

## Inclusive Education Policy

### Rationale

Pristine Private School in compliance with the Federal Law No. 29, 2006, Dubai Law No. 2, 2014 and the Dubai Inclusive Education Policy Framework 2017, promotes highly inclusive ethos and is committed to offering quality education to all its students, to meet their needs or abilities and ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school.

The policy provides a guideline that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and provide quality education for the students who experience Special Education Needs and Disabilities.

### Aim

The aim of the Policy is to ensure Students of Determination develop a strong sense of belonging to the school community, develop emotional resilience, and are well prepared for their next stages of education and life.

Special Educational Needs and Disabilities cover all learning difficulties except those arising from a difference of language between home and school.

We aim to ensure access to quality educational needs for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

The aims of the Special Education Needs policy are:

- To ensure that all students have access to a quality education.
- Ensure appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion.
- Use the outcome of the assessment educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Ensure that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment.
- To ensure the identification of all students requiring SEND provision as early as possible on their entry to school.
- 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 fully participate in all school activities.
- To ensure that parents/guardians of students who experience special education needs 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 students who experience Special Education Needs to enable them to support the individual needs of students of determination effectively.

- The school will adopt a social model in their approach towards SEND. It will be proactive in identifying and minimising the physical, attitudinal, communication and social barriers that restrict student achievements.
- **All teachers are teachers of students who experience SEND. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.**

### Definition of SEND

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 school recognises that children’s needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

The United Arab Emirates School Inspection Framework 2015-2016 defines Special Educational Needs as “*Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognised disorder.*”

*Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting point.*

The following classifies the categories of students who experience SEND as indicated by the DSIB (2015-2016)

<i>Type of Need</i>	<i>Subtypes</i>
Behavioural, Social, Emotional (B,S,E)	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.
Sensory	Visual impairment: is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment: deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no



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	necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.
<b>General Learning Difficulties</b>	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may



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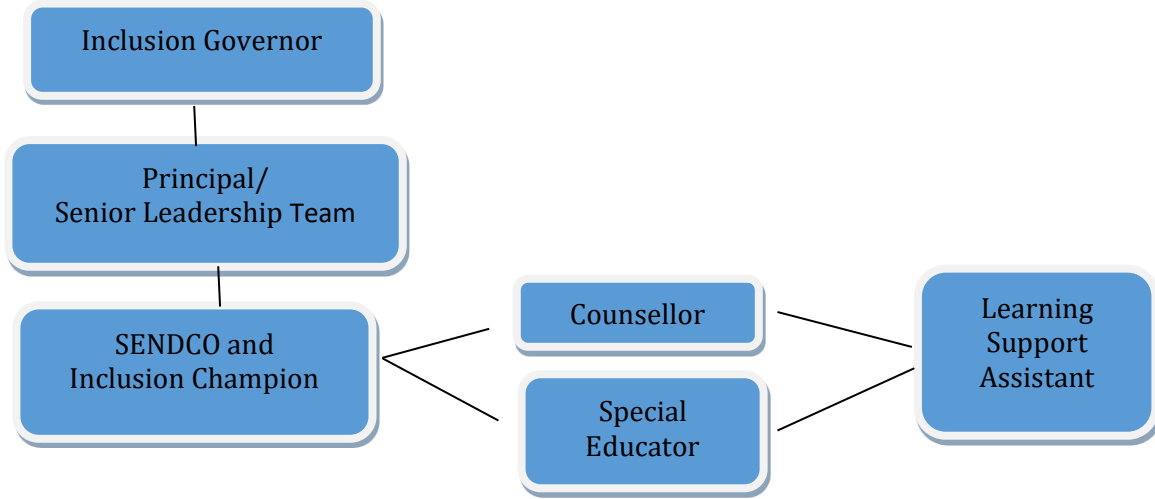


