

## INCLUSION POLICY

(2023-2024)

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Approved by:	Ms. Suzan Khashan
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## Inclusion Policy

### Purpose

Al Shorouq Private School is an inclusive school offering all students with mild to moderate, and only severe cases that the school facilities are able to accommodate for in terms of provision of human resource and specialised facilities. Students of Determination (SOD) must have equal access to a high quality education. Our school recognizes that, in an inclusive educational environment, all students should be enabled to access the curriculum and learn. We believe that an effective school is effective for all its students. Good practice for SOD students is good for all.

This policy ensures that with appropriately trained learning support specialists and with differentiated mainstream instruction, students with special learning needs can achieve at the optimal level of which they are capable. We believe the family should be at the centre of the programme. We continuously develop our identification methods to address the Individual Education Plans (IEPs) with effective support strategies that are clearly articulated, understood, and implemented.

### Admission of students with special educational needs

#### APS is committed to:

- Ensuring that admission to the School is not conditional upon the submission of a medical diagnosis; (DIEPF Standard 1.1)
- Carrying out an 'assessment of educational need' upon entry to school to ensure that appropriate teaching strategies, an educational plan and resourcing is in place for students who require additional support if this need is identified through APS assessment processes (DIEPF Standard 1.2-1.7)
- Working in close partnership with previous early childhood centers and schools to support the transition of children who experience Special Education Needs and Disabilities (DIEPF Standard 1.8)
- Ensuring students are not refused admission based only on their experience of SOD (DIEPF Standard 2.1)
- Ensuring students who experience SOD will receive 'sibling priority' for admission (DIEPF Standard 2.2)
- Ensuring that students who experience SOD will be guaranteed the right to receive quality education at APS (DIEPF Standard 2.3)
- Ensuring that students who experience SOD will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age appropriate common learning environments (DIEPF Standard 2.4)
- Providing students who experience SOD with the support, accommodations, resources and curricular modifications/and or options required to enable equitable access to educational opportunities (DIEPF Standard 2.5)
- Promoting the principle of equity for students who experience SOD (DIEPF Standard 2.6)

The Inclusion Policy is, by definition, and by design, a whole school policy, wherein all teachers are deemed to be teachers of SOD students. Students needs will, accordingly, be met mainly in the classroom by the subject teacher within a structured pastoral and curricular framework that will help teachers meet student needs individually and collectively in line with the school curriculum. Al Shorouq Private School is committed to employ specialist teachers whose expertise will enable and support all teachers to teach SOD students effectively. The school provides a suitably equipped Learning Resource Room for specialized small-group or individualized teaching support at each year level. Such facilities are located in segregated gender areas of the building.

Although the overall responsibility in relation to students with special educational needs lies with the Board of Governors and the Principal, they will delegate the responsibility of the day to day operation of the policy to an appointed, qualified Special Education Needs and Disability Coordinator (SENCO) and, other qualified **educators who will:**

- Organise targeted learning support as a support within regular classrooms throughout the school which will ensure that all students have the opportunities to realise their learning potential
- Establish a formal system of identification, referral, classroom intervention, screening and diagnosis of SOD/SEND.
- Provide professional guidance on current SOD approaches to the Learning Support Team (LST)
- Hold regular meetings for the purpose of writing Individual Education Plans (IEPs) and implement there with students
- Develop and deliver Professional Development (PD) programs for support staff
- Liaise with staff, students and families to raise awareness of how to identify and best support students
- Liaise with Heads of Department to ensure curriculum/syllabus requirements are fulfilled
- Monitor the implementation of SOD/SEND programs and provide periodic reports to all
- Liaise with outside agencies who provide additional services for SOD and special education needs.

## Definition of Special Educational Needs

For the purpose of this policy, Special Educational Needs and Disability is defined as the overall description for any disability, disorder, difficulty, impairment, exceptionality or additional need that affects a student's access to learning and/or their capacity for educational performance.

These students require additional provision beyond general classroom instruction in order to achieve the greatest benefit from the curriculum. It is Al Shorouq Private School's intention to use accepted methods to identify, articulate, and provide support that will meet a student's special education needs.

## Categories of disability and barriers to learning

The list below covers the types and categories of students' special needs in the mild to moderate range that the school will make provision for in accordance with **KHDA guidelines**:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ( <sup>1</sup> 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
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. <sup>2</sup> Chronic or acute medical conditions

Please note that there is a separate policy for the support of Gifted and Talented students at Al Shorouq Private School.

## Guidelines

### Identification and Assessment

The school is committed to making its admissions procedures accessible to all students and admission arrangements for students with SEND are clearly detailed in the Admissions Policy.

