



Policy Name	Inclusion Policy
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Role	Head of Inclusion
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Inclusion

“Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students can learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings, and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. Inclusion does not mean treating people the same without regard for individual differences” (KHDA, 2015).

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 to experience success in learning. (KHDA framework,2017)

Al Salam Community School is dedicated to the positive growth of, and believe that every student is special. We aim to provide a well-rounded programme appropriate to students' diverse intellectual, behavioural, social, emotional and physical needs at both ends of the spectrum of ability, Students of Determination, and those Gifted and Talented.

ASCS is guided by the UAE Federal Law Al Salam Community School is driven by the UAE Federal Law Federal Law n. 29/2006 (articles. 12, 13, 14 and 15) and its updates in 2009 and Dubai Law No 2 (2014) concerning the protection of the rights of persons with disabilities. The school also adheres to Executive Council Resolution No (2) 2017, which regulates private schools in Dubai and follows the principles set out in the Dubai Inclusive Education Framework (2017,2019).

Admission, Participation and Equity

“Special needs do not constitute in themselves an impediment in seeking affiliation or enrolment or admission to any educational institution, whether public or private” (Federal Law no:29/ 2006, chapter 2, article 12).

Al Salam Community School, including early years, is a non-selective school that does not discriminate

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against Students of Determination. Applicants with special educational needs are assessed by the Head of Inclusion to determine the level of support that will be needed. Occasionally, the student will be invited to attend as a school guest for a short period. This could be up to a week allowing the school to develop a personalised learning plan. All placement applications for a student with additional needs are decided through the school's Inclusion Support Team Panel.

Eligibility for admission depends on the following:

- 1) The availability of a complete and accurate history of the student from all relevant sources.
- 2) The level of accessibility and support that the school can provide to meet the child's specific needs.
- 3) The school will provide appropriate facilities and resources to meet students' needs. However, where the needs are over and above the support generally available in school, the family must bear the cost for any additional support that the school provides.
- 4) The availability of a place in the year and class appropriate to the student of determination, which still allows a balance of abilities within the class and keeping adult class support to three adults or less.

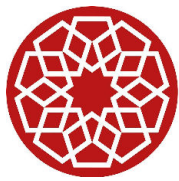
We have a sibling priority program, and students of determination are accepted onto this scheme. We partner with parents to ensure that their student feels confident and happy in school whilst being appropriately challenged to reach their full potential.

Leadership and Accountability

School leaders develop and implement a Strategic Inclusive Education Improvement Plan. They actively promote beliefs and attitudes of tolerance and ensure that these impact positively upon lowering or removing the barriers to the achievement of inclusive education.

Systems of support for inclusive education

The **Inclusion Support Team** (IST) brings together representatives from the whole school community to ensure inclusive practices become a norm. The named members of the school's inclusion support team:



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1. Governing Board
2. Team Leader (School Principal)
3. Leader of provision for students of determination (Head of Inclusion)
4. Nominated support teacher
5. Nominated inclusion champion
6. Nominated learning support assistant

The IST works across the whole school to promote inclusion for every school community member. For students, this can include but is not limited to:

- Targeted interventions in various areas of the curriculum
- Use of Learning Support Assistants to support in class and out of class learning
- The Gifted and Talented programme
- Counselling services for students and parents

A standard service is made available for students of determination:

1. Human resources

- Head of Inclusion/Leader of Provision
- Team of support teachers
- Team of LSA/'s
- Counselling and pastoral support staff for students and parents

2. Physical Resources

- In school assessment, screening and identification tools, including computer-based programs, enable the identification of learning needs.
- Adapted, modified or enhanced resources

Specific services include:

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- Formal and informal school-based processes that are used to assess and identify students of determination
- the development, implementation and review of individual educational plans
- curriculum modifications and adaptations required to enable the student to access education in the common learning environment with peers of the same age
- small group or one-to-one support sessions within or outside of the classroom delivered by support teachers, LSA or counsellors.
- Additional classroom support from learning support assistants is provided as part of the standard school service
- training to enable the student to benefit from assistive devices and associated applications where provided by the school
- access to vocational training programmes offered on the school premises
- appropriate school-based support, advice and guidance to the parents of students of determination
- planning, organising, and training the student and relevant staff on emergency procedures
- Conducting a physical environmental scan to identify and mitigate risks that can be relevant to the student.

