members and member representatives in the following areas.

- Team Leader : Ms Susan Varghese (Deputy Principal)
- Head of Inclusion and Inclusion Champion: Dhanya Augustus
- Wellbeing Officers
- Inclusion Coordinator
- Learning Indusion Supports / Special Educators
- Learning Support Assistant
- Individual Learning Support Assistant
- English as Additional Language (EAL)

Admission arrangements

The school's admission policy is in line with the Dubai Inclusion Framework. Students are not refused admission only based on their SEND (Special Educational Needs or Disabilities). Students who experience SEND are given siblings priority during admission. Admissions are finalised only after reviewing the entry assessments and previous records of the student. If the need of the student is beyond the support capacities of the school, the parents will be guided to alternative pathways outside AUS.

The following criteria is considered during the admission procedure:

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

Identification checkpoints

We accept the principle that pupils' needs should be identified and met as early as possible. The school makes all efforts to identify the barriers at an early stage. Some check points of identification are:

- Teachers' observations
- Admission point
- Internal and external assessments
- Parent referrals
- Self-referrals
- 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 Inclusion team, 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, implementing a targeted long term/ short term intervention plan with necessary accommodations, all dependent upon the need of 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.

Assessments used for Identification

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

- WRAT3 (Wide Range Achievement Test)
- SNAP
- Ages to Stages

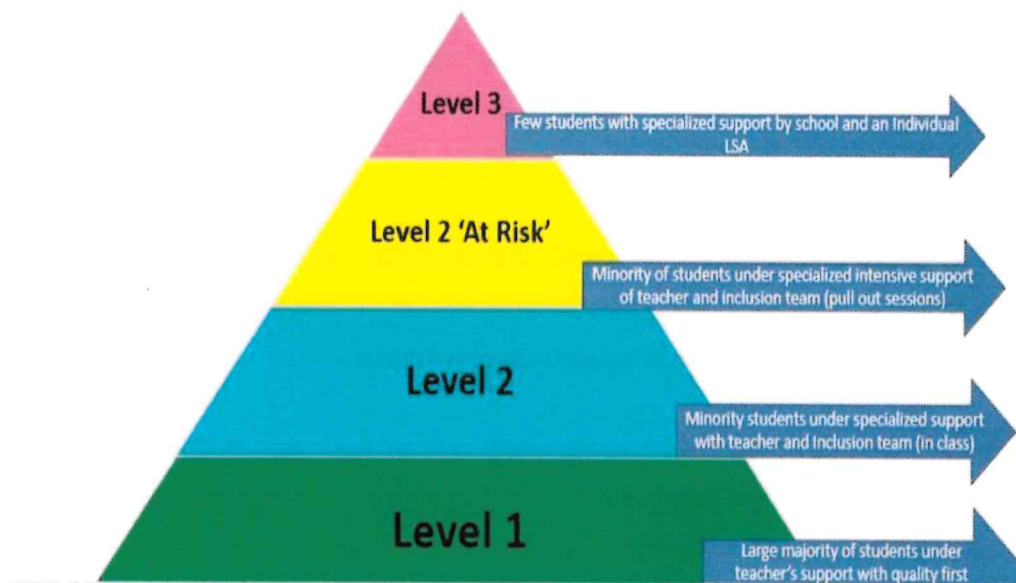
- Burts and Schonells
- MIST (Middle Infant Screening Test)
- Cat4
- GL – Progress test
- Wellbeing survey data

GRADUATED LEVELS OF SUPPORT at AUS

At Arab Unity School we follow a graduated system of support laid out by the KHDA in the 'Directives and Guideline for Inclusive Education' handbook.

School Based Support (Graduated Approach to Support)

AUS GRADUATED LEVELS OF SUPPORT



Levels of Intervention Model

Level 1

Level 1 is high quality differentiated inclusive teaching which considers the learning needs of all students in the classroom with the teacher. Progress in this level is monitored through targets set in Individual Learning Plans, Group Learning Plans and whole school assessment systems.

Level 2

Alongside quality first teaching in Level 1 support, additional, specific, targeted and time-limited interventions are provided for some children who are falling behind the age expected level. Alongside curriculum modification and accommodation, students

are provided in-class support sessions by the Inclusion team. Progress is monitored through Individual Education Plans and whole school assessment systems.

Level 2 'At Risk'

In addition to the specific and targeted support at Level 2, students who have significant learning and cognitive barriers are provided 1:1 withdrawal lesson to work on the gaps and skills. Curriculum is significantly modified in line with their current level of performance, keeping in mind to provide them a least restrictive learning environment. Progress is monitored through IEPs and whole school support systems.

