



Unlocking the Potential of Every Child

Inclusion Policy

September 2021

Review Date: September 2022

This policy aims to:

- Ensure that all students are able to access learning in a way that is meaningful and valuable to them
 - Give precedence to ensuring students of determination fulfill their potential
 - Establish clear paths of referral and learning support
 - Ensure a truly inclusive school environment which removes barriers and strives for equality
 - Acknowledge and follow governing body guidance, law and policy; in line with the values outlined in the British SEN Code of practice
 - Enable students of determination to enjoy the right to an education at Safa British School which will contribute towards their integration into society as an effective member
 - Ensure partnership with parents at all levels to collaboratively meet student needs
 - Maintain and grow links with special education centers; utilizing their expertise and knowledge
 - Prioritize early identification of additional learning needs
 - Support teaching staff to best meet and understand students' individual needs
 - Meet the needs of students via a graduated approach of well-matched levels of support
 - Promote an ethos which upholds the dignity and respect of students of determination
 - Consider the child holistically with emphasis on personal development, self-esteem and confidence
 - Have high expectations of all children with additional needs so they may experience success
 - Encourage students and staff to value individual difference and celebrate diversity
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1. Guiding Principles

Governing body Law, Principles and Policy

- Federal Law 29 2006 and Law Number Two March 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai,
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai,
- Dubai Inclusive Education Policy Framework (2017),
- Implementing Inclusive Education: A Guide for Schools, *Creating the capacity for change* (2019),
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai,
- The KHDA Inspection Framework (2015/16),
- School Inspection Supplement (DSIB 2017/18).

Related Safa British School policy

- More Able Gifted and Talented Policy (MAGT)
 - EAL Policy
 - Medical Policy
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- Admissions Policy
 - Safeguarding Policy
 - Positive Behaviour Policy

British SEND Framework

- The British Special Educational Needs 0-25 Code of Practice (2014)

2. Definitions

2a. Definition of Special Educational Needs and Disabilities (SEND) and Persons of Determination

When making reference to the term *Special Educational Needs and Disabilities** (SEND), Safa British School (SBS) acknowledges the following definitions:

“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.”

UAE School Inspection Framework (2015/2016).

“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.”

”Persons with determination. This is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.”

Dubai Inclusive Education Policy Framework (2017)

“A child or young person has Special Educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school; Have an emotional or behavioural difficulty which affects his/her learning progress or social interaction; are very able children who require a differentiated curriculum.”

British Special Educational Needs and Disability 0-25 Code of Practice (2014)

2b. Definition of inclusion

When making reference to the term inclusion/inclusive Safa British School acknowledges the following definitions:

“Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximizing of resources to reduce these barriers. Dubai aims, “To protect the rights of people with disabilities in the emirate of Dubai”.

Federal Law 2 (2014)

“Regarding the rights of Individuals with Special Needs, the law stipulates that “Special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”. This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.”

Federal Law 29 (2006)

“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 which enables the reduction and removal of barriers that may lead to exclusion.”

Dubai Inclusive Education Policy Framework (2017)

3. Vision and Mission

At Safa British School (SBS) we strive to unlock the potential of **all** students regardless of individual differences. We uphold the mission of the Dubai Disabilities Strategy to create a fully inclusive society by 2020. We are committed to H.H. Sheikh Mohammed bin Rashid Al Maktoum’s 2021 vision, enabling the UAE to become an inclusive, barrier free and rights-based society. Hence, we endeavor to protect and ensures the success of all groups of students at SBS.

In line with the Dubai Framework for Inclusive Education (2017) & Implementing Inclusive Education: A Guide for Schools (2019), we uphold:

- The equal right to education in a ‘common learning environment’
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- Proactively removing barriers
 - The value of diversity
 - Recognizing each child's unique capability
 - Modifying teaching and curricular approaches to ensure all children have an equal opportunity to progress
 - The rejection of ability labelling and discrimination

In correspondence with Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai, it is the objective of Safa British School to:

- Ensure students of determination enjoy their rights equally within school
- Foster a school ethos which upholds the dignity and respect of all students regardless of difference or disability
- Protect students identified as SEND from discrimination
- Enable students of determination to enjoy the right to education at all levels, which will contribute towards their integration into society as an effective member
- Prevent any form of discrimination against a student with Disability, including an act or omission intended to deny enjoyment of a student's rights to equal provision. Such as: Educational exclusion; direct discrimination and indirect discrimination

4. Admissions

We strive to be a fully inclusive school, as is directed in *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*. SBS treats all students equitably without discriminate on the grounds of Special Educational Needs or Disabilities (Article 13:16).

