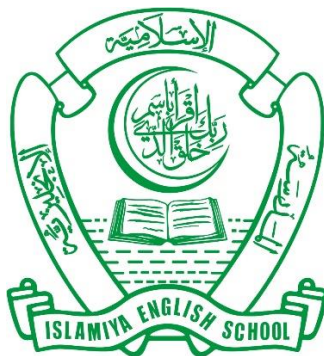


INCLUSION POLICY

(Revised in Dec 2023)



Islamiya English School Abu Dhabi LLC

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INCLUSION AT IES

Inclusive education is not a project or an initiative and does not sit solely with the inclusion Support Team (IST). Every staff member is responsible for ensuring Inclusion.

Inclusion takes place at every level across the school. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

Mission

- At IES we aim to operate a rights-based model of inclusion which is in line with the ADEK's principles and directives and recognizes a student of determination's right to access the same quality of education as other students. We recognize that the disability is not within the person but is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems. We seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. We continue to strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable system of inclusion.

This will be achieved by:

- Enabling every teacher to play a key role in facilitating the educational inclusion of students with additional learning needs (ALN).
- Using flexible and responsive teaching and learning styles.
- Providing appropriate and achievable learning targets for all students.
- Supporting the learning and participation of all students.
- Implementing systems for early identification of barriers to learning and participation.
- Recognizing, reflecting and celebrating the skills, talents, contributions and diversity of all our students.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued member of society.
- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion.
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students

Vision

- At Islamiya English School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success at every level within a truly inclusive environment. We encourage and welcome a diverse range of students and continuously strive to ensure that every person feels welcome, safe, accepted and valued

within a common learning environment at Islamiya English School. We promote the success of all students ensuring that each student can achieve success and relevant learning opportunities whilst removing barriers to learning which may limit achievement. We aim to meet the individual needs, promote social and emotional wellbeing and realize the potential of all learners in an environment that recognizes their different talents, the different ways they learn, the different rates at which they learn and their unique background and culture.

Aims

ADEK has clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. “General Rules for the Provision of Special Education Programs and Services in Public & Private Schools, by MOE, UAE (2006)” utilizes the social construct of disability to set a clear vision of inclusive education and defines disability as:

“A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual’s interaction with society and is not an attribute of the person.”

Measuring Success

Students demonstrate better developed learning skills, are more resilient in the face of challenge, have a determination to succeed and are better prepared for their future. They are encouraged and supported to become lifelong learners through accessing opportunities within tertiary education, vocational training or adult education without discrimination and on an equal basis with other. Students with and without needs benefit from an Inclusive setting. IES is proud to be a fully Inclusive School.

2. Principles

Rationale

At Islamiya English School we value children as individuals and recognize the diversity of our students. A student with needs (ALN) is referred to as a Student with Additional Learning Need and some may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order to access the same curriculum. All members of staff are committed to offering an inclusive curriculum to ensure the best possible support and outcomes for all students, regardless of their needs, abilities and aspirations. We promote a holistic approach and follow a social model rather than medical model meaning we focus on the individuals and their surroundings rather than their actual diagnosis. Alongside adapting the curriculum to cater for all needs, we strive to provide a nurturing environment that develops the well-being of each student. The guiding principles for learning supports are:

- Every teacher is a teacher of students with ALN in schools. Teaching students with ALN is a whole-school responsibility, requiring a whole-school response.
- Classrooms offer a safe, stimulating and supportive learning environment that allow access and challenge for all.

- Teaching and learning is approached with active awareness of learning difficulties and barriers, learning differences and learning styles.
- Recognition of the importance of emotional well-being and focusing on the development of self-esteem and confidence as a fundamental contributor to achievement.
- Language and literacy are vital to successful learning in all areas of the curriculum.
- Supporting students during phases of significant transition.
- To create a community of inclusion that encompasses the needs of all students while focusing on links to real life learning experiences ensuring all students are equipped for independence in the future.

3. Background

This policy supports and guide schools in promoting the principles of inclusive education in an ecosystem in which the skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in schools. Through its implementation, this policy promotes a right- based approach to education for all the students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No (29) of 2006 concerning the Rights of People with Disabilities and its amendments, and the School for All: General rules for the Provision of Special Education Programs and Services (MOE, n.d.).