ASCS welcomes the support of an **external team** of specialists offering assessment reports for our students at the school's request. It is sometimes necessary to involve external specialists for further strategic planning and support. External providers make class observations /visits.

Students also receive regular additional specialist support beyond school provision (for example, SALT ABA therapy services). These are funded by parents and agreed upon based on need.

To ensure high-quality provisions that meet our school policies, we ensure that all agencies/practitioners have been security checked and quality assured before accessing our students or being referred to parents to receive their service. It is important to note that ASCS does not have any commercial or financial relationship with external providers.

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Identifying Special Educational Needs

The school has an effective whole-school incremental system of assessment used to evaluate and identify the needs of students. The cooperation of parents in securing such an assessment is imperative, as this will serve as the foundation for future goal-setting and action-planning. At Al Salam Community School, the existence of a psychological or medical diagnosis is not a condition upon which special education provision will be initiated.

The purpose of identification is to allow the Bloom team 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 students' progress or well-being.

Other assessment sources are analysis of behaviour and attendance patterns over time and student classroom observations conducted by the inclusion support team members.

When teachers identify additional needs in students, they are referred to the Head of Inclusion by following the referral pathway as indicated in Appendix 2.

Particular indicators of concern will include

- a student who makes significantly slower progress than their peers starting from the same baseline
- this student fails to match or improve upon previous progress rates
- a student whose gap in attainment widens compared to same-aged peers.
- Below-average levels on standardised tests like CAT 4, GL Progress, GL Exact etc.

The Screening Tools

The Head of Inclusion uses recommended informal/formal screening tools to detect risk factors that may be an early indication of a possible difficulty, disorder or impairment.

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Diagnostic Assessment

If despite appropriate inclusive support and interventions, the student fails to make adequate progress, then parents are requested to seek a diagnostic assessment and inform the school about the necessary provision and support and thus provide the parents and staff with information and advice to help the child to make the best progress.

STUDENTS OF DETERMINATION

The KHDA defines this as “educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

Students who have special needs, whether they have formal diagnostic report students who have special needs, are recorded on our Students of determination register. The school identifies students of determination as having needs based on the KHDA categories framework outlined in “Implementing Inclusive Education: A Guide for Schools (2019)” mentioned below:

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination.

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

Categories of need as indicated by the KHDA, 2019

Curriculum

All students should have access to a broad and balanced curriculum in line with board regulation. Teachers should set high expectations for every student, regardless of their prior attainment. Teachers use appropriate baseline assessments to set deliberately ambitious targets. Potential areas of difficulty are identified and addressed at the outset.

Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual students' progress. Students with SEND will access the school curriculum unless they have an official exemption or student needs are so high that they require additional modification. Where specialist support is needed, students may be withdrawn for specific interventions.

INTERVENTION PLANNING

Dual Access Model

- **Access to Learning** - This social model includes modified materials, environmental audits, adaptations and modifications, team and staff awareness training, assigning learning support assistants to students in need etc.
- **Learning to access** - This individual model includes concepts of independence (mobility, functional skills, use of technology) additional or specialist interventions.

The Level System,

The school develops a comprehensive assessment of needs related to identifying each student's specific barriers to learning. The extent of the need is categorised below:

Level 1

High-quality teaching (HQT), where teachers accommodate individual differences in ability, learning style and behaviour through effectively differentiated classroom practice.

Level 2

Additional interventions are offered, which are designed to support students who are nearly working at age-related expectations but who are experiencing a delay in their achievement of educational outcomes

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or their personal or social development. This level of support is designed to enable them to 'close the gap' between their attainment and their peers. Personal support and/or curriculum modification may be put in place to enable a student to engage with and participate in appropriately challenging learning experiences and achieve age-related expectations. The inclusion department supports teachers, teachers, and LSAs in professional coaching and monitoring.