Our Admissions Policy establishes the conditions, rules, and standards that are required to facilitate the enrolment of Students of Determination into Safa British School (Article 4:14). With acknowledgement of the conditions and procedures adopted by the KHDA in respect of enrolment, admission, and transfer of Students of Private Schools, SBS admits students with SEND accordingly (Article 13:7). In correspondence, No child will ever be refused on the basis of a diagnosis.

At SBS we recognise the nature and impact of the challenges that students of determination may experience and are proactive in identifying and minimizing the physical, attitudinal, communication and social barriers that may restrict a student from fulfilling their potential. Our early identification process identifies individual differences which may require additional support; such as those with a SEND, gifted and talented students, and students with language barriers. Education is in turn tailored to enable all learners to feel challenged, supported, and successful. Our provision cycle of *assess, plan, do, review* (appendix 6) ensures that children are effectively supported throughout their educational career.

In accordance with *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (Article 13:19), we aim to provide all supplies that KHDA deems necessary required for conducting the educational activity required by Students with disabilities. Where a child is identified as requiring support additional to this, any cost to parents will be reasonable and reflect the true cost of the service. With provision of a clear rationale for any additional cost to ensure value. Value will be judged upon the standard of the service and the progress of the child.

See the SBS (2018-19) Admissions policy for further information on the admissions process.

5. Referral and Identification process

5a. Initial Assessment on Entry

We strive to identify the level of support a student may require during the initial entry assessment. Early identification of need is crucial to the success of our students. The first stage on the continuum of provision is the initial Assessment of Educational Need. If after the standard entry assessment, it is suspected that a child may require additional support the Special Educational Needs Coordinator (SENCo) will complete an individualized assessment procedure to correctly identify support needs. This process is not in place to label young learners, but to empower parents, students, and teachers to effectively plan for individualized education.

To correctly identify additional needs on entry, the SENCo will complete a modified entry assessment procedure. This process is individualised according to need and may include:

- Further observations in the: school, nursery, special needs centre or home setting
- Standardized screening tools for the identification of Specific Learning Difficulties
- Collaboration with: centres for special needs, external therapists, or Education Psychologists.
- Modified assessment entry papers (Translated/adjusted readability)
- Pupil centered parent meetings to discuss alternative curricular pathways and adaption
- Collaboration with previous: school, setting or centre to ensure a smooth transition

5b. Assessment data

Each student completes baseline assessments on entry to SBS and at the commencement of each academic year. This assessment information is utilized to identify students performing below developmental and age-related expectations. The inclusion department utilizes National Agenda Parameter Test and CAT4 data to inform our intervention provision and to determine need for further LINK assessment (Appendix 9).

Termly progress test data, Tapestry outcomes and Learning Ladders judgements are used throughout the year to identify students who may require inclusion support. The referral procedure is then followed to determine the starting level (Appendix 1).

5c. Concern / Referral procedure

Current students are identified via the Inclusion Referral and Identification Process. There are clear pathways for staff to follow if they suspect a child requires additional support. The process is outlined in the Referral and Identification Flow Chart (Appendix 1). Staff will raise their concerns to the SENCo by completing an Initial Concerns form (Appendix 2). Initial concerns identified by the class teacher may include the following:

- A student displays significantly slower progress than that of their peers starting from the same baseline
- A student's progress fails to match or better the child's previous rate of progress
- A student's progress fails to close the attainment gap between the child and their peers
- A student's rate of progress widens the attainment gap
- A student makes little if any progress even when teaching approaches are targeted
- A student shows signs of difficulty in developing literacy and numeracy skills which result in poor attainment
- A student presents social, emotional, or behavioural difficulties which are not resolved by behavioural management techniques employed by the school
- A student is displaying signs of a physical or sensory processing difficulty
- A student has communication and/or interaction difficulties and continues to make little or no progress despite the provision of differentiated curriculum
- An external agency report submitted-
- Pupil Progress meeting highlights a gap
- is distressed or is a risk to themselves or others

Following the submission of the referral form, the student is observed by the relevant department lead and in turn outcomes are contrasted with analysis of the relevant tracker, GL/CAT4 data. The SENCo will then refer the student to the appropriate area of the LINK team to be assessed (Appendix 3). The analysis of this initial observation and assessment is used to determine the appropriate starting 'Level of Provision' (.

