INCLUSION POLICY

AY 2023-2024

> **AIM:** (final result we are aiming to achieve)**:**

- Ensure equality of opportunity for all students.
- Instil the belief at EC that all students have an equal right to education.
- Acknowledge that inclusive learning enriches the experience of all students.
- Demonstrate a commitment to delivering and teaching and learning that sets high expectations of all students and staff.
- Recognise that all teachers have a responsibility for all learners in their class.
- Instil the belief at EC that effective teaching and learning is the key to successful inclusion.
- Support the concept of personalised learning and individualised programmes to ensure that students make optimum progress.
- Recognise that some individual students have additional and different learning needs that challenge the skills, resources and capability of schools and families.
- Display a committed approach by providing: advice, guidance, training development and resources to ensure students with additional needs can make progress.
- Recognise that in working together, evaluating and reflecting on our practice we can learn from each other and increase our capacity to be inclusive.
- Accept that for a very small number of students we may, as yet, lack the skills, facilities and resources to enable them to fulfil their potential. However, this is no barrier to admission to the college and curriculum adaptation takes place to allow all learners' needs to be met.

RATIONALE: (The reason for which this policy has been written)

'*A student of determination is a student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education and on an equal basis with other peers of the same age.*' (KHDA, 2019)

At The English College, we provide an inclusive environment to our students of determination. We do our utmost to ensure that students with additional needs are catered for in the best possible way and that all teachers are aware of the expectations with regards to these students.

It is the policy of The English College, Dubai, that all students and staff are included. The Inclusion Leader and Inclusion department enables and facilitates teachers to adapt the curriculum and learning to meet the needs of all students. This policy sets out the roles, responsibilities and principles of inclusion and SEND provision at The English College, Dubai, for the academic year 2021/2022.

The English College is committed to following the regulations, guidelines and legal requirements that focus on inclusive practice in the UAE (see appendices).

KHDA CATEGORISATION OF NEED:

The Dubai Inclusive Education framework identifies four barriers to learning:

- Cognition and Learning
- Social, emotional and mental health
- Physical, sensory and medical
- Communication and Interaction

The UAE framework identifies twelve categories of barriers to learning:

- Cognition and Learning - Intellectual disability, specific learning disorders, multiple disabilities, developmental delay (younger than five years)
- Social, emotional and mental health - Attention Deficit Hyperactivity disorder, Psycho - emotional disorders
- Physical, sensory and medical - Sensory impairment, Deaf-blind disability, Physical disability, Chronic or acute medical conditions
- Communication and Interaction - Communication disorders, Autism Spectrum Disorders

(The above colours represent those in the UAE's *Implementing Inclusive Education - a guide for schools* 2019). Implementing Inclusive Education 2019

ADDITIONAL LEARNING NEEDS:

What are Additional Learning Needs?

The term ALN refers to a '***greater difficulty in learning'*** to encompass all learners whose learning needs are greater than their peers of the same age and which do not necessarily amount to SEND as defined in the Education Act 1996.

The term ALN is much wider in scope than the term '***students of determination'*** in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individual learners.

Identification

Those pupils with a CAT4 mean score of 90 or below will likely mean that they may have an underlying/ additional need or may need support including timely interventions. If the mean score is 90 or below, further assessments into their learning needs may also be required. Students are flagged during the admissions process to ensure their support and interventions can be planned appropriately and their teachers can be given information ahead of the student joining the class.

ALN includes students who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. School students may, therefore, require additional learning support if they have difficulty in learning because, for example, they have one of the 12 categories of disability and barriers to learning as previously stated but also repeated below:

- Intellectual disability
- Specific learning disorders
- Multiple disabilities
- Developmental delay
- Communication disorders
- Autism spectrum disorders
- Attention deficit hyperactivity disorder

- Psycho - emotional disorders
- Sensory impairment
- Deaf-blind disability
- Physical disability
- Chronic or acute medical conditions

Some students may also require additional support if they have:

- Gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers, school phobics or have attended a large number of schools due to family relocations;
- Experienced difficult family circumstances, e.g. due to bereavement.

Some pupils may also require additional support if their first language is not English. EAL support is provided by class teachers and learning support assistants in Primary and by the English team in Secondary.