Level 3

Individualised interventions are offered, designed to support students who experience significant SEND levels. These individualised programmes are designed to accelerate progress or enable students to achieve their potential. Level 3 provision is 'additional to' or 'different from' the provision required to meet the needs of most of the students within the school, and this support would likely require interventions that are highly individualised. The student may require specialist approaches and intervention. The student will probably need one-to-one adult support for a percentage of the school day or some specific lessons.

The Dubai Inclusive Education Policy Framework makes three introductory statements regarding the level 3 provision. It outlines that all schools should:

- Assign an LSA to individual Students of determination as indicated by each student's disability;
- Ensure that the cost to families for these additional services is reasonable and that it reflects good value for money as shown by the quality of delivery and by the impact upon the student outcomes and
- lastly, that there is some degree of the core provision provided at the school's expense, (2017, 9.5).

The Graduated Approach/The Inclusion Action Cycle

The Inclusion action cycle is an essential tool to support the use of Universal Design for Learning"; it ensures that teaching and support strategies are reviewed, refined and strengthened in response to students' needs. ASCS adopts a graduated approach to meet individual needs following the guiding policy and guidelines:

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“Use the information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based on their level of development and experience of SEND.” (Dubai framework for Inclusive Education, 2017)

Moving up or down through levels 1, 2 and 3 depends on the evidence of progress and attainment following cumulative intervention cycles.

This involves a cyclical process of assess, plan, do and review, (Packer, 2016). The graduated approach ensures adequate provision, which enables student progress. The school policy is that decisions made about provision include input from the parents, the teacher, inclusion staff and any outside providers. An initial assessment is made by outlining current levels of performance; Planning takes place whereby new targets are set, and interventions are selected; Interventions targeted at areas of need are carried out, and regular monitoring occurs to ensure progress moves towards the goal. Finally, the effectiveness of these interventions is considered carefully to evaluate the impact on the learning goal, and the process starts again.

The graduated approach fits neatly into the ethos of the provision of student-centred learning and forms a framework for review of progress and a plan for future action. It is systematic and makes good sense for planning. In addition, it enables comprehensive evidence to be presented to parents.



The Individual Education Plan (IEP)

An effective IEP is the cornerstone of quality education for students of determination (KHDA,2019). The IEP is part of High-Quality Teaching (HQT) and the process of individualised differentiation. It should be viewed as a continuous and collaborative process of development, implementation, and review as per the graduated approach.

Each student's IEP is unique and takes account of their specific profile of abilities, skills, challenges, and interests. It contains individualised SMART targets that have been reinforced by other areas of the curriculum and do not focus solely on literacy and numeracy but also on barriers to learning such as self-help, social interaction and communication skills.

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Also incorporated in the IEP, are any specific challenges related to changes in routine and the student's transition to different classes, locations and teachers. It also contains information about the specific types of modifications and/or support strategies that will be implemented to lower learning barriers and ensure progress.

A Behaviour Intervention Plan (BIP) is designed and implemented for students whose behaviour is a challenge and a barrier to achieving learning outcomes. An Advanced Learning Plan (ALP) is designed and implemented for students identified as Gifted.

The Learner Profile (LP)

A Learner Profile (LP) is a personal profile of the student written in collaboration with the Inclusion Department, class teacher, the student, and parents. Any recommendations made by supporting external agencies are also added. An ALP charts the learning and/or behavioural targets that the student is working towards and describes the learning strategies, accommodations and differentiation needed to help the student overcome the barrier and achieve his/her targets.

Additional Support Services

The school aspires to fulfil the above expectations by employing the staff members of the Inclusion department from the school budget. The services of these staff are termed core SEND provision. In those circumstances where support is needed over and above core provision, additional SEND provision comes into effect. Additional SEND provision is charged to the parents and generally includes the employment of individual services such as 1:1 ILSA, LSA pullout sessions, Speech Therapist, Occupational Therapist or Behavioural Therapist.

The school acknowledges that the charge of additional SEND provision comes at quite a considerable cost to the parents and realises that it is essential that the Head of Inclusion ensures that these services are reviewed for value through effective training, supervision and management of the personnel providing additional support. The charges are transparent and without profit to the school. The students are supported to meet year-level expectations with either small groups or pull-out interventions. As the student becomes more independent, the level and degree of support fade. In situations where an

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Individual Learning Support Assistant supports the child, the Individualised Service Agreement is signed and submitted to KHDA for approval.