Students may sit additional LINK assessments for the following areas of need:

- Behavioural, Social, Emotional needs
- Sensory Needs
- Speech and Language Needs
- Communication and Interaction
- Dyslexia
- Dysgraphia
- Dyspraxia
- Cognition & Learning

See Appendix 9 for an outline of LINK assessments.

5d. Specialist & External assessment

The expertise of specialist may be called upon during the assessment process. This may include educational therapists, Psychologists, or external SEND centres. SBS has formed links with a range of SEND centres. We have a Kids First Speech and Language and Occupational therapist in school each week to assist us in the observation and assessment of students with potential support needs.

Although the school support the 'social' model of identification and intervention, in some cases it is necessary to involve external specialists so that children can be supported to learn strategies that can enable them to compensate for areas that they find difficult; barriers to learning that prevent them from fulfilling their full potential. When external specialists become involved, they are invited into school and take part in the IEP process, so that everyone involved in the child's welfare becomes part of an effective, collaborative team.

6. A Graduated Approach

At Safa British School we adopt a 'graduated approach' to meeting individual pupil needs (Appendix 9) as is upheld in our guiding principle policy and guidelines:

"The (graduated) approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

(The SEN Code of Practice 2014)

"Use 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"

(Dubai framework for inclusive education 2017)

"The inclusive school will be proactive in identifying barriers which restrict students' achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion... An inclusive school honors diversity and respects all individuals."

KHDA School Inspection Framework (2015-2016)

Our school reflects this graduated approach in our varying *Levels of Provision*, as follows:

- Level (Wave) 1:** *high quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice.*
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- II. **Level (Wave) 2:** *personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.*
- III. **Level (Wave) 3:** *individualised programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school, and is likely to include the use of specialist approaches, intervention or support services.*

(Implementing Inclusive Education: A Guide for Schools - Creating the capacity for change, 2019)

7. Levels of Provision

7a. Level 1 concern

All students receive Level 1 Quality First Teaching. The school strives to meet individual learning needs through differentiation of the curriculum. Our teachers tailor their approaches to suit individual learning needs and styles within the classroom. In-class provision is prioritized to ensure an effective common learning environment for all.

A student is placed onto the Level 1 concern inclusion register when: a gap in learning is identified which may be preventing the student from fulfilling their potential; they are experiencing external circumstances which are impacting their ability to perform to their full potential; is expected to make reasonable progress with divergent in class strategies and support.

When a child is identified as a 'Level 1 concern' the following steps are taken:

- Student is placed student on level 1 inclusion register
 - Line leader and class teacher review the Inclusion QFT handbook for strategies
 - Chosen QFT strategies are implemented in class
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- Year group intervention groups are allocated
 - Assess and review progress each half term and update SENCo
 - Update inclusion register and year group provision map

7b. Level 2

A child may be placed on the level 2 inclusion register if after the review of Level 1 provision less than expected progress has been made. Alternatively, if the outcome of the initial assessment determines that a student is behind their peers despite receiving an individualised programme and/or concentrated support; the child is highly distressed or at risk; is a risk to others, maintains needs that are not able to be catered for within the mainstream classroom curriculum alone; displays suspected underlying Specific or General learning Difficulties; displays sensory or physical needs which require additional support.

When a child is identified as a 'Level 2' the following steps are taken:

- SENCo observation and action points
- Screen for Specific Learning Difficulty
- Complete LINK intervention baseline assessment
- Student to Join LINK intervention. **See Appendix 9 for an outline of LINK interventions.**
- Update inclusions register, LINK provision map and whole school inclusion personalization shared drive
- Student centred parent IEP planning meeting
- Create Level 2 IEP (Appendix 3)
- Share IEP with specialists
- Implement Level 2 strategies
- Assess and review each half term with ongoing evaluation of needs

7c. Level 3

A child may be placed on the level 3 inclusion register if after a review of Level 2 provision, less than expected progress has been made. Alternatively, where a child has a need predetermined by a medical/psychological report which requires highly individualized support.