Identification of Students of determination is typically done by:

- Identification by a health work professional or a Paediatrician in early life.
- Additional in class support
- Timely interventions.
- Mean CAT score of 90 or below.
- Previous diagnosis of a learning need.
- discussions with parents, the concerned child and class teachers.
- School robins- gathering feedback from all relevant subject teachers.
- Observations.
- Assessment scores
- Data analysis
- Identification by an outside agency- Educational psychologist, speech therapist or an occupational therapist.

The English College has a variety of criteria to identify MAT. *See MAT policy.*

Provision and Support and the Inclusion Register

The Inclusion Register is reviewed every term with students added on and taken off the register according to updated observations and data. The Register is then shared with staff at the start of every term. This includes the students' category of need, information relating to students and essential teaching strategies allowing teachers to cater for the needs of the individuals as a minimum expectation.

Monitoring:

Students are tracked and monitored throughout the year and at every data entry point. This is recorded on their Learning Plans and if any patterns are observed, interventions are planned.

Inclusion and SEND Information Files

- Both SEND information and the inclusion register are available to all teaching staff after students are admitted to College. This register is confidential and not to be printed. The registrar has access to the admissions documents and student files alongside the Inclusion Leader and Heads of School, where appropriate modifications may need to be planned for before admission. They are not used to offer places as the school is committed to being fully inclusive if it has the appropriate learning support for needs. The information is primarily used to plan support where the student is admitted into the college.
- The Inclusion Department Action Plan is updated annually and reviewed
- The English College Improvement Plan has SEND items highlighted and reflects and aligns with the Inclusion Department Action Plan
- The Inclusion Register for FS - KS5 is updated on a regular basis and shared with staff on a termly basis.
- Pupils on wave 2 and 3 have learning plans which are created and reviwed with input from parents, teaching and non-teaching staff as well as the students. SMART targets are set on these learning plans so progress can be measured over the course of the term.
- Staff are given access to the Learning plans via the Edukey platform.
- Tracking and Monitoring documents for students that are attending learning support lessons include: Interim Reports; NGRT (reading); GL testing; CAT4 data; Pupil Profiles; meeting with parents
- Access Arrangement Lists for KS3, 4 and 5, includes students qualifying for: Extra Time, Reader, Scribe, Computer use, Access to Assistive Technology, etc.
- Information for Access Arrangements students on 'how to make best use of the consideration' are provided to students and their families

- Information for prospective parents and guardians on the provision provided by the College is clearly stated on the website
- Records of meetings and phone calls are kept in digital files by the Inclusion Leader and can be shared upon inspection or the benefit of new members of staff.
- Procedures for the identification of Students of Determination is reviewed annually and shared with staff through the Induction CPD.
- The process and programmes of Students of Determination who are also potentially More Able or Talented (MAT) is updated annually - see p9.
- Guidelines for an Inclusive practice– outlining strategies for class teachers – is updated and shared as needs dictate.
- The following policies are relevant to ensuring Inclusivity at The English College:
- AdmissionsPolicy
- Anti-bullying Policy
- Safeguarding Policy
- Digital Safeguarding Policy
- Attendance Policy
- Literacy and Reading Policies

Inclusion at The English College involves:

- **Working in Partnership** – students, parents, teachers and professionals.
- **Sharing** – with all concerned plans of action and support with the aim of ensuring forward progress.
- **Using Evidence-based Practice** – using methods and approaches that have been proven to work. However, they are regularly monitored to ensure the methods are successful.
- **Being Child Centred** – placing the student (learner) at the centre of plans for provision with the aim of meeting their needs. Encouraging students to take responsibility for their own learning and charting their progress.
- **A Developmental Approach** – Aiming for Personalised learning by individualising programmes according to need in order that students can achieve to their full potential. We recognise that all students learn in different ways and at different rates.
- **Aiming for effective Teaching and Learning for All** – 'Quality First Teaching' ensuring that all students in the classroom learn effectively. The SEND students' needs must be taught and supported in a way that ensures they make optimum progress.

- **Recognising that students learn in many ways** – Inclusion involves maximising opportunities the students have, e.g., from each other, teachers, extra-curricular activities and out of school experiences.

