

SWISS  
INTERNATIONAL  
SCIENTIFIC SCHOOL  
— D U B A I —

# Inclusion Policy Whole School

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INDEX



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## Statement of Intent

The Mission of SISD is to provide an inspiring, inclusive and challenging learning environment while celebrating academic excellence. We welcome Students of Determination and give them access to appropriate provision, resources and curricular options.

“At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.” (Dubai Inclusive Education Policy Framework, DIEP 2017).

In line with this principle, SISD encourages and supports all students, including those identified as having additional needs and/or talented and gifted to become successful, global minded, enthusiastic lifelong learners who will confidently take advantage of future opportunities and help make a difference. We have supported the, ‘My community... a city for everyone’ initiative, under the leadership of His Highness Sheikh Hamdan bin Mohammed Al Maktoum, which has driven the development of Dubai Disability Strategy and the Dubai Inclusive Education Policy Framework.

### Students of Determination

“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.” (DIEP 2017)

This policy explains the approach to Inclusion at SISD and is in keeping with our school aims

*"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."* IBO blog: What is Inclusion 2016/08/26.

*Learning diversity and inclusion in IB programs (2016), IBO Website.*  
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

## **Admissions Policy**

At SISD we ensure:

- All students, including Students of Determination, are welcomed in our school
- All applicants have the right to sit admission assessment tests
- All applicants are fairly assessed
- Collaboration between parents and previous schools to ensure a successful transition
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants experiencing SEND. Access arrangements will be made based on the student's usual way of working. Depending on the students' needs we may request some additional assessments or invite the student to spend some time in the classroom to determine the level of support required.
- Students who are identified with SEND will receive sibling priority subject to availability of spaces
- Students who are identified as SEND will be provided with appropriate levels of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers. We aim for quality inclusion within our school and provide the necessary provision for students to achieve this.

The Admissions Team will seek the support and advice of the Inclusion Support Team

to conduct assessments and determine educational needs for new joiners that may be Students of Determination to ensure our school can provide the support necessary for them. The Inclusion Support Team, in conjunction with the PYP, MYP, DP and CP coordinators, will ensure that the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

Please refer to the Admissions Policy for full guidance on admissions for students with SEND.

### **Inclusion Aims**

SISD aims to provide all students, whether they have SEND or are More Able, Gifted and Talented (MaG&T), with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning experiences 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
- 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
- Providing the specialist support and guidance to all students and staff as needed.
- To ensure that students with SEND and /or gifted and talented are provided for and listened to ensure they reach their full potential
- Promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences
- Promoting an effective partnership with outside agencies, where this are available, to provide the support needed for students

- Promoting SISD Core Values using the B.E.S.T approach: Bilingual, Excellence, Sustainability, Together.

## **Inclusion Objectives**

Successful inclusion should result in every student feeling safe, confident and happy at school. Successful inclusion should make sure that all students are valued as learners and see every student succeed and flourish alongside peers of the same age (implementing inclusive education: a guide for schools 2019 page 12) and enjoying their time and learning 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 provision of quality education of Students of Determination (DIEP p. 5), and the gifted and talented, as well as 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.

To recognize and meet the diverse needs of our Students of Determination and more able, gifted and talented (MAGT) students at SISD, the following systems and procedures are in place:

- Identification and early intervention upon entry to identify the category and level of SEND or more able, gifted and talented experienced by the student and thus the level of support required (DIEP p. 14 2017)
- Collaboration with parents and previous schools to ensure a successful transition. Developing personalized individual education plans for students identified as Students of Determination or gifted and talented
- Using the IEP as a SMART document (DIEP p. 2017) and using the resulting knowledge to plan provision for the individual or groups of students
- Tracking the student's academic, social and emotional progress
- Developing and deploying our resources to best reflect the various levels of need experienced by students
- Sharing any concerns 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.

Inclusion: Students of Determination and More Able, Gifted and/or Talented Students  
“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

According to the United Arab School Inspection Framework, recognized and implemented by SISD, there are four Common barriers to learning and 12 categories of need:

- Cognition and Learning: intellectual disability, Specific learning disorders, Multiple disabilities and Developmental delay.
- Communication and Interaction: Communication disorders and Autism spectrum disorders.
- Social, Emotional and Mental Health: Attention Deficit Activity Disorder and Psycho – Emotional disorders.
- Physical, Sensory and Medical: Sensory Impairment, Deaf – Blind Disability, Physical disability and Chronic or acute medical condition.