If the outcome of the initial Cause for Concern procedure finds that a student: is displaying signs of a significant learning need which requires individualised support in order to access the curriculum; has physical needs which require support in order to access the curriculum; requires a specialized/modified curriculum to access learning.

When a child is identified as a 'Level 3' the following steps are taken:

- Student centered parent IEP planning meeting
- Source Learning Support Assistant
- Allocate Alternative/ Adapted Curriculum i.e. VBMAPP, ABLES
- Create Level 3 IEP (Appendix 4)
- Create student target card (Appendix 5)
- Share IEP with specialists
- Student to Join LINK intervention where appropriate
- Update inclusion register
- Implement Level 3 strategies as outlined on the IEP
- Orchestrate involvement with external center/ therapist
- Update inclusions register, LINK provision map and whole school inclusion personalization shared drive
- Assess and Review IEP targets regularly
- A place on the **Nurture Program** lead by a BCBA & SEND teacher. *In which, each child has an individual Nurture IEP constructed by a speech therapist and BCBA, in collaboration with the school. ABA, Speech therapy and Life & Social skills are delivered in small groups and 1:1. Data is taken and tracked on Rethink, analysis is completed by the BCBA and SEND teacher.*

For a detailed overview of inclusion intervention for all *levels* please consult the document '**SEND Levels of Provision - A Graduated Approach at SBS Framework**'.

8. Modification & Adaption

The class teacher is the lead professional and holds accountability of all children in their classroom. Additional LINK support is offered to assist the class teacher in enabling all children are able to fulfill their potential.

Inclusion modification & adaption may involve:

- **Modification of the curriculum in class.** In which the curriculum/environment is differentiated to support the learning of a student or group of students
 - **Year group 'Booster' interventions.** Each year group offers 'booster' interventions delivered by Teaching Assistants. These are coordinated with the Head of Inclusion and Head of Year. Evidence is collected to monitor evaluate the effectiveness of the boosters on an ongoing basis. Year group provision maps are continuously updated and reviewed.
 - **MAGT 'Extension' Groups.** More Able, Gifted and Talented (MAGT) extension groups offer children identified as performing significantly above age-related expectations an opportunity to be stretched and challenged. They may be entered onto an ASDAN curriculum course to extend their project-based learning. Twice exceptional students are also given the opportunity to partake an advanced ASDAN course. The LINK team delivers these groups, they are coordinated with the Head of Inclusion and Head of Year. Evidence is collected to monitor evaluate the effectiveness of the group on an ongoing basis. Year group MAGT provision maps are continuously updated and reviewed.
 - **Alternative curriculum.** Student who are unable to access the curriculum at an age-related standard, may be placed onto an alternative curriculum. An alternative Year National Curriculum strand on Learning Ladders, or VB-Mapp and ABLES on ReThink, will be selected based on the student's area of need. Baseline information will be used to determine the pupils starting point. Progress will then be tracked via curriculum markers as set by Learning Leaders or Rethink on their IEP target tracker. Parents receive an additional LINK report which shares progress on Learning Ladders or ReThink curriculum markers in addition to year group expectations. ASDAN is also used as an alternative curriculum for students from
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Year 5 onwards. This includes: short courses, towards independence and transition challenge. From Year 7 onwards students can start working towards their Bronze, Silver and Gold ASDAN awards.

9. Parent Partnership

The knowledge, views and firsthand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo if they have any concerns regarding inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress.

Parents of are partnered with and effectively involved in several ways.

- Student centered IEP meetings and reviews are completed in collaboration with parents a minimum of 3 times per year.
 - Detailed IEPs are shared via google drive, this gives parents access to all updates and modifications to their child's education plan all year round. This way, parents do not have to wait for the termly review to see changes to the IEP. They are continually updated.
 - IEPs contain targets and strategies for the home as well as school. This enables parents to continue to support their child at home.
 - The Inclusive Education Action Team contains parent governors. This provides a parent voice during Action Team meetings.
 - Parent information sessions are held regularly throughout the year.
 - Partnership with Kids First parent information sessions give parents access to training on varied areas of need at the recommendation of the SENCo.
 - Individualised LINK reports are sent to home each term for all children on the SEN register in addition to the standard end of term reports.
 - See Saw posts offer a regular and detailed communication channel between parents, teachers, and the LINK team. Each week parents receive a report stating the support, progress and challenges their child has had each week.
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- Our LINK social media accounts provide regular photo updates and guidance on SEN. Parents of children identified as having SEND are able to use these forums to support one another.
 - There is a dedicated LINK office in a central location within the school. At any time, parents are welcomed to come in and discuss concerns or gain advice from the Inclusion Leaders.
 - Parents are supported with a range of leaflets, documents, and information available at the LINK office.