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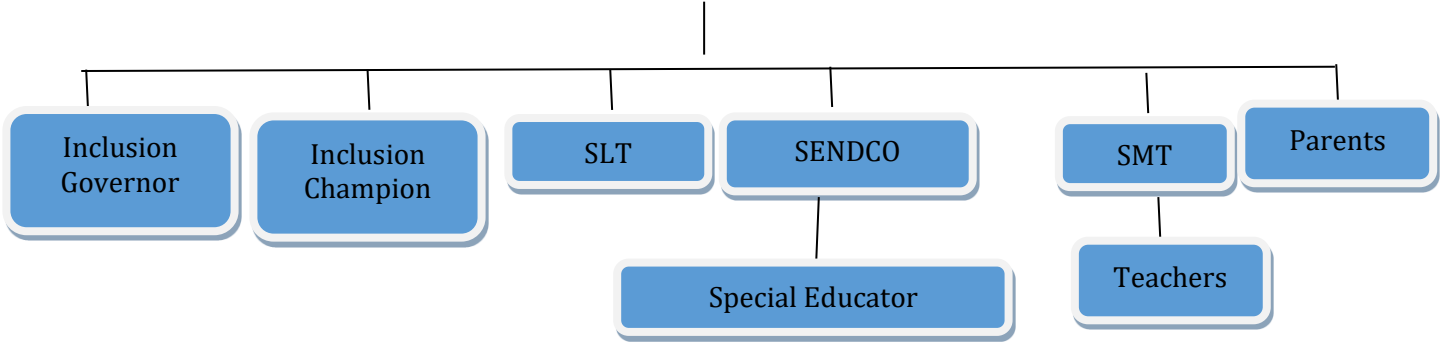
	include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.



### Inclusive Education Support Team



### Inclusive Education Action Team



### Curriculum Access

The School has adopted a whole-school approach to Inclusive Education Policy and practice. Students who experience SEND are supported, through teacher planning and schemes of work and fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National and Cambridge Curriculum and have full access to equal learning experience.

### Teachers respond to Student's needs by:

- Providing support for students' who need specific help in identified areas of learning
- Planning to develop students' understanding through the use of all available senses and experiences including ICT.
- Planning for students' full participation in learning, and in physical and practical activities and field trips.
- Helping students to record their knowledge and achievements in a variety of ways – ensuring that this is annotated appropriately and used to support students especially in formal assessments.
- Helping students to manage their behaviour and to take part in learning effectively and safely.
- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Identification of Special Educational Needs and Disabilities**

Students who experience special educational needs have learning difficulties or barriers to learning that are preventing them from making progress. All Students may experience special needs at some time in their lives.

Any or all of the following may trigger a concern about the difficulties or barriers to learning that a student may have. The student, parent/guardian, class teacher, SENDCO and Leaders are involved in recognising these triggers and agree together action that should be taken.

- Parent/Guardians concerns.
- Student's worries / concerns.
- Teachers' assessments and analysis of data showing low achievement or lack of progress.
- Analysis of assessment data by Senior Leaders showing low achievement or lack of progress.
- Records transferred from another school.
- Recommendation from external professionals.

At Pristine Private School a range of assessments are used to monitor and measure progress and attainment of students. Assessments are used regularly throughout the year. Data from Assessments is analysed at all levels.

Specific assessments may be completed by teachers or external professionals to identify specific gaps in learning which are then used to plan and deliver activities to enable children to succeed and make progress.

Discussions between teachers, SENDCO and Senior Leaders will help to determine whether a child remains at the current stage of SEND, moves to the next level or has made progress and is no longer considered to have difficulties or barriers to learning.

## **Action after Identification**

### **School Action**

Use of information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND. This level of support is called School Action.

The teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This additional provision be delivered by Support teachers and subject teachers.

The strategies and intervention programs used to support the child are recorded within an Individual Action Plan (IAP) /Individual Education Plan (IEP) and Behaviour Intervention Plan (BIP). The IEP/IAP/BIP will show the agreed short-term targets set for the child, the teaching strategies to be used and who will do what.

### **Parents are actively involved in this process.**

The IAP/IEP/BIP will also indicate the planned outcomes and allow space for the success and impact of strategies/activities and interventions to be recorded as a 'working document' and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the parents from an external agency. IEP/IAPs/BIPs will still be developed, reviewed and new targets agreed on a termly basis. The recommendations from the



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external support will be included, this may be specific activities to be carried out in school and/or at home. In addition, the external agency may provide individual or small group interventions.

