

DIYAR PRIVATE ACADEMY
FUJAIRAH



أكاديمية ديار الخاصة
الفجيرة

Inclusion Policy

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Contents Page

Purpose	Page 3
Policy Aims	Page 4
Definition and Categories	Page 5 and 6
Identification	Page 7
Assessment	Page 8
Levels of Provision	Page 9
Responsibilities	Page 10-13
Gifted and Talented & EAL	Page 14
Monitoring and Evaluation	Page 14



PURPOSE

At Diyar Private Academy, we believe in ensuring the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with Diyar's vision and ethos, all students will be given full access to all areas of learning. Our teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfillment and for their eventual development into active and responsible adults. Our school's ethos is to nurture the individuality, talents and gifts of all our students.

The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our school who have been identified as having additional learning or behavioural needs and to ensure that adjustments are made to the curriculum to meet their particular needs.

Vision

Inspiring Minds, Creating Leaders

Mission

To ensure every student, experiences amazing learning, loves school and makes great progress.

In order to fulfil this vision and mission we are committed to meeting the needs of ALL learners in our schools.



POLICY AIMS

This policy aims to ensure Diyar Private Academies are compliant with the UAE Inclusive Education Framework (2017), Federal Law no. 29 (2016) concerning the protection of rights of persons with Disabilities.

As such we will:

- Ensure that all students have access to a broad and balanced curriculum by ensuring levels of differentiation meet their individual needs and abilities.
- Ensure the rapid and effective identification of Students of Determination as early as possible in order to make appropriate provision.
- Make sure that Students of Determination receive the appropriate provision to meet their needs.
- Ensure that Students of Determination take as full a part as possible in all school activities.
- Ensure that parents/carers of Students of Determination are kept fully informed of their child's progress, attainment and support at the Capital School.
- Provide support, advice and training for parents and staff working with Students of Determination.
- Ensure that we recognise and support the needs of all children, including those who have SEND, EAL learners and those identified as Gifted and Talented.
- Enable children to develop to their full potential.
- Ensure that we challenge all children through the work that we set and the support that we provide.
- Ensure that Students of Determination are as involved where possible in decisions affecting their future SEND provision.



INCLUSION AT DIYAR PRIVATE ACADEMIES

At Diyar Private Academies we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

At Diyar we have a strong commitment to the inclusion and pastoral support of all our students. Support for students begins at the admissions stage (refer to Admissions Policy). We then provide inclusive provision with additional support, intervention, differentiation and personalisation throughout all grade levels and phases.

Inclusion is extremely important to us. All our students need to feel they belong and their happiness and progress in learning is vital to this process. The commitment of being an inclusive school is a passion for us, as we truly believe that every child has the right to an education.

DEFINITION AND CATEGORISATION

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The UAE framework for inclusion states that, 'A special educational need emerges when the symptoms or impact of an impairment or disorder act as a barrier to learning and restrict a student's ability to access education on an equitable basis alongside same aged peers'.



CATEGORIES OF SPECIAL EDUCATIONAL NEED

In line with the revised categorisation framework, we recognise the following categories of special educational need:

Intellectual Disabilities

Mild Intellectual Disabilities
Moderate intellectual
Severe intellectual disability

Multiple disabilities

Developmental Delays

Global Developmental Delay
Specific Developmental Delay

Communication Disorders

Expressive language disorder
Receptive language disorder
Global language delay
Speech fluency disorder
Speech sounds disorder
Social communication disorder

Autism Spectrum Disorders

Autism spectrum disorder Level 1 (mild)
Autism spectrum disorder Level 2
(moderate)

Attention Deficit and Hyperactivity Disorders (ADHD)

ADHD (inattentive type)
ADHD (hyperactive type)
ADHD (combined type)

Specific Learning Disorders

Dyslexia
Dysgraphia
Dyscalculia
Dyspraxia

Sensory Impairments

Visual impairment
Hearing impairment

Physical Disabilities

Muscular dystrophy
Cerebral Palsy
Spina bifida

Psycho-Emotional Disorders

Depression
Bi-polar disorder
Oppositional defiance disorder
Obsessive/Compulsive disorder
Post-traumatic stress disorder

Acute Medical Conditions

Epilepsy
Brain tumour
Cancer
Heart defect



IDENTIFICATION OF STUDENTS OF DETERMINATION

All students attending our schools undergo regular and thorough assessment, both formative and summative. This assessment, throughout their learning journey, is to ensure that they are making appropriate progress and have the correct support and provision in place for them to be able to make this progress.

