



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

Inclusion and SEND Policy

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| Author | Aisling O'Connor and Aoife Killane |
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1. Principles

1.1 Rationale

At Deira International School we value children as individuals and recognise the diversity of our students. A student with Special Educational Needs (SEND) is referred to as a Student of Determination and some may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order to access the same curriculum. All members of staff are committed to offering an inclusive curriculum to ensure the best possible support and outcomes for all students, regardless of their needs, abilities and aspirations. We promote a holistic approach and follow a social model rather than medical model meaning we focus on the individual and their surroundings rather than their actual diagnosis. We believe all children deserve the opportunity to access an extensive, balanced and differentiated academic and social curriculum. Alongside adapting the curriculum to cater for all needs, we strive to provide a nurturing environment that develops the well-being of each student. The guiding principles for learning support are:

- Every teacher is a teacher of students with SEND. Teaching students with SEND is a whole-school responsibility, requiring a whole-school response.
- Classrooms offer a safe, stimulating and supportive learning environment that allow access and challenge for all.
- Teaching and learning is approached with active awareness of learning difficulties and barriers, learning differences and learning styles.
- Recognition of the importance of emotional well-being and focusing on the development of self-esteem and confidence as a fundamental contributor to achievement.
- Language and literacy are vital to successful learning in all areas of the curriculum.
- Supporting students during phases of significant transition.
- To create a community of inclusion that encompasses the needs of all students while focusing on links to real life learning experiences ensuring all students are equipped for independence in the future.

This policy takes account of the *Inclusive Education Policy Framework Policy* (2017). The *Dubai Inclusive Education Policy Framework Policy* has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. *The Dubai Inclusive Education Framework Policy* (2017) states that a Special Education Need and Disability is "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."

1.2 Aims of Special Educational Needs and Disabilities Policy

- To address the individual needs of all students with a SEND.
- To identify students with SEND as early as possible through admission procedures, observation and diagnostic tests.
- To ensure that students with SEND have equal access to an extensive and balanced curriculum that suits their learning style and needs.
- To work with the Executive Committee in continuously enhancing an accessible curriculum for all students.

- To collaborate with class teachers to ensure that students with SEND have their lessons appropriately differentiated to enable students to overcome any barriers to learning.
- To provide information and support to all teachers about students with SEND on their difficulties and recommend strategies for their educational provision, sharing examples of good practice.
- To successfully track and monitor the progress of all students with SEND to ensure each student makes expected progress.
- To ensure that parents are involved in their child's learning and gain an understanding of their SEND.
- To involve students in the development and review of their own learning journey and 'Individual Education Plans' (IEP).
- To liaise with outside agencies when specialist support is required.
- To support staff in embedding inclusive strategies within the classroom.
- Mandate an Inclusion Support Team to oversee SEND provision and exemplary practices across the school.

2. Legislation

2.1 This policy aims to ensure that Deira International School is compliant with:

- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs';
- The UAE Federal Law 2 (2015) against 'Discrimination and Hatred'.

2.2 The school admission policy adheres to the stimulations of:

- The Dubai Inclusive Education Framework Policy (2017);
- The UAE Federal Law 29 (2006) concerning the 'Rights of People with Special Educational Needs';
- The UAE Federal Law 2 (2015) concerning the 'Protection of the Right of a Persons of Disabilities in the Emirate of Dubai'.
- UAE Executive Council Resolution No. 2 of 2017 Regulating Private Schools in the Emirate of Dubai.

3. Definitions

3.1 Special Educational Needs and Disabilities (SEND)

- A student with a SEND may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order for them access the same curriculum.
- Special educational provision is additional to, or otherwise differentiated from, the educational provision made generally for children of the same age. The aim of the provision is to ensure the student can access education on an equitable basis and within a common learning environment with same aged peers.
- A student may be identified as having a learning difficulty if he/she:
 - Has a significantly greater difficulty in learning than the majority of children of the same age.
 - Has a disability which either prevents or hinders the child from making use of educational facilities provided in comparison to children of the same age.

- The UAE School Inspection Framework defines a SEN 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."

3.2 Disability

A Disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.' This is all that is needed.

3.3 Discrimination

The UAE Federal Law 29 (2006) defines discrimination as "Any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing."