10. External agencies

The school has close links with several external support specialists such as Insight Psychology, which offer Speech and Language, Occupational Therapy, and other health services. When a child is identified as possibly needing additional specialist support, Insight Psychology offer parents a free observation of their child during school hours. The results of the informal observation are shared with the parents, the class/form teacher, and the Inclusion team. The parents then decide if they want to enter a contract with Insight Psychology.

The school has links with BeMe behavior intervention centre. Their BCBA and therapists work closely with both the LINK team and parents to ensure acquisition and behavior plans are implemented effectively. Both BeMe and Insight provide BCBA and SALT to the Nurture Program for level 3 children.

When a child needs input from a variety of specialists it is in the children's best interest to have a collaborative approach. Meetings that include external specialists will be called if necessary. All IEPs are shared with the student's parents, teachers, Inclusion team and external specialists. All parties add to the student's targets.

11. Medical Records

Some students have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to teachers. We recognise that some children's needs are medical and/or social and may link to SEND. (see Medical Policy)

12. Special Educational Needs Register

A register of all students with SEND will be kept. The purpose of the register is to ensure that all staff working with students have access to up-to-date information about students so they can take steps to meet students' needs effectively. Pupils on level 2 and 3 are placed in a category of SEND as specified by the KHDA: this is indicated on the inclusion register.

Outside Agency reports e.g., Educational Psychologist, Occupational Therapist, Speech and Language Therapist are kept the student's LINK file. Teachers have access to records for the students they teach only and should not copy, print or share these records as they are confidential.

13. Roles and Responsibilities

13a. Role of the School Board

The School Board has:

- Delegated powers and responsibilities to the Principle to ensure all school personnel and visitors to the school are aware of and comply with this policy
- To ensure that provision of special educational needs is of a high standard
- Responsibility for ensuring this policy and all policies are maintained and updated regularly

13b. Role of the Principal

The Principal will:

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- Have overall responsibility for Inclusion in the school
 - To be an active member of the Inclusion Action Team.
 - Ensure all school personnel, students and parents/carers are aware of and comply with this policy
 - Ensure that the daily management of special educational needs provision is effective
 - Monitor the effectiveness of this policy
 - Responsibility for ensuring all policies are made available to parents
 - Delegate management of the Learning Enrichment department to the SENCo

13c. Role of the Special Educational Needs Coordinator

The HOI has responsibility for:

- Co-coordinating the provision for students with SEND
- To be the primary 'Inclusion Champion' for the Inclusion Action Team.
- Managing the LINK team of inclusion staff
- Liaising with and give advice to class teachers and support staff
- Overseeing students' records
- Liaising with parents and caregiver
- Liaising with outside agencies
- Develop and nurture the ethos of the Learning Enhancement department within the school: To erase barriers to learning
- To ensure that all teaching staff are aware of the SEND policy, where to find information and how to implement strategies
- To develop a SEND CPD programme
- To work with the school Registrar in the admission of new students

13d. Role of the LINK Team

- To support the teachers and specialists in their milestone, to differentiate teaching and learning appropriately
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- To oversee the provision of LINK interventions within their designated areas of need
 - To assist with the development and implementation of Individual Education Plans (IEP) within their area of need.
 - To work with and plan for SEND students to help them achieve their targets
 - Be aware of and up to date on current SEND students and their requirements
 - Follow through in the implementation of strategies recommended by therapists or LE staff
 - To develop a working relationship with SEND students to raise self-esteem and promote meta cognition
 - To assist in the admissions process by assessing potential new students to ascertain their baseline

13e. Role of Class Teachers/Specialists

These to include:

- Teachers are held to account for the progress and attainment for all the children in their care. This is monitored and evaluated through the performance management cycle.
- Planning to meet the student's needs within the context of their normal class planning/differentiation including the use of Teaching Assistants
- Providing a learning environment that meets the differing needs of their class
- Working with the student, within the class context, to help them achieve their target
- Developing and Implementing IEPs with the support of LE staff where appropriate
- Keeping parents/carers informed of student progress and keeping a record of this
- Involving the student in setting targets and reviewing progress
- Be aware of and up to date on current SEND students and their requirements
- Follow through in the implementation of strategies recommended by therapists or Learning Enrichment staff
- To follow SEND procedure and raise concerns where necessary
- To keep an up-to-date Class Inclusion File with student IEPs, RETHINK steps, class context sheets