“One-to-one tuition will only have an impact if a good quality professional is delivering the intervention” (Blatchford et al, 2015).

Accommodations and Modifications

The Students of Determination are encouraged to access the curriculum through high-quality differentiated learning journeys, modifications and accommodations:

- *Instructional Accommodations*:- changes in teaching strategies including styles of presentation, methods of organisation, or use of technology and multimedia. Some examples include the use of graphic organisers, photocopied notes, or assistive software.
- *Environmental Accommodations*:- changes that the student may require in the classroom and/or school environments, such as preferential seating or special lighting.

However, some identified students of determination would require extra support sessions to progress further though they receive standard services from the Inclusion department. To enable this, students seek exemption from studying certain subjects (non core). This paves the way for planning withdrawal sessions to support the students in progressing well in core subjects.

- *Exemption accommodations* may be provided if the students fulfil the following criteria and present evidence of the below documents:-
 - ☐ External Diagnosis of additional needs
 - ☐ Recommendation by the Head of Inclusion
 - ☐ Recommendation by the Subject Teacher
 - ☐ Approval of KHDA (if needed for core subjects)
 - ☐ Parental Consent Form
 - ☐ Approval by Head of School

Once they meet the criteria, the following are documented and implemented:-

- ☐ Planned provisions included in Individual Education Plan (IEP)

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- ❑ Personalised timetable for the student with an alternate subject or learning provision

Alternate Pathways to education

“All students have the right to be recognised as having the ability and potential to achieve, succeed and flourish.” (KHDA 2019)

At ASCS, we offer the BTEC program to enable students with further studies. The BTEC program acts as a stepping stone to joining universities or continuing with preferred vocational courses. Students are provided with a unique opportunity to specialise in studying subject-specific modules in a manner that reflects real-life situations and scenarios.

ASCS offers a BTEC program and Entry-level Certifications in English and Maths to ensure students have access to varied pathways to successful higher education. Students with complex needs are offered an augmentative ASDAN curriculum.

Assessment Accommodations (Internal)

Students of Determination are entitled to assessment accommodations during the internal examination and written assignments. This is mostly given to students in primary school and students who have a diagnostic report with exam arrangement recommendations. Allow additional time (25% extra of exam time) to complete tests or assignments or read out questions when required.

Special Arrangements for Examinations (External)

ASCS delivers the National Curriculum for England, using International British Qualifications in many instances. This results in students achieving IGCSE, BTEC, AS and A level qualifications in Years 11 and 13. Therefore, access arrangements are applied for the Students of Determination with respective boards.

- Students of Determination are considered in accordance with the regulations set by the Examinations Board.

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- These arrangements include accessing extra time, prompts, a reader, extra breaks, a transcript, a scribe, modified paper, use of calculator/ other assistive devices, and coloured or modified paper.
- Students will only be considered in accordance with the Exam Board regulations and recommendations made for individual students in their psycho-educational reports.
- The arrangements sought will present the student's normal method of learning. These accommodations will be referenced on the students' IEP.
- The final decision regarding these arrangements remains with the Head of Examinations as well as the Head of Inclusion
- Once it has been agreed that a pupil qualifies for special arrangements, it is the responsibility of the examinations officer to ensure these are implemented.

Monitoring and evaluating

A robust monitoring and evaluation system based on teacher assessment outcomes and internal processes collects and analyses data and tracks student progress. This provides valuable information to determine the need for further assessment and screening. Monthly reporting of student progress/needs is done during Year group meetings and shared with the senior leaders.

In Primary school, Tapestry builds a record of a student's experiences, development and learning journey through their early years and primary education. We monitor the progress and attainment of all students using Tapestry. A progress report will be reviewed against the IEP per term to monitor student progress.

In secondary school, data is collected from ISAMS to help analyse, track data, and monitor progress over time. IEPs are reviewed every term to monitor progress and accordingly set targets, and further intervention is planned.