3.4 Barriers to Learning

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

3.5 Inclusive Education

Inclusive education is about ensuring access to quality education 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 that enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative; It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

3.6 Impairment

A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

3.7 Common Learning Environment

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;

- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

3.8 Equity

It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

4. Categories of Need

The following is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination and DIS follows this within their identification and categorisation of Students of Determination. The 4 categories are as follows;

4.1 Cognition and learning (Intellectual disability, Specific learning disorders, Multiple disabilities and Developmental delay) (younger than five years of age)

4.2 Communication and Interaction (Communication disorders, Autism spectrum disorders)

4.3 Social, emotional and mental health (Attention Deficit Hyper Activity disorder, Psycho - emotional disorders)

4.4 Physical, sensory and medical (Sensory impairment, Deaf-blind disability, Physical disability and Chronic or acute medical conditions)

5. Staff

5.1 Inclusive Support Team

The Inclusive Support Team (IST) is a working party which comprises of SENDCo's, an SLT member from Primary and Secondary and the SEND Champion from the Board of Governors. The IST may also include teachers, parents, teaching assistants, therapists and counsellors. The IST will work in close collaboration with all classroom teachers and other educational staff to promote and implement inclusive education across the school by removing barriers to learning and ensuring an inclusive culture.

5.2 Special Educational Needs and Disabilities Coordinator (Head of Inclusion)

The Head of Inclusion is responsible for the day to day operation, strategic planning and oversight of SEND across the school. The roles and responsibilities of the Head of Inclusion include:

- Strategic overview of and the implementation of the SEND policy
- The day to day leadership and management of SEND
- Quality assurance of SEND provision across the curriculum
- Tracking the progress of SEND students
- Strategic leadership and direction for the Learning Support Department

- Liaising with and advising fellow teachers
- Managing the SEND team of teachers and learning support assistants
- Coordinating provision for students with SEND
- Monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings
- Overseeing the records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the continued professional development of staff
- Liaising with external agencies (Educational Psychologists, Speech Therapists, Occupational Therapists)
- Identifies and supports students during their examinations (e.g. extra time, read, scribes based on individual's access arrangements)

5.3 The Inclusion Department

The Inclusion Department supports students with a range of educational needs, general learning difficulties and specific learning difficulties (ref. 4) by:

- Completing interventions (within the classroom setting and outside the classroom setting) with students to improve their academic, social and emotional abilities
- Offering support and guidance to staff to ensure each student have access to a modified, engaging and challenging curriculum
- Tracking the progress of each student with SEND
- Targeted time to focus on IEP targets during student's additional language exemption time (if necessary)
- Complete testing and specialist support to identify potential barriers to learning
- Consultation with specialist agencies to ensure the level of provision is suitable to each student with SEND
- Providing access arrangements and provision in examinations

5.4 Inclusion Learning Support Assistant - iLSA (1:1 Support)

A 1:1 Inclusion Learning Support Assistant (ILSA) is an individual employed for the purpose of specialised or concentrated assistance with one individual student. The role involves contributing to the education of the student within and outside of the classrooms and to work alongside the enrichment team to identify and plan, to ensure the student is fully immersed into school life. The ILSA will support access to class-based learning, conducting 1:1 intervention and small group sessions under the guidance of the SENDCo, offering support in relation to classroom and behaviour management, as well as social integration

Staff Development

- Attendance at planning meetings providing information about students and advising on inclusive strategies for the classroom.
- Information on the Assessment database about individual students, including IEP targets.
- Continued professional development (CPD) to address specific areas of SEND.
- After-school workshop sessions for classroom teachers as part of school training programme, and as a forum for sharing good practice.
- All stakeholders recognise the learning potential of all students.

6. Accessibility

6.1 Equality

We are fully committed to avoiding discrimination and promoting equality for all students. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning.

6.2 School Site

Each building is complete with lifts, accessible toilets and self-cleaning facilities for personal care. Each building is wheelchair accessible. We endeavor to ensure that people of determination, be they student, staff, parent or visitor have full access to the range services and activities provided.