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Support Team on entry or at any point during their education. We are hoping to achieve student self-referral during 2022.

The purpose of identification is to allow the inclusion team which we call the Achievement Team (commonly called ACe) to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress and attainment.

For identification procedures during the admissions process, please refer to the admissions policy.

IDENTIFICATION OF ENROLLED STUDENTS

Students may be referred to the ACe Team if concerns arise as a result of any of the following:

- **Cognitive Abilities Test (CAT4)** - Students with a standardised score of 80 or less, will be referred to the Inclusion Support Team for further assessment and observation.
- **Ongoing Assessments** - Students in KG 2 and above take part in a range of assessments throughout the year. From the data gathered, teachers and members of the SLT will identify those children who may be falling behind their peers.
- **Standardised Tests** - Students in Year 1 and above take part in standardised testing each term. These tests include Reading, Phonics,



Maths, Arabic, Islamic Education and Science. From the data gathered, teachers and members of the SLT will identify those children who may be falling behind their peers.

- **MAP Progress Tests** – All students in Grades 3, 5, 7 and 9 undergo benchmark testing at the end of the year, through NWEA MAP tests. This data is analysed alongside teacher assessment and CAT 4 data to create a well-rounded view of every child's achievement levels. Students working significantly below age-related norms may be referred to the ACe Team if the class or subject teachers are concerned that this is related to a specific or general need.
- **Specific concerns** - A student may be referred by teachers or parents if specific concerns are raised that the Inclusion Support Team may be able to address.

ASSESSMENT

Once a referral has been made, the student will be assessed by a member of the ACe Team in order to ascertain need. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the student.
- Seeking and coordinating feedback from teachers across the curriculum.
- Observations in class or during playtimes and the completion of appropriate checklists by teachers and parents..
- Discussions with parents on historical and current difficulties the student may be experiencing.
- Considering family history if appropriate.
- Review of assessment data and scrutiny of work samples.
- Identifying strategies that are already in place to support the student and evaluating impact.

It may be appropriate to seek advice from external agencies as this could help to give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.



Once the assessment has been completed, the Head of Inclusion will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision, in or out of the classroom, the class teacher and the Head of Inclusion will meet with the student (where appropriate), parents and associated professionals to plan for their provision.

LEVELS OF PROVISION

To ensure that the correct level of support is put in place for the students at Diyar Private Academies, we use the levelling system as provided in 'Implementing Inclusive Education: A Guide for Schools' (2019).

Level 1

High quality teaching, where teachers accommodate individual differences in ability, learning style and behaviour through effectively differentiated classroom practice. These students will not be included on the SEND register but will be placed on a Level 1 monitoring register whilst their individual needs are being assessed.

Level 2

Personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and to achieve within age-related expectations. Support teachers will support this process by observing lessons and making recommendations, as well as providing support through professional coaching and monitoring. These students will also receive an IEP and individualised intervention sessions.

Level 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 students within the school. As with Level 2 students, they have an IEP and interventions. However, many of their interventions are carried out by specialist



teachers. Provision of support at Level 3 will sometimes involve the employment of an Individual Learning Support Assistant (ILSA) to support the student.

An Individual Learning Support Assistant (ILSA) may be provided at an additional cost to parents. The parents can employ an ILSA privately, through an agency or through the school. If the parents choose to employ an ILSA through the school, an adjustment is made with their agreement to the regular tuition fees. Such adjustments always follow mandatory guidelines and have to be financially achievable. Sometimes, if a student is on a reduced time table tuition fees are pro-rated to enable the parents to afford ILSA support.

RESPONSIBILITIES

THE ROLE OF THE ACe TEAM

The ACe Team is led by the school Principal and includes school staff with specific roles in developing inclusive education; these are the Head of Inclusion (SENDCo), Inclusion Champion, Support Teachers, and Learning Support Assistants (LSAs), EAL Specialists, Counsellors and an Inclusion Governor. Together, they serve to generate an inclusive system of education for students of determination.