Roles and Responsibilities

The Inclusion Team at The English College consists of the following personnel and their roles in ensuring Inclusive Practice:

Inclusion Leader:

- Administer or arrange for diagnostic testing as required
- Liaise with relevant personnel both internal and external in order to meet student needs.
- Observe students in the classroom.
- Run timely interventions/ support classes for students
- Provide support to students in their areas of need
- Devise and update Learning plans/appropriate provision
- Oversee Access arrangements
- Conduct a range of screening assessments, particularly at admissions
- Organise reviews and meetings
- Share information and raise staff awareness, including strategies to support targeted students
- Lead relevant CPD training for LSA's and teaching staff
- Provide evidence of progress of students with additional needs
- Maintaining appropriate individual and whole school records
- Review new admission files and make recommendations for students of determination coming into the school
- Hold transition planning meetings with relevant parties to plan support for students arriving at The English College and those moving onto the next KS.
- Line management of the Learning Support Assistants
- Liaise with school counsellor to identify SEMH students in need of intervention
- Reporting annually to the Board of Governors regarding the provision for and progress of SEND students

Learning Support Assistants (LSAs):

Teachers and support staff should be involved, as appropriate, in the development of the school's Inclusion policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers should regularly examine their strategies and methods to see if they can make improvements that will help all students to access the curriculum.

Learning Support Assistants are directed by the Inclusion Leader for specific strategies to assist those students most at risk and review these strategies at weekly meetings. When in class, LSAs are directed by the teacher to assist those specific students as per the lesson plan.

All staff in the College who may come into contact with a student who need additional support should be advised of the planned strategies for meeting the student's needs. Teachers may be asked to provide the Inclusion Leader with feedback on the student's progress as part of the review process in meeting his/her needs through the meetings between all stakeholders, parents, students and support staff, also known as a 'round robin'.

The Inclusion Champion takes the necessary action to ensure inclusion and diversity objectives are achieved: they also ensure inclusion is an everyday reality. The Inclusion Champion supports, develops and drives Inclusion forward with the help of The Inclusion Support Team below.

INCLUSION SUPPORT TEAM:

Function:

'To generate an inclusive system of Education for students of determination'. Implementing Inclusive Education: A guide for schools (2019)

INCLUSION SUPPORT TEAM (IST) AND THEIR ROLES:

Mr Tom Cash	Inclusion Leader and IST Leader	tcash@englishcollege.ac.ae
Ms Emily Hopkinson	Inclusion Line Manager	ehopkinson@englishcollege.ac.ae
Lisa Hannon	Inclusion Champion	lhannon@englishcollege.ac.ae
Mrs Cherryl Beekhuijsen	Registrar	admissions@englishcollege.ac.ae

Melissa Waddell	Parent Representative	melissa@robwaddell.co.uk
Ginette Moore	Inclusion Governor (based in ADEK)	ginette.moore@adek.gov.ae
Anu Kaushik	Learning Support Assistant	akaushik@englishcollege.ac.ae
Hala Noori	KHDA Representative	adminsec@englishcollege.ac.ae

Communication between the Inclusion Team and the Inclusion Support Team:

The Inclusion Leader and her team will meet on a weekly basis to review and update records in relation to FS 1 to KS 5 SEND students. The Inclusion Leader and the Inclusion Line Manager will meet fortnightly to review provision and registers. The Inclusion Support Team meets monthly to monitor and evaluate the Inclusive system of Education across the whole school. The school nurse is to be included in these conversations as often as possible to keep the Inclusion Leader and Heads of School appraised of the individual medical needs and how curriculum needs to be adapted for these students. CAT4 data and teacher referral forms are the first way in which students are identified. These are discussed between the Inclusion Leader and the Head Teachers before parents are contacted.

In the case that a parent contacts the school regarding provision for a child, the Inclusion Leader will gather information from staff before contacting the parent regarding findings. Where a formal diagnosis is in place and full paperwork is provided to the school, curriculum and staffing will immediately be adapted to suit the needs of these learners. The college is fully inclusive and the Inclusion Leader's role is to support this by informing the Principal and the Board of Governors.