7. Admissions

- DIS welcomes applications from Students of Determination and those with specific learning difficulties. In order for DIS to support every student appropriately, students undergo an admission assessment which is not marked or graded on entry, the school then has a better understanding of specific needs and areas for development. A member of the Inclusion Team is involved once a SEND student is identified during the admission process. Depending on the students' level of need, the SENDCo will then arrange a meeting with parents to discuss the next steps in relation to working together to support the student.
- Applicants must declare any disabilities or specific learning disability at the time of the application to ensure the school can be fully equipped to provide appropriate support.

8. Examination Access Arrangements

Examples of adaptations that may be considered include:

- Extra time- granted 25% extra time; in exceptional circumstances this may be increased to 50% extra time.
- Reader- to read the instructions of the paper, the questions and the candidates answers.
- Scribe- writes down, or word processes, a candidate dictated answers to the questions. The candidate may use a word processor with the spelling and grammar check enabled instead.
- Laptop- word processor with the spelling and grammar check disabled.
- Prompter- keeps the student focused on the need to answer a question and then move on to the next question.
- Modifier paper- modifications include increased font and diagram size, alternate coloured paper, modified language paper and braille paper.
- Supervised Rest Breaks- timing of the examination can be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's needs/condition.

9. Identification and Support

Early identification of student needs is key in effective inclusion, provision and support of all students. All members of staff are accountable in the identification of barriers to learning for

students in their care. The Inclusion Department offer support in screening and observing students to support the students and teacher. Members of the Inclusion Team work closely with all Departments, Year Groups and the Admissions Team to ensure barriers to learning are identified as early as possible, parents also play a key role in working alongside the school throughout the identification process.

10. Levels of Support

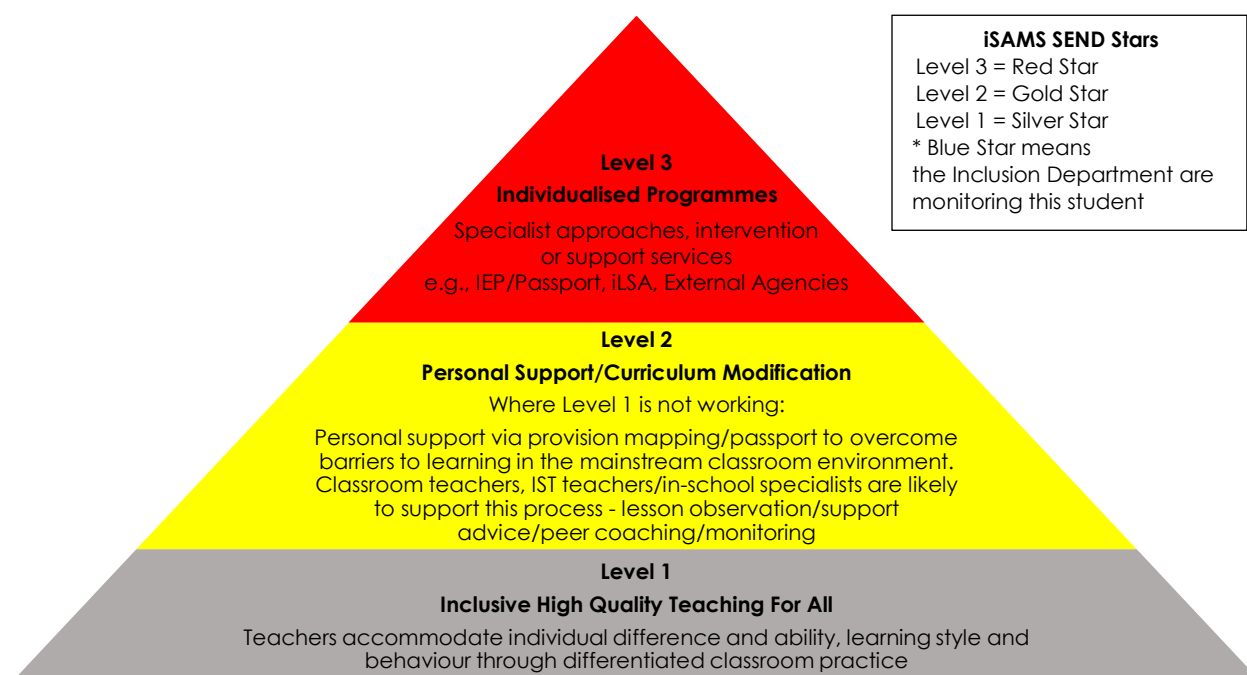
Students receive support based on their needs, there are 3 Levels of support;