Level 3

In addition to the targeted support at Level 2 and Level 2 'At Risk', students at this level will require the support of an additional 1:1 individual learning support assistant (ILSA) to address their academic and behaviors needs in the classroom.

The HOI will call a meeting with the parents, child, teacher and support staff to discuss a possible 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.

Intervention at AUS

In class support:

Students performing close to the expectation yet needing specific intervention to meet the outcomes are provided in-class support by the Inclusion team. The team works with the students, using the differentiated tasks set by the class teachers. The planning for students who are falling significantly below their peer group is done collaboratively involving the respective LSAs and teachers. This is done to ensure

that relevant accommodations and modifications are in place and students receive the specialised support and differentiated task that will promote learning.

Individual / Small group support

Individualized instructions or small group-based instructions are given to students Inclusion team based on their individual needs. Students may receive this support provision by missing lessons from their regularly scheduled classes or during subject exempted periods, this can take place in the intervention room or designated rooms as per allotment. The decisions regarding the withdrawals from classes are made collaboratively by the Head of Inclusion, LS teacher, parents, subject teachers, therapists, and students. During the withdrawal lessons, care is taken to ensure a student's well-being in a restrictive learning environment that promotes bridging of gaps in both learning and personal social areas.

Individual Learning Support Assistant (ILSA) in the classroom setting

Students who are in LEVEL 3 intervention support, require the support of an **Individual Learning Support Assistant** (ILSA) to access the curriculum. The ILSAs are provided and paid by the parent, their support will be guided and monitored by the Inclusion Team.

The decision to appoint an ILSA is contingent on the following;

An Educational Psychologist report suggesting the requirement of an ILSA.

A cognitive barrier that limits access to modified curriculum plans for the student.

Any behavioral factors that may potentially hinder the learning environment of the whole class.

Any incident that may pose a health and safety risk to the student and their peers. The final decision is made after a thorough analysis of Individual Risk Assessment Plan specific to the student.

The individual Learning Support Assistant (ILSA) supports the child to become independent learners in the least restrictive school settings. They work collaboratively with the teachers and Inclusion team to implement the IEP targets and behavior strategies set for the child. An ILSA also ensures that the child's behavior does not diminish the educational opportunities of other students.

The withdrawal of ILSA support is a gradual procedure. The decision of withdrawal is subject to the feedback from teachers, analysis of IEP progress data, and

performance in school-based assessments. The final decision is at the discretion of the Head of Inclusion and Principal.

Where there is a dispute between the parents and school over the need for an ILSA, the case will be referred to the Principal.

Supporting pupils with medical condition or a disability.

Arab Unity School recognizes 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 an additional learning need. Such students will be put under an intervention plan that brings together health and social care needs, as well as the provision of their educational needs. The school doctor would have the responsibility of such plan and will coordinate with Head of Inclusion and class teachers about classroom provisions.

The school has toilets for student with physical disabilities, and permanent ramps to enable wheelchair access to the ground floor of the building. The staircases have handrails and clear markings on the stairs.

The school doctors are responsible to update the Heads of section and Head of Inclusion with the list of students with medical concerns.

Provisions for Students of Determination

- Additional time to complete homework, written assignments, assessments and projects.
- Students with exemptions of additional languages based on a formal diagnosis by the Ed psychologist.
- Arabic exemption will require approval by the KHDA.
- Modified question papers for students who have a diagnosed need.
- Students with reading difficulty are allowed to have the assessment /question paper read out to them.
- Students with fine motor and writing issues are allowed the use of keyboards. Students with physical or writing difficulty are allowed the use of a scribe during the examination. The scribe must be from a lower year group or an adult who is not directly related to the students.

- Dyslexic students are provided special fonts (comic sans/ dyslexia)
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- A student may be allowed to photocopy notes when there has been a significant accumulation of incomplete work.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of writing.

Management of 'Additional Needs' 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 towards students of determination in their class, firstly to ensure quality teaching with differentiation and personalisation to meet need. Staff is aware of their responsibilities towards every student including students of determination. Learning support teachers play a major role by working hand in hand with teachers and other stake holders in implementing the intervention plan.

Arrangements for full access to a broad and balanced curriculum.

Where pupils are identified as having an additional need, the school provides for these additional needs in a variety of ways.

- Through formal and informal skill assessments the learning gaps are identified, which form the basis of Plafp report (present level of academic and functional performance).
- An individual educational plan (IEP) is formulated as per the findings of report and other assessments. Achievable targets are set to gradually close the learning gaps and equip every student with the skill required to meet his future learning needs.
- 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 Inclusion team in close interface between the HOD's and HOI draft simplified question papers depending on the LEVELs of support they are in.
- Specialized intervention programs in literacy and numeracy are used by the

Inclusion team during their withdrawal lessons to work towards the IEP targets.