The student

- Be aware of, discuss and agree targets with Inclusion Leader
- Attend Learning plan meetings and reviews if and when appropriate
- Attend meetings with Mentor if one is appointed

Teacher

- Adapt teaching approaches to reflect the range of needs within the class (Quality First Teaching)
- Arrange termly Leaning Plan meetings with parents
- Be aware of school's Inclusion Policy

- Monitor Progress and use in-class interventions and differentiation as much as possible
- Allow withdrawal from lessons where necessary and appropriate for the needs of the child
- Identify on planning deployment of additional support and/or resources
- Attend Case Conferences on individual students, when required

Parents
- Supporting student as necessary; especially with follow-up home learning tasks, as set by the Inclusion Leader
- Liaising with Inclusion Leader/Pastoral Team or teachers, as necessary
- Attend termly Pupil Profile meetings with teacher
- Attending any other relevant meetings on a regular basis

REASONABLE ADJUSTMENTS AND ACCESS ARRANGEMENTS

The School will do its utmost to make reasonable adjustments for people of determination. This is to support them so that they are not placed at a disadvantage in comparison to a person who does not have special needs. Following examples are what the English College typically includes in order to support our pupils of determination and make reasonable adjustments.

- Quality First Teaching with differentiated resources accessible to all Waves of provision.
- In class support for targeted pupils on the Inclusion register.
- Modelling answers and modifying teaching techniques.
- Providing equal opportunities for all pupils to take part in field trips and DOE- careful risk assessment is carried out prior to taking pupils of determination on trips.
- Pupils of determination are given equal opportunities to take part in representing the college at different events.
- In order to make reasonable adjustments, support may be provided in different ways.
- Support for additional learning, exam and accommodation arrangements in case of separate rooms and readers.

The School complies with JCQ- Joint Council for Qualifications. The school complies with criteria as outlined by individual exam boards.

The school notifies parents at the start of the year to ensure their child is assessed with appropriately qualified specialist assessors and have reports in time for the

school to apply for their access arrangements. The Inclusion Leader oversees the provision at KS3 level including invigilation. At KS4 and 5, the Inclusion Leader completes the form 8's and online requests with the exam officer.

At KS 1 and KS 2 level, external test access is ensured by providing necessary LSA support/resource support that aligns with GL guidelines.

Access Arrangements allow students with special needs, disabilities or temporary injuries to access the assessments and be given a chance to fulfil their potential. The idea behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. The Awarding bodies comply with the duty to provide access arrangements under the (UK Equality Act 2010) to make 'reasonable adjustments.'
Where appropriate, the curriculum will be modified so that the learner can facilitate access to examinations/assessments.

Where appropriate, the school may request modified papers by the board to allow pupils to fulfil their potential and to make reasonable adjustments for them.

Documentary evidence is held on file for any inspection.

Diversity is defined along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious or other different ideologies. Diversity is the exploration and incorporation of these differences to enrich learning and in our classrooms.

All staff have a responsibility to ensure that all students and staff feel welcome and included in the school community regardless of their culture, ethnicity or race. In this context, Diversity refers to cultural and racial diversity. Students should feel safe to express their culture and share their culture with staff and peers where appropriate. To build a culture of inclusion, staff should always be positive about all cultures and avoid language rooted in stereotypes whether they be positive or negative.

Wherever possible, teachers should provide opportunities for students to explore different cultures and how it relates to the curriculum area that they belong to.

Diversity

When using images in class, staff should try to ensure that the images reflect our diverse school community where appropriate. Images used in the classroom should reflect the diverse community we live in.

APPENDICES (Relevant links to other policies or documents)

The UAE Federal Law 29 (2006)

https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/United-Arab-Emirates_The-Rights-of-People-with-Special-Needs.pdf

The UAE School Inspection Framework

https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/frameworkbooken.pdf

LEGISLATION

Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

Dubai Law 2014

https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf

Executive Council Resolution No. (2) of 2017

- **Article 4 (14):**
- **Article 13 (16):**
- **Article 13 (17):**
- **Article 13 (19):**
- **Article 23 (4):**

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record

Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	07/03/2021	New Policy	Principal	April 2022
1	17/04/2022	Updated	Principal	April 2023
2	April 2023	Reviewed and modified with new staff and key terminology	WSLT	April 2024