Level 1 – Inclusive Quality First Teaching

Level 2 – Personal Support/Curriculum Modification

Level 3 – Individualised Programmes with 1:1 iLSA Support

LEVELS of SEND Support – A Graduated Approach to Intervention



11. Individual Education Plan (IEP)

If a student is unable to access mainstream curriculum and receives Level 3 support from a Learning Support Assistant along with having a formal diagnosis, then an Individual Education Plan (IEP) will be put in place. Within the IEP, a student will have academic, social/emotional and/or physical/behavior/communication targets which will be set by the SENDCo/Head of Inclusion. These targets will be reviewed with the students' parents alongside the class teacher and any outside agencies working with the student such as Educational Psychologists or therapists. In combination, the multi-disciplinary team will agree on the next set of targets put forward and will work as a team to achieve these.

All students who are placed on an IEP will still have full access to mainstream curriculum however it will be greatly modified to ensure the student can access, progress and succeed at his/her own individual level.

Students who receive Level 3 Support will be supported by an additional iLSA which is parent funded. The iLSA might be full-time or part-time, depending on the students' needs. At DIS, all iLSA's

are employed through the school to ensure full compliance and standards within recruiting the correct individual to carry out the appropriate support. Once an iLSA is in place, parents will be asked to sign a Memorandum of Understanding (MOU) to ensure there is clarity between the school and parents whilst also outlining the purpose and ensuring compliance starts are met.

Appendix.

Inclusion at DIS

Inclusive education is not a project or an initiative and does not sit solely with the Inclusion Team. Every staff member is responsible for ensuring Inclusion takes place at every level across the school. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

(Dubai Inclusive Education Policy Framework, p53)

Introduction

This Inclusion Policy is an overarching policy that supports the vision and aims of the school.

Deira International School (DIS) Policies which are included in the Inclusion umbrella are;

- SEND policy
- Gifted and talented policy
- Curriculum policy
- Learning and Teaching policy
- Assessment policy
- Health and safety policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy
- Child protection policy
- Admissions policy
- Examination policy

The following official documents and Laws have been adhered to when writing this policy;

The Dubai Inclusion Education Policy (2017)

KHDA Implementing Inclusion (2019)

The Dubai Federal Law No.29 of 2006, the Dubai Law No. 2 of 2014 on the protection of Rights of Persons with Disabilities

The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, including;

- Article 4
- Article 13 (16)
- Article 13 (17)
- Article 13 (19)
- Article 23 (4)

Vision

At Deira International School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success at every level within a truly inclusive environment.

Mission

We encourage and welcome a diverse range of students and continuously strive to ensure that every person feels welcome, safe, accepted and valued within a common learning environment at Deira International School. We promote the success of all students ensuring each student can achieve success and relevant learning opportunities whilst removing barriers to learning which may limit achievement. We aim to meet the individual needs, promote social and emotional wellbeing and realise the potential of all learners in an environment that recognises their different talents, the different ways they learn, the different rates at which they learn and their unique backgrounds and culture.

Aims

UNCRPD has a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. The Dubai Inclusive Education Policy Framework (2017) utilises the social construct of disability to set a clear vision of inclusive education across Dubai and defines disability as:

'A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.'

At DIS we aim to operate a rights-based model of Inclusion which is in line with the UNCRPD's principles and directives and recognises a student of determination's right to access the same quality of education as other students. We recognise that the disability is not within the person but is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems. We seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. We continue to strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

This will be achieved by:

- Enabling every teacher to play a key role in facilitating the educational inclusion of students of determination.
- Using flexible and responsive teaching and learning styles
- Providing appropriate and achievable learning targets for all students
- Supporting the learning and participation of all students
- Implementing systems for early identification of barriers to learning and participation
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion
- Providing high quality pastoral care, support and guidance

- Safeguarding the health, safety and welfare of students

Measuring Success

Students demonstrate better developed learning skills, are more resilient in the face of challenge, have a determination to succeed and are better prepared for their future. They are encouraged and supported to become lifelong learners through accessing opportunities within tertiary education, vocational training or adult education without discrimination and on an equal basis with others. Students with and without needs benefit from an Inclusive setting. DIS is proud to be a fully Inclusive School.