Students with significant difficulties will receive a modified curriculum in specific subjects

Students who have severe learning gaps and are academically performing more than 2 to 3 years below their peer level and considered for a **parallel curriculum**. Students who have significant cognitive barriers are considered for **the Overlap curriculum** that focus on functional literacy and numeracy along with life skills and vocational skills. All curricular modifications are subject to a joint recommendation by the Inclusion support team, parents, and teachers, with an extended view to help the student bridge the gap and meet the minimum set criteria for next year level and to extend an alternate pathway.

Students with severe behavior concerns will be considered for an integrated timetable with the support of an Individual Learning Support Assistant. This is done with an intention to gradually prepare them for full inclusion in the class.

Monitoring and Evaluating the progress

Progress of students is tracked through IEPs, school-based formative and summative assessments and also through external benchmark assessments. Any assessments used will be relevant and accessible to each individual learner.

The Lead Inclusion Support and Lead Teachers for Inclusion ensure students' progress in lessons by periodic book scrutiny and learning walks. The ELG member oversees the progress

Participation with Students and Parents

Students are also involved in decisions wherever it is feasible to do so. They are encouraged to make judgments about their own performance against their IEP targets. Their input is considered vital in making Behaviour Intervention Plans, they fill in a self-reflection log every fortnightly basis as a way of communicating their needs to relevant teachers.

Partnership with Parents

The school works closely with parents in the support of those students with additional needs. Parents are included in all the important decisions regarding the child. Regular feedback is taken by the LS teachers regarding their service to the students and parents.

We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with additional needs. Apart from our regular IEP meetings, parents are always welcome to drop in for school visits with prior appointments.

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 EYFS
Head of Primary
Head of Girls
Head of Boys
Head of Sixth Form
Subject Heads
School Doctors
Counsellors/ Wellbeing
officers
Inclusion Team

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, and parents and liaising with other services and agencies.

Roles and responsibilities

Head of Inclusion

- 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 school's devolved budget.
- Report to and work closely with the Inclusion Governor in improving the provision

for students of determination.

- Co-ordinating with Senior Leaders , MLTs, Lead Teachers and Lead Supports to ensure consistency in inclusive practice across the school.
- Co-ordinating 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.

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 through 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.

- Assess students' skills to determine their needs and develop teaching plans
- Review students' profiles of needs and collaborate with teachers to set clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- Inform the formative assessment data in effective lesson planning/ co-planning.
- Use opportunities of co-teaching and modelling strategies that promote effective student engagement.
- 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 Inclusion register is effectively and efficiently managed.
- Develop and co-ordinate the overall strategy for students of determination as drafted in the School Inclusion 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.

Learning Support Assistant (LSA)

- Provide in-class and withdrawal support to individual and groups of students.
- Aid the classroom teacher in creating a stimulating and productive learning environment.
- Develop and implement IEPs under the guidance of Learning support teachers
- Review and monitor the progress of students through IEPs.

- Maintain all records pertaining to the student/group of students.

Individual Learning Support Assistant (ILSA)

- Provide a 'bridge' of support to students in helping them achieve their potential.
- Ensure that the student is fully included in all aspect of the school curriculum
- Liaise with the class teacher and inclusion team in informing the IEP provisions and review.
- Provide individual support outside the classroom
- Work diligently towards enabling students to become independent in all aspect of school life.
- Maintain daily communication log between parents and inclusion team.

Inclusion Coordinator

- Coordinate with the respective sections and Inclusion team with respect to the referrals received, assessments conducted for identification, and sharing and reviewing of IEPs with whole school staff and parents.
- Liaise with the Inclusion team in tracking the attendance and active participation of students during online and onsite lessons.
- Updating the Inclusion register on a month basis and sharing with the whole school.
- Liaising with the Inclusion team in preparing the progress data and other records.

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 Inclusion 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 is maintained by the Lead Inclusion Supports and Inclusion Coordinator 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:

- Pupil Passports
- Referral Forms
- Informal Assessment records
- Baseline checklists (if any)
- Individual education plans.
- Record of learning support sessions

Prepared by:



Date: 3-09-2023

Dhanya Augustus
Head of Inclusion

AUS Inclusion Policy is reviewed and guided by the school governor for Inclusion, Ms. Amna Ibrahim Al Mutawa.

Signed by:



Ms. Susan Rubin Varghese
Acting Principal/ Vice Principal



Mr. Nigel McQuoid
Principal



Ms Amna Mutawa
Governor for Inclusion
Wellbeing & Safeguarding.