13f. Role of Teaching Assistants

These to include:

- Deliver learning activities under the guidance of the class teacher
- Observe and report on student performance
- Promote social, emotional, and behavioural development of students
- Provide sufficient structure to students to enhance classroom participation and foster independence
- Assist with the development and implementation of PLPs
- Be aware of and up to date on current SEND students and their requirements
- Follow through in the implementation of strategies recommended by therapists or LE staff
- To follow SEND procedure and raise concerns where necessary

13g. Role and Rights of Parents

A partnership with the parents of SEND students is vital, so that we can fully support each student. Parents and carers are given the opportunity to be involved in many aspects of their child's education. Class teachers, alongside Learning Enrichment teachers, have the responsibility to invite parents/carers to discuss their child's progress, the targets the student is working towards, and the support the student is receiving.

13h. Role of Students

Teachers set targets for all students and take measures to ensure students are involved in understanding their targets and how they can achieve them. SEN students are no different: they may be in a group with a common target, or they may have individual targets (PLP). Learning Enrichment teachers work closely with class teachers in their year group or phase to ensure PLP targets link to, and support class-based targets where possible. Learning Enrichment teachers work with pupils to ensure the pupil understands the next steps in their learning and how they can achieve their targets.

13i Role of the Individual Learning Support Assistant (ILSA)

Learning Support Assistants will be required to:

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- Contribute to the education of students by implementing small-group and individual instruction
 - Engage in class-wide monitoring of student learning (independent or small group) identified and planned by teachers and the LINK team
 - Prepare learning materials for use by student(s) under the direction of the teacher
 - Collect formative assessment data on student performance and progress, based on systems designed by teachers or LINK team
 - Assist students who require personal care supports (eating, using the bathroom, dressing)
 - Facilitate peer instructions based on guidance from the teacher and IST. Invite students to help each other and, as required, also engage in non-instructional tasks (group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the LINK team
 - Apply current best practices and strategies

All ILSAs must sign a Memorandum of Understanding (Appendix 10)

14. Inclusion & SEND Glossary

IEP - Individual Education Plan. All students on level 3 and 3will have an IEP. The IEP is shared directly with teachers, TAs, specialists, external specialists and parents.

Class Inclusion File – Each class has a file detailing student Individual needs, goals, strategies, inclusion class context information

Inclusion Class Context Sheet – A document providing a clear outline of individual needs in each classroom – updated regularly with differentiation strategies and approached

SEND Register – A clear record of the inclusion context of the school. Information on area of need, level, provision and diagnosis is available here. Available under inclusion on the staff drive.

EAL – English as and Additional Language – these students are proficient in English and their access to learning is not compromised by their language.

EDUCATIONAL EXCLUSION - The act of marginalizing and discriminating against students with the effect of preventing them from accessing quality educational opportunities in common learning environments with their peers. Preventing, reducing and removing exclusion within the education system is a fundamental step to aligning the UAE with internationally ratified policies and commitments to inclusive education.

DIRECT DISCRIMINATION - Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND).
opportunities to learn outside the classroom.

INDIRECT DISCRIMINATION - A process that occurs when an education provider applies a provision, criterion or practice in the same way for students with and without special educational needs and disabilities [SEND], but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students.

Categories of disability and barriers to learning

Implementing Inclusive Education: A Guide for Schools, *Creating the capacity for change* (2019) outlines the following framework based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination. Common barriers to learning
Categories of disability (aligned with the UAE unified categorisation of disability):

Cognition and learning

1. Intellectual disability (including Intellectual disability - unspecified)
2. Specific learning disorders
3. Multiple disabilities
4. Developmental delay (younger than five years of age)

Communication and interaction

5. Communication disorders
 6. autism spectrum disorders
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Social, emotional and mental health

7. Attention Deficit Hyper Activity disorder

8. Psycho - emotional disorders.

Physical, sensory and medical

9. Sensory impairment

10. Deaf-blind disability

11. Physical disability

12. Chronic or acute medical conditions