Note: Any plan that is created for a student to access the curriculum academically and socially is a fluid document. This means that at any time when new information is received/found that will positively impact the student academically/socially, a meeting may be held to discuss how to continue supporting the student. This may happen outside the usual monitoring of the students' progress.

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Reviewing the quality of teaching and learning

All teachers have lesson observations to ensure that quality first teaching and learning is delivered for all students, including determined ones. The Inclusion Support Team will be involved in this process. The lesson observations and learning walks will inform the areas of professional development required. Staff are supported through training and regular meetings. The team will provide feedback on documentation, strategies and practices within the classroom environment.

Training - Staff

Internal training provisions are led by the Head of Inclusion to ensure that all staff are aware of the needs and ways of supporting the students of determination. Training is delivered via staff CPD, webinars and several whole school training sessions.

Two Schools Meeting

The Leaders of Provision/ Head of Inclusion of both schools of the Al Salam family will meet termly to share best practices, discuss students of concern and keep up to date with local and national incentives. This will also ensure consistency across the two schools. Heads of Schools / Governors will be invited to attend these meetings where appropriate.

Parent Partnerships

We are committed to building solid parental relationships through ongoing parental engagement programs. Parents of students of determination are invited to attend a series of targeted, small-group workshops hosted by the inclusion team. Problem-focused workshops also are scheduled into the yearly calendar targeted for the whole school.

Parental Communication

We are committed to promoting a two-way channel of clear, transparent and regular communication



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with parents (e.g. meetings, emails, phone calls or notes).

Parents can contact the Head of Inclusion/teachers via email/ phone on an as-needed basis. We endeavour to respond promptly to meeting requests and make it our practice to ensure that communication is team-centred, looping in all relevant parties. Regular review meetings are set for parents with students of determination.

Where possible, we aim to provide parents with regular, informal updates regarding assessment procedures and progress in intervention sessions.

We systematically gather parent feedback through short feedback forms or online surveys to enhance and improve our provisions.

Complaint Procedures

Complaint procedures regarding inclusion mirror the complaint procedures that the school follows typically.

The Head of Inclusion leads the management of the Inclusion Policy. The Board of Governors Education Committee monitors it, Heads of School and the IST and reviews annually. It will be posted on the ASCS website and published to parents and the references below.

Other Policies to refer to

- Gifted and Talented Policy
- EAL Policy
- Child protection Policy
- Admissions Policy

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References

- Dubai Inclusive Education Policy Framework- [2017](#)
- KHDA guide for implementing Inclusive Education- [2019](#)
- Directives and Guidelines for Inclusive Education - [2020](#)
- Law No. (2) Of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai- [CDA law](#)
- Executive Council Resolution No. (2) Of 2017 Regulating Private Schools in the Emirate of Dubai- [Executive Council](#)

Appendix 1: Glossary

ASCS	Al Salam Community School
IST	Inclusion Support Team
KHDA	Knowledge, Health and Development Authority
CDA	Community Development Authority
SEND	Special education needs and Disability
SoD	Student of Determination also known as the Determined Ones: A student with a long term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.
Cognition and Learning	• General barriers to learning (Intellectual disability) ○ Mild intellectual disability (Mild barriers to learning) ○ Moderate intellectual disability (Moderate barriers to

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	learning) ○ Severe intellectual disability (Severe barriers to learning) ● Multiple disabilities (Multiple barriers to learning) ● Developmental delay (Barriers with typical development) ● Specific developmental delay (Specific developmental barriers) ○ Specific learning disorder (Specific barriers to learning) ○ Dyslexia (Specific barriers with reading) ○ Dysgraphia (Specific barriers with writing) ○ Dyscalculia (Specific barriers with mathematical concepts) ○ Dyspraxia (Specific barriers with coordination)
Communication and interaction	● Communication disorders (Communication barriers) ○ Expressive language disorder (Specific barriers with verbal expression) ○ Receptive language disorder (Specific barriers with understanding verbal language) ○ Global language delay (General barriers with language) ○ Speech fluency disorder (Specific barriers with speech fluency) ○ Speech sound disorder (Specific barriers with speech sounds) ○ Social communication disorder (Barriers with social communication) ● Autism spectrum disorder (Barriers with social interaction, communication and flexibility) ○ Autism spectrum disorder – level 1 (Mild barriers with social interaction, communication and flexibility) ○ Autism spectrum disorder – level 2 (Moderate barriers with social interaction, communication and flexibility) ○ Autism spectrum disorder – level 3 (Extremely complex barriers with social interaction, communication and flexibility)