\*See Appendix 3

### Level of Support

SISD uses a gradual intervention approach to ensure that students are receiving the necessary level of support. Three levels of support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020), and reflect a common language and practice to be shared by schools. Students of Determination are classified on Level one, two or three depending on the level of support needed. This is reviewed every 6 weeks and modified according to the students’ progress.

- Level 1: Quality first teaching.

- Level 2: Inclusion Support Teachers or in-school specialists provide 1:1, small group session or in-class support. These students will all receive a Pupil Profile and *some* students may receive an IEP based on individual needs.
- Level 3: Students are supported by an Individualised Learning Support Assistant (ILSA). Inclusion Support Teachers or in-school specialists provide 1:1, small group session or in-class support. These students all receive an Individualized Education Plan (IEP) and some may benefit from a modified or personalised curriculum.

In addition, they and SISD recognize:

- Students who are More Able, Gifted and/or Talented (United Arab Emirates School Inspection Framework page 117 to 120). SISD provides challenging extended learning inside the classroom as well as opportunities for students further develop outside of the classroom.

## **Promoting and Supporting Successful Inclusion**

### Personalising the Curriculum

- SISD leaders and teachers are responsible for ensuring that the curriculum in its narrow and broadest senses, is personalized to match the needs of all students who attend the School including the Students with Determination.
- SISD currently uses versions of recognized national (Arabic and Islamic) and international curriculums (PYP/MYP, DP,CP) to support the staff, at all levels, in planning the curriculum.
- 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. SISD also provides alternative and accredited curriculum pathway options (ASDAN) for students who are identified as SEND.



- In line with the Dubai Inclusive Education Policy Framework, all members of the school community are expected and encouraged to adopt behaviors which support the school's inclusive ethos.
- All staff actively promote awareness to support the development of inclusive attitudes.

#### 1. Board of Governors

- Know and are in alignment with the inclusion policy and practice.
- Monitors, evaluates and critically analyses the inclusion policy and practice.

#### 2. Senior Leadership Team

- Responsibility of upholding a truly inclusive ethos across the school amongst all stakeholders.
- Promote and develop inclusion through all our policies, systems and practices.
- 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.
- School leaders appoint an Inclusion Champion.
- Provide training to educators at all levels to increase their awareness about SEND and enable to best support these students.
- Ensure that SISD has access to appropriately qualified and experienced staff.
- Provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

#### 3. Inclusion Department

- 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 and assigns learning support assistants to individual students who are identified as SEND.
- The Head of Inclusion takes the leading proactive role of coordinating

support and provision regarding Students with Determination and their families.

- The SENCO oversees and promotes curriculum adaptations and personalisation.
- The SENCO monitors, reviews and supports effective and accurate use of data to ensure the most effective interventions and personalisation is in place for Students with Determination.
- Together with admissions the Head of Inclusion coordinates the liaison with previous schools, organizes appropriate support and ensures a smooth transition for Students of Determination.
- The Inclusion Support Team works in close collaboration with classroom teachers and other educational staff to drive and support the education of students who experience SEND (DIEP p. 24) in class or work with individual students or groups of students during lessons and break or lunch times to support students' learning and promote their well-being.
- The SIRD Inclusion Support Team consists of the Governor, Head of Inclusion, Inclusion Champion, Inclusion Teachers, Inclusion Assistants and Individual Learning Support Assistants. 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.
- The Inclusion Support Team drives, advises and supports all elements of creating an inclusive environment.
- Advice and training for specific work or duties may also come from external professionals who work with individual students, for example a Speech and Language or physiotherapist, may be directed by other teaching staff within the school, for example the Head of Inclusion. In line with the Dubai Inclusive Education Policy Framework, close partnerships with special centers have been developed to ensure access to inclusive education for Students with Determination.

#### 4. Teachers

- Teachers are responsible for managing and creating an inclusive classroom environment.
- Teachers share responsibility for removing barriers to learning
- Teachers Identify barriers to learning and communicate through the referral process.
- Teachers collaborate with inclusion to create opportunities that ensure meaning full participation in the learning environment.
- Teachers implement individual education plans and take part development of the IEP, setting targets and strategies to ensure that students needs are cared for in all areas or aspects of the curriculum through differentiated lesson planning, classroom support plans and the Individual Pupil Passport (PP) in line with the expectations as set out in the Dubai Inclusive Education Policy Framework (p. 28, 29) and (Implementing inclusive education: a guide for schools 2019 page 28)
- Teachers, in collaboration with the inclusion department provide students with learning opportunities that allow Students with Determination to access subjects taught, encounter appropriate challenge and promote progress.
- Teachers will collaborate effectively with Parents/Carers and inform them of any additional or different provision being made for their child.
- 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.
- 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.
- Teachers are required to implement agreed accommodations in all assessments with the support of the Inclusion Department.