In order to ensure that the school is able to meet the needs of its student population, a clear and rigorous intake procedure will be implemented. It is expected that parents will be forthcoming with information about their child's particular learning needs upon enrolment so that the school can provide the appropriate support from the onset.

Students affected by SEND are automatically supported in their learning by the school with an Individualised Education Plan (IEP). These will be written for the student with reference to prior school reports, medical reports and IEPs if provided, updated using current diagnostic testing, providing support strategies, clear and achievable targets and expectations aligned to their needs, strengths and capabilities. Parents will be involved in establishing and supporting their child to reach these targets, and will be kept informed of their child's progress at every stage. A formal review and follow-up procedure will ensure that the progress of each student with an IEP is closely monitored and evaluated over time. Report cards will clearly reflect the child's achievement and progress in relation to their IEP.

## Stages of Support

### Kindergarten

Due to the developmental stages of children in KG1 and KG2 their learning needs are supported by a system of monitoring and observing the learning patterns of all children over their first two years at the school. In this the school follows best international practice in SOD which delays formal intervention until after this initial educational phase. The SOD team will support and advise class teachers on strategies and approaches to maximize learning. Diagnostic assessments are conducted in a range of basic skills and records of these are compared and tracked over the first two years.

### Grades 1 to 5

a) The first stage of meeting SOD is through good quality support in the classroom with differentiated instruction that meets the range of learning needs. However, some students identified by their teachers as having serious learning difficulties may need a detailed plan of support, and will be referred to the SENCO. He/she will call together a Learning Support Team consisting of teachers of that student and possibly the Social Worker and parents may be invited to attend. Once a comprehensive initial Intervention Plan has been in place for a pre-determined amount of time and reviews indicate progress is being made, the student no longer has need of an Intervention Plan and only needs teacher monitoring to ensure that they are continuing to progress with the average of their class.

b) The second stage, if no progress has been identified while on the Intervention Plan, the student will be referred to the Learning Support Team for a needs assessment and additional, more intensive support while remaining in the classroom for some or all of the time. The student may also be able to access instruction in the Resource Room for small-group support, for part of the day. Students at this stage will have an Individual Education Plan (IEP) created by the SENCO or a SEN teacher and class teachers, usually with the parents' input. The IEP/ILP will include both long and short-term goals and will outline strategies and criteria for success.

All goals will be "SMART" (specific, measurable, achievable, relevant and time-bound). IEP's will be reviewed each term and new goals set or adjusted accordingly.

c) The third stage is likely to be placement for particular subjects in a special class or small group with other students all of whom have Special Education Needs. In this class general or targeted support will be offered and all students will have IEPs. Students with severe or complex needs will have their needs met in more specialized settings and will not

be part of the student population at Al Shorouq Private School. If the student's needs cannot be met via this third stage of intervention and support, the parents will be advised to seek further external testing and other possible schooling that is suited to their child's needs.

### Grades 6 to 12

The above process is also available in these later school stages supplemented by the following:

- Students identified as struggling in only one or two subjects will have subject-specific Intervention Plans or possibly IEPs, as indicated.
- The SENCO will liaise with subject teachers to develop and monitor the effectiveness of appropriate support.

Where outside professionals are involved, such as speech therapists and child psychologists, their expertise and advice will be sought and incorporated into the IEP. Liaison with all professionals involved will be paramount, as will regular communication with parents who are expected to be actively involved in their child's education and the IEP development and monitoring processes. Successful inclusion of students with SEND requires a strong partnership with all the adults involved in the care and instruction of the student.

Every measure will be taken to maintain confidentiality and privacy for all concerned. All paperwork and files relating to those students will be kept in a lockable cabinet and on the school drive. Access to files will be controlled and photocopying kept to a minimum. All information concerning students will be accessible to parents upon request.

## Resources and Learning Support

The School has two learning support departments, one in the boys' section and a second in the girls' section. Learning support may include out-of-class support in a Resource Room. These rooms will be equipped, supplied and used for working with individual students or small groups. They will also serve as resource rooms where educational materials, tools and tests can be stored under lock and key.

The resources include remedial programmes for literacy and numeracy in English and Arabic (where it is available), additional resources for enhancing handwriting skills, social skills and motor skills

## Community Outreach

Al Shorouq Private School believes in working in partnership with parents and the community for the benefit of the whole school student population. **The School will reach out to the community through:**

- Presentations and talks offered by our professional staff, addressing topical issues in the community, such as helping children develop literacy. We may also invite external experts to speak.
- When outside agencies working with SOD are offering opportunities for private school children to participate, Al Shorouq Private School will make every effort to join in. We also engage such agencies in relevant activities to speak to our community about SOD/SEND.
- School is committed to organising exchange visits and tours to specialised centers and other schools with advanced SEND profile.