THE ROLE OF THE PRINCIPAL

The Principal is responsible for:

- Effectively communicating a vision of inclusion, ensuring the engagement of the entire school community.
- Conducting a school-wide review of current practice to highlight examples of best practice and identifying areas which require targeted improvement.
- Developing and implementing a comprehensive and strategic inclusive education improvement plan.
- Ensuring that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice.



- Providing an annual programme of continued professional development for all staff at all levels across the school.
- Applying a rigorous system of monitoring and review to track progress and inform revisions to strategic plans.
- Ensuring that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

THE ROLE OF THE HEAD OF INCLUSION

The Head of Inclusion is responsible for:

- Working alongside teachers to observe, assess and identify special educational needs.
- Working collaboratively with other specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing.
- Providing advice and guidance to both teachers and parents.
- Promoting high expectations of student learning and achievement.
- Supporting the development of relevant and meaningful learning activities.
- Facilitating collaborative meetings to promote the development of individual education plans.
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- Implementing evidence-based programs of intervention for individuals and small groups of students.
- Ensuring the SEND register is accurate and is updated at least termly.
- Monitoring and evaluating the impact of provision.
- Ensuring the SEF reflects accurately the strengths and areas for development of students with SEND.

THE ROLE OF THE INCLUSION CHAMPION

The Inclusion Champion is responsible for:



- Modelling practice and promoting ideas that support the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills.
- Sharing information with senior leaders.
- Providing the motivation and support required for improvement over time.

THE ROLE OF SUPPORT TEACHERS

Support teachers are responsible for:

- Identifying the specific needs of individual students.
- Developing specific and personalised individual education plans.
- Supporting class teachers to:
 - Develop instructional and educational strategies.
 - Modify and adapt curriculum structures.
- Modelling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher.
- Providing instruction to student(s) individually or in a small group in the common learning environment.
- Providing instruction to students receiving Level 3 support in a small group outside the common learning environment.
- Dealing with social, emotional, behavioural and/or family situations (e.g. housing, food, health and mental health conditions) of students.
- Working closely with the school Principal to ensure the effective administration and operation of the Inclusion Support Team.
- Maintaining effective communication with parents as well as any service providers working with the family or the child.
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.

THE ROLE OF THE CLASS TEACHER

Class teachers are responsible for:



- Assessing, evaluating, and reporting on students' progress.
- Providing a safe, welcoming, and motivating environment for learning.
- Working closely and in parallel with other professionals.
- Planning whole class, group and individual instructions and delivering them.
- Incorporating any required modifications and accommodations to maximise their students' achievement.
- Taking part in the development of the IEP and its progress review.
- Implementing goals set in the IEP.
- Managing information about students and communicating this information to parents and to relevant personnel.
- Supervising and coordinating work with the LSAs.
- Promoting student interactions with their peers.
- Preparing transition documents.

THE ROLE OF INDIVIDUAL LEARNING SUPPORT ASSISTANTS (ILSAs)

ILSAs are responsible for:

- Providing individual support to a specific student.
- Promoting access to targeted support outside of the classroom.
- Working on differentiated activities with groups of students.
- Liaising with the leader of provision for students of determination.
- Developing social/emotional skills.
- Working with teachers to monitor the progress of students.
- Supporting intervention or therapy sessions.

ROLE OF THE INCLUSION GOVERNOR

Inclusion Governor is responsible for:

- Monitoring inclusion policies
- Ensuring full compliance with statutory regulations
- Reporting any concerns re inclusion



PROVISION FOR EAL AND GIFTED AND TALENTED STUDENTS

Please refer to separate policy.

MONITORING AND EVALUATION

The overall effectiveness of inclusive provision will be monitored and reviewed by members of the Senior Leadership Team. There will be an annual review of this policy by the Head of Inclusion and other members of the Senior Leadership Team. The Inclusion Governor will report annually to the Board.

The school's self-evaluation process includes a dedicated Self-evaluation form for Inclusion which identifies next steps and informs the school improvement plan (SIP.)

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