## 5. Individual Learning Support Assistants

The Individual Learning Support Assistant (ILSA) is assigned to provide 1:1 support to a specific student of determination who requires a very high level of additional support to access the curriculum. The role of the ILSA is tailored around the student's IEP. They are subject to the same professional expectations as all other inclusion staff.

- Learning support assistants may be employed by the parents of Level 3 Students of Determination.
- Learning Support Assistants ensure that Students of Determination have access to education by implementing small group or individual instruction.
- Learning Support Assistants collaborate with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.

### **Identification and Assessment of Students with Determination**

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

In accordance with KHDA and DSIB, SISD is committed to be 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.

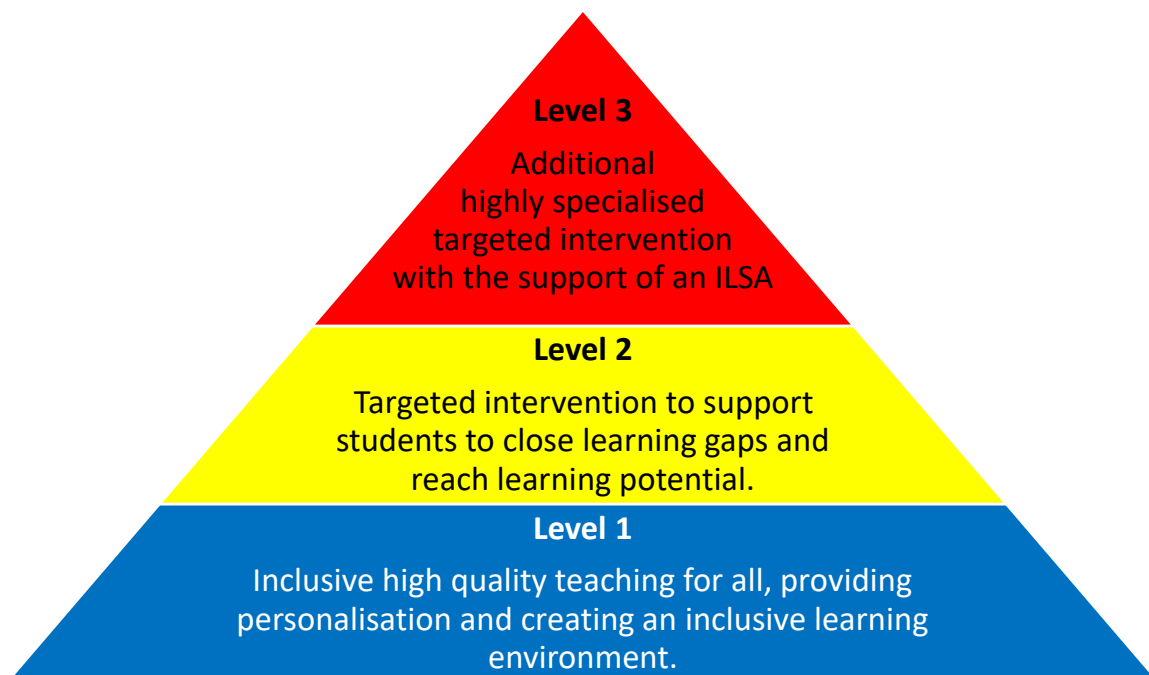
If the identification of Inclusion/SEN has occurred prior to a student's enrolment at school and was communicated to admission, admission collaborate with the Head of Inclusion to ensure that the parents provide the relevant documentation as per the Parent Contract. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at SISD at entry.

Students who are identified at a later stage will be referred to the Inclusion Support Team by the teachers. The teacher will complete the referral form, following all steps

in the referral procedure. The Inclusion Support Team will investigate, determine the exact nature of the issues using diagnostic tests as well as talking to all parties concerned and make recommendations. As a result of the referral procedure the teacher may be asked to adapt classroom practice, push in or pull out support on a one to one basis may be made available or the parent/carer may be asked to seek external professional advice. In the event that the identification of such difficulties requires specific educational provisions and or resources the additional costs may need 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.

