

SISD Inclusion Policy 2017-2018

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

Learning diversity and inclusion in IB programmes (2016)

Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs.”

KHDA 7 Years on Inspecting for School Improvement:
A Collaborative Journey 2008-2015 Key Findings. Page 19

Introduction

SISD aims to provide all students with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling students to become active, responsible and caring members of the school and wider international community.

All leaders and teachers work towards these aims by:

- Promoting high quality learning opportunities by planning lessons that enable students to achieve their highest potential;
- Providing high quality curriculum design that meets the individualized learning needs of each student;
- Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning;
- Promoting an effective partnership that supports parents/careers and the wider community as partners in the students’ learning experiences;
- Promoting SISD Core Values using the B.E.S.T approach: Bilingual, Excellence, Sustainability, Together.

Successful inclusion should result in every student feeling safe, confident and happy at school. Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.

Successful inclusion promotes the students' beliefs in themselves as a learner and valued member of our SISD school community and is seen as the shared responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

In order to recognize and meet the diverse needs of our SISD students, the following systems and procedures are in place:

- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEN) or Disabilities are appropriately supported. (Hameed Mohammed Al Qatamy, Minister of Education. Schools for All. Page 7 2 KHDA 7 Years on Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19)
- Sharing any concerns we may have regarding a student with their parents or careers and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that SISD has access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

Potentially vulnerable groups

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- Students with additional needs
- Students who are Gifted and/or Talented (G&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for any reason

- Students who are young careers
- Students whose family are in crisis or under great stress
- Students at risk of significant harm
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students who have a temporary high-level need

Students who require linguistic support because the language of instruction is not their mother tongue (supported by the Language Department).

Promoting and Supporting Successful Inclusion

1. Board of Governors

- a. Familiar with the inclusion policy and practice.
- b. Are advocates for the inclusion policy and practice.

2. Senior Leadership Team

- a) Responsibility for making a school truly inclusive lies with the Principal and Senior Leaders of the school.
- b) Aim to promote inclusion through all of our policies, systems and practices.
- c) School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ASAs that are offered and break and lunchtime activities.

3. Personalizing the Curriculum

- a. SISD leaders and teachers are responsible for ensuring that the curriculum in its narrow and broadest senses, is personalized to match the needs of the students who attend the School.
- b. SISD currently uses versions of recognized national (Arabic and Islamic) and international curriculums (PYP/MYP) to support the staff, at all levels, in planning the curriculum.
- c. SISD has long term Curriculum Maps which are used by grade-level or year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This would include staff ensuring appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.
- d. All members of school communities are expected and encouraged to adopt behaviors which support the school's inclusive ethos.

4. Inclusion Department

- a. The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups.
- b. In partnership with the school's senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school, supported by the Inclusion Department.
- c. The SISD Inclusion Department consists of the Inclusion Assistants, Specialists, Counsellors and a Head of Inclusion. The team is responsible for the leadership and development in each of their specialized roles. On-going weekly team progress meetings are held to assess the effectiveness of each aspect and to inform future developments.

5. Teachers

- a. Teachers are responsible for managing and creating an inclusive classroom environment.
- b. Students receive differentiated instruction according to ability.
- c. Inclusion personnel provide in class and withdrawal support in collaboration with teachers.
- d. Teachers share responsibility for removing barriers to learning:
 - Identify barriers to learning and communicate through the referral process.
 - In collaboration with the inclusion department provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress.
 - Implement individual student targets particular to their own specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom support plans and the Individual Pupil Passport (PP).
 - Inform Parents/Careers of any additional or different provision being made for their child.
- e. Teachers take the lead role in monitoring the attainment, learning, behavior and well-being of all students in their class. This information is recorded and students' achievement and needs are discussed and further planning undertaken by way of regular student performance reviews.
- f. Teachers play a pivotal role in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/careers and colleagues.
- g. Teachers are required to implement agreed accommodations in all assessments with the support of the Inclusion Department.

6. Academic Support Staff

- a. Work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of academic support staff is directed by the teacher.
- b. Advice and training for specific work or duties may also come from an outside specialist, for example a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Head of Inclusion.
- c. To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.

7. School Pastoral Counsellors

- a. Our PYP and MYP counsellors have a key role in promoting and supporting inclusive practice. They undertake a variety of tasks which include:
 - i. Observing and engaging with any students, liaising with adults regarding any concerns.
 - ii. Being the point of contact and supporting students including new students as required.
 - iii. Helping to devise ways of best supporting the students.
 - iv. Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
 - v. Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
 - vi. Undertaking individual or group work with students whose behavior gives cause for concern.
 - vii. Advising other support staff on the running of groups aimed at developing students' social skills.
 - viii. Taking a supporting role in working alongside external family support agencies.

8. School Nurses

The school nurses play role in promoting health and safety to support inclusive practice. They undertake a variety of tasks which include:

- i. Keeping health records
- ii. Informing Senior Leaders of medical conditions which impact on learning
- iii. Promoting healthy lifestyles

Inclusion and Special Educational Needs

1. What are Inclusion/special educational needs?

- a. 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her'.
- b. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - i. Has an identified developmental delay
 - ii. Has a significantly greater difficulty in learning than the majority of others of the same age
 - iii. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- c. A child *under* compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2 when *of* compulsory school age (or *would be likely*, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

2. What is a disability?

- “The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others”.

United Nations

- “Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment.”