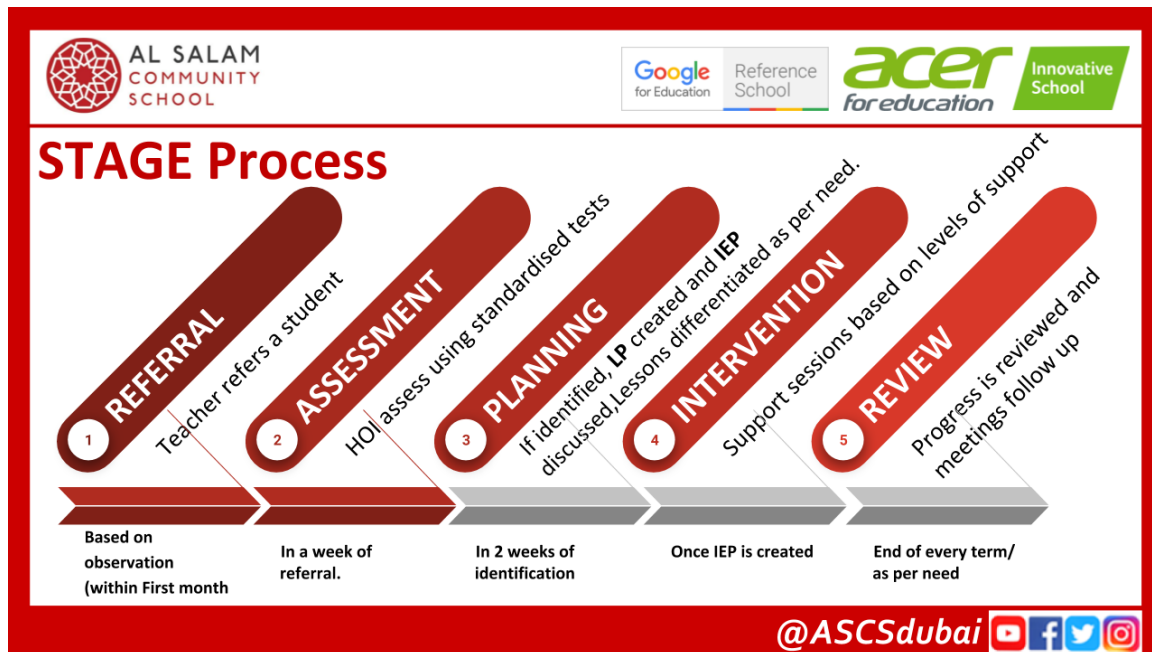
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Social, Emotional and Mental Health	● Psycho-emotional disorders (Emotional and psychological barriers) ○ Depression (Significant barriers to feeling positive and motivated) ○ Bipolar disorder (Signification and persistent barriers regulating mood) ○ Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm) ○ Obsessive/Compulsive disorder (Barriers with managing thoughts and compulsions) ○ Post-traumatic stress disorder (PTSD) (Barriers dealing with trauma and arousal) ● Attention Deficit and Hyperactivity Disorder (Barriers with attention and self-regulation) ○ ADHD – inattentive type (Barriers with maintaining focus and attention) ○ ADHD – hyperactive type (Barriers with managing hyperactivity and impulsivity) ○ ADHD - combined type (Barriers with focusing attention and managing hyperactivity) ● Selective Mutism
Physical, Sensory and Medical	● Sensory impairments (Barriers with using the senses) ○ Visual impairment (Barriers with vision) ○ Hearing impairment (Barriers with hearing) ○ Deaf-blind (Barriers with seeing and hearing) ● Physical disability (Barriers with physical movement) ○ Cerebral Palsy (Barriers with posture, movement and coordination) ○ Spina Bifida (Barriers with leg movement) ● Chronic or acute medical conditions (medical barriers)



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Appendix 2 : Referral process



Referral Pathway