Students may also be identified through group testing such as the GL baseline tests and the CAT4.

SISD uses a 'graduated response' to identify and remove barriers to learning to put effective Inclusive provisions in place.



## **Identification and Assessment of the More Able, Gifted and Talented Students**

SISD has provision for More Able, Gifted Students and Talented students.

As per the General Rules for the Provision of Special Education Programs and Services:

Gifted and talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity “.

Renzulii (1978) defined Giftedness as:

“Giftedness consists of an interaction among three basic clusters of human traits — these clusters being above-average general abilities, high levels of task commitment, and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance”.

The guidelines for identification and categorization have been designed with the above definitions in mind.

Provision for MAGT:

Once the students have been identified and categorized as per the guideline above, they will receive appropriate provisions to ensure their maximum potential is achieved.

- More Able Students: Students who are identified as More Able will be supported in the classroom by their respective subject teachers.

Please refer to the More Able, Gifted and Talented Policy for full guidance on the processes, procedures and support of these students.

## **Modifications**

The classroom teachers are responsible and hold account for all the children in their classroom. Examples of additional support provided in the classroom include personalisation of the curriculum, modification of the environment, in-class support strategies, small group interventions, use of the Pupil Profile strategies and additional support towards the IEP. **Internal and external assessment arrangements**

A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage due to a barrier to learning 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 Program

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.

Access Arrangement put in place to remove barriers caused by disabilities are informed by Educational Psychology or medical reports. The appropriate arrangements will be put in place for internal exams. Applications for external assessment accommodations will be made to the IB Organization by the Head of Inclusion in collaboration with the DP and CP Coordinators, according to procedures stated in the handbook. The Head of Inclusion will ensure that all documentation is up to date and on file.

Additional support provided during examinations include but are not limited to: extra time, a separate room, a reader, a scribe and assistive technology. Evidence is kept that this is the usual way that the student works at school.

Access arrangements are noted on the register.

## **Inclusion Register**

The Head of Inclusion compiles and updates a SEND register of students with special needs or are gifted or talented. This register is kept updated throughout the year. A data base of Individualized Education Plans (IEP's) is also available and can always be accessed by all staff. The IEP's are also regularly updated in response to student, parent and teacher feedback. Students will be given the opportunity to review their own progress each time the IEP is updated and play an important role in achieving the defined targets.

## **Parent Partnership**

Parents are key stakeholders in their child's education. The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. In this parent partnership, parents are invited to work as part of a transparent and collaborative partnership with the school to support the best outcomes for their child. Parents have regular meetings and updates regarding their child's progress with the class teachers and their child's assigned inclusion teacher.

## Review of Policy

The Inclusion policy is monitored by the school and reviewed on an annual basis.

Policy Revised:

September 26<sup>th</sup> 2023 by Aisling O'Connor, Head of Inclusion

## **Appendix 1: Supplement to the policy**

The ILSA supplement to Inclusion policy.

An ILSA is an individual who is assigned to provide 1:1 support to a specific student on the Inclusion Register who requires a very high level of additional support to access the curriculum. Where external reports make specific recommendations for 1:1 full time support, the school work with the parents and outside agencies to support with the recruitment, assessment and induction of suitable professionals.

The Inclusion Support Team will advise parents of recommended external agencies that provide ILSA's.

The ILSA will work with a specific individual student during lessons and break or lunch times to support the student in learning and promote well-being.

The ILSA will only support the individual student during ASA upon the expressed wishes of the parents and overtime payment should be agreed between both parties.



ILSAs are regularly monitored by the Head of Inclusion, class/subject teacher, the inclusion teacher to ensure the level of support meets the needs of the student.

The work of an ILSA is directed by the teacher during lessons.

The direct individual support for the Students of Determination is in accordance with the requirements of the student's IEP. This in class support may consist of:

- Developing and adapting conventional teaching methods to meet the individual needs of the student
- Collaborating with the classroom teacher, including a once a week 20 minutes meeting with an Inclusion Teacher in attendance - to define appropriate activities for the student in relation to the curriculum and his needs.
- Assisting with the preparation of materials, equipment and strategies to enhance the learning for the student they are assigned to provide support for.
- Monitoring and assisting the student to complete work assignments.

## Appendix 2: Revised Categorisation Framework for Students of Determination (2019-2020)

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

**\*parents can refer to the KHDA Categorisation Framework for Students of Determination for specific breakdown of subcategorization and classification criteria**