### **Teachers' responsibilities**

- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support students who experience SEND to reach their IEP targets.
- Analyse assessment data and identify progress and attainment of individual students.
- Keep annotated notes and records to provide detail of success and difficulties of Students liaise with SENDCO on a day to day basis or as required.
- Be alert to the possible need for monitoring students who are experiencing SEND.
- Consult with and keep the SENDCO informed of any changes to need or circumstance.
- Implement the teaching modification for the students with annotated statements.
- Liaise closely with the Inclusive Education Support Team.
- Assess in order to plan and devise specific strategies for managing students who experience SEND.
- Follow advice and support from Inclusive Education Support Team to ensure that all students with specific learning needs and barriers to learning within school are included at all times.

### **Inclusive Education Support Team responsibilities**

- Liaise with the Student's class teacher /subject teacher.
- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support in maintaining records of students who experience SEND – paper and electronic.
- Support individual and groups of Students to achieve IAP/IEP targets and through individual sessions and 'recognised' Intervention schemes.
- Maintain baseline and progress data for delivered interventions.
- Keep annotated notes and records to provide detail of success and difficulties of Students.
- Liaise with SENDCO and Inclusive Education Support Team on a regular basis or as required.
- Carry out their duties as stated in the job description.
- Wherever possible provide notes or attend meetings to inform reviews for students that they support.

### **Parents are expected to**

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling the school to provide the best education for their child. Failure to disclose any such information, including the deliberate withholding of information, may result in their child not making the expected progress in school.
- Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty and provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.



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- If learning difficulties or certain behaviour patterns Educational/Psychological with evidences are observed, parents would be advised to provide an assessment report from approved specialist services.
- If the parent is non-compliant with the School's request for external assessment of their child's learning needs, a written notice announcing refusal to re-enroll the student in the school for the following academic year will be issued.
- Based on the name of the established special need of the child, if necessary the parent will be required to provide Learning Support Assistant (LSA). The parents would undertake the expenses incurred for recruiting a specialist teacher for their child.
- Parents need to regularly discuss strengths and difficulties with teachers and support staff.
- Agree on targets and review dates.
- Agree on activities and tasks to be completed at home and at school to meet targets.
- Liaise and discuss progress towards targets with teachers – ask for help or advice if needed.

### **Student Responsibilities:**

The school acknowledges the student's role as a partner in their own progress and developing their participation in the decision making process.

- Involves in target setting and formation of the IEP/BIP.
- Involves in the review meeting and discuss progress and future provision.
- Discuss strength and difficulties with teachers and support staff.

### **SENDCO responsibilities**

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Principal and Heads of School to determine the strategic development of the policy.

- Oversees the day-to-day implementation of the school's special education needs policy.
- Coordinates, monitors and evaluates provisions for students with special education needs.
- Liaises with and advises Heads of the schools, colleagues and parents.
- Oversees the records of all the students with special education needs.
- Contributes to School Improvement Plan and School Self Evaluation form.
- Liaises with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the SLT & Principal.
- Manages a range of resources, human and material, to enable appropriate provision for Students with special educational needs.
- Contributes to the continuing professional development of all staff.
- Reviews the Inclusive Education Policy in consultation with the Senior Management and Leadership Team.

Parental cooperation is paramount and they are treated as partners in the process of inclusive education. They are informed of their child's progress regularly and matters of concern conveyed to them at the earliest possible opportunity.

Students of determination have the same entitlement to Education Opportunity AS ANY OTHER STUDENT IN SCHOOL. Special care is taken to build their self esteem, confidence and self worth through the positive attitudes of staff interacting with them.

The school takes care of both the educational and psychological needs of the students and is responsible for both their physical and psychological well being.





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<b>Policy Details</b>	<b>Inclusive Education Policy</b>
<b>Version Date</b>	<b>December 2017</b>

**Resources:**

- Dubai Inclusive Education Policy Framework, 2017
- United Arab Emirates School Inspection framework 2015-2016



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