Ministry of Education, Schools for all. Page 60

Identification of Inclusion/Special Educational Needs and/or Disabilities.

In accordance with KHDA and DSIB, SISD is committed to being an: “...inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs”.

KHDA 7 Years on... Inspecting for School Improvement: A Collaborative Journey 2008-2015. Key Findings. Page 19

- a) Identification of Inclusion/SEN that may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at SISD.
- b) When a concern is evident, the teacher will complete the referral form, following all steps in the referral procedure annexed to this document, before involving the Inclusion Department. The referral procedure involves the teacher adapting classroom practice or requesting that the parent/career seek external professional advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent the teacher will involve the Inclusion Department.
- c) Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may require additional costs to be borne by the parents. This may be long or short-term dependent upon the nature of the need and the progress made by the student.
- d) There are five broad areas that give an overview of the difficulties a student may have. However a student's needs could cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - Medical conditions or health related disabilities.
- e) SISD uses a 'graduated response' to identify and remove barriers to learning in order to put effective Inclusive provisions in place.

'Graduated response' provided by the school is as follows:

- a) Universal – All students will benefit from:
 - i. High quality learning through the provision of high quality teaching; both formal and informal.
 - ii. Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
 - iii. On-going and timely assessments which inform any further provision needed.
- b) Targeted Support – some students may benefit from:
 - i. Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
 - ii. Interventions and progress are monitored by the Inclusion Department in consultation with other school staff. If a student has not made the required progress then the appropriate referral will be made to outside professional support.

c) Specialist Support outside the school's provision

The school will provide appropriate advice and recommendations into any educational plans for the student. Additional costs for specialist support will be met by the parents. The specialists most commonly involved in supporting students are:

- Health Care Agencies (including GP, Psychiatrists and Mental Health Specialists)
- Therapy Services (Occupational Therapy, Speech and Language, etc.)
- Educational Psychologists
- Services for the Hearing or Visually Impaired

e) Internal and external assessment accommodations

A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law.

General Regulations: Diploma Programme 11 17.2

SISD will identify and meet the individual inclusive needs of all students enrolled in the school, through KHDA approved educational psychological assessment reports and accommodations will be provided for all internal assessments. Applications for external assessment accommodations will be made to the IB Organization by the Head of Inclusion in collaboration with the DP Coordinator, according to procedures stated in the handbook.

Gifted and Talented (provision under review)

a) Gifted students

The term giftedness refers to **'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.'** These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve. ¹

b) Talented students

The term talented refers to **'a student who has been able to transform their 'giftedness' into exceptional performance'**. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.²

¹ UAE School Inspection Framework 2015-16 p119

² IBID

The role of the Inclusion Department in supporting Gifted and Talented Students is to:

- a. Evaluate provision.
- b. Maintain and update the Inclusion register.
- c. Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- d. Make students on the Inclusion register, and others as appropriate, aware of local and national opportunities.
- e. Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders. The purpose being to establish the extension and enrichment opportunities currently being offered to pupils both within and beyond lessons:
 - Through the taught curriculum, both in class and in 'extra' classes
 - Through enrichment activities (clubs, teams, assemblies, fieldtrips, visits etc.)
 - Through the structuring of curriculum delivery (extension work, suggested reading and follow-up)

Identification

KHDA identifies Gifted and Talented students as:

Group 1): The top 5% globally within each year group as identified by the Heads of Sections. These are students who are significantly higher than their year group peers in a subject/area in any of the standardized assessments administered by the school.

Group 2): The 'highly able'. This will involve those students who fall within the top 10% globally and whose strengths may be subject specific. Their needs should be catered for on a daily basis through planned differentiation activities as well as subject specific extension programmes and workshops.

Group 3): Talented Students. Those students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in clubs, schemes and groups. Their needs should be catered for through facilitated organised activities with specialist coaching and opportunities to collaborate with internal or external organizations.

Students who excel in areas beyond the curriculum are also recognised by SISD. These may be students who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and inquiry etc. These students should be catered for through enrichment opportunities both within and outside of school. Identified pupils are collated into the Inclusion Register that clearly shows what subject(s)/area(s) the student is gifted or talented in – they may be brilliant at everything, or just an amazing mathematician or cricketer. This information is filtered to Heads of Departments to disseminate, with students in their particular area highlighted for class/subject teachers to use and transfer to mark books.

Provision: School's role in supporting its gifted and talented students

SISD aims to support its gifted and talented students in the following ways:

School wide expectations which put learning at the center of all school improvement and are a practical plan for talent development. This is reflected in an aspirational and personalized curriculum, curriculum extension tasks, appropriate grouping, after-school activities etc. The type of activities which may be included are:

- a) Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visits.
- b) Creative or critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced kinds of study.
- c) Investigation and inquiry – following planned programmes of study from external organisations e.g. open University.
- d) Leadership – opportunities for displaying leadership skills amongst peers, staff and the wider school learning community.
- e) Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.

Teaching, Learning Curriculum and Organization

- a. As appropriate, teachers will provide differentiated activities and a range of support and resources for the inclusion of gifted and talented students.
- b. Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at aspirational levels and always aim to make further progress. Students are involved in this process.
- c. In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- d. Opportunities for Gifted and Talented students to work on various projects inside and outside SISD will be provided.
- e. Regular book looks, drop ins, learning walks and conversations will be carried out and recorded to ensure consistency across the phases and subjects.

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