Therefore, Students with Additional Learning Needs is “A need which occurs when a student identified with an impairment requires the school to make specific accommodations and 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.”

3.1 Strategies of Inclusion Policy:

While Dealing with ALN we make sure:

- The special education needs of children are identified and assessed with the help of effective strategies.
- That the realistic support is available to the students and their families through collaborative early identification and intervention.
- That the viewpoint of parents /carers, students and professionals involved and facilitate students /young person’s involvement in the decision making processes where appropriate
- To respect students and parental choice notwithstanding the needs to meet our responsibility to maximize student achievement through appropriate interventions
- To adopt a structured approach to assessment and effective intervention.
- To maximize students particular participation in their own education and their role as citizens within their learning family and social communities.
- The manage students’ need with the relevant support interventions and school facilities.
- To provide a broad balanced and suitably differentiated curriculum in support of students and young people determination and severe are low incidence disabilities
- The student progress is reviewed regularly against clearly defined learning outcomes suited to the child or young person’s abilities attitudes and potential.
- To provide a comprehensive program of continuing professional staff development for teaching and support staff commensurate with their defined areas of responsibilities.

- That there are comprehensive and effective support procedures to support student/ young people with additional learning needs and their parents or carers.

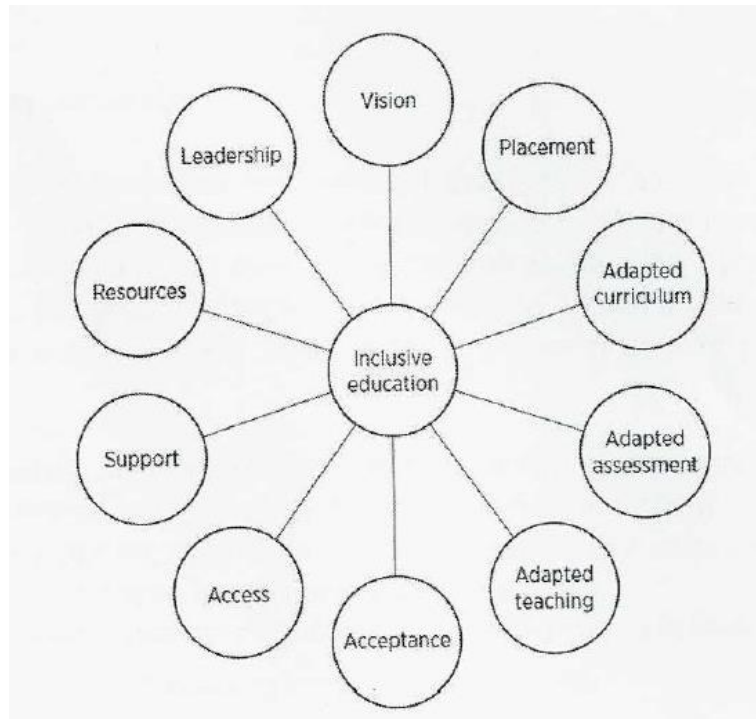
3.2 Targets of the Inclusion Policy:

- To address the individual needs of all students with a ALN
- To identify students with ALN as early as possible through admission procedures, observation and diagnostic tests.
- To ensure that students with ALN have equal access to an extensive and balanced curriculum that suits their learning style and needs.
- To work with the Inclusion Support Team (IST) in continuously enhancing and accessible curriculum for all students.
- To collaborate with class teachers to ensure that students with ALN have their lessons appropriately differentiated to enable students to overcome any barriers to learning.
- To provide information and support to all teacher about students with ANL on their difficulties and recommend strategies for their education provision, sharing examples of good practice.
- To successfully track and monitor the progress of all students with ANL to ensure each student makes expected progress.
- To ensure that parents are involved in their child’s learning and gain an understanding of their ANL.
- To involve students in the development and review of their own learning journey and ‘Documented Learning Plans (DLP).
- To liaise with outside agencies when specialist support is required.
- To support staff in embedding inclusive strategies within the classroom.
- Mandate an Inclusion Support Team to oversee DLP provision and exemplary practices across the school.

4. Teaching and Learning support:

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative; it is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

The diversities of language, gender, ethnicity, race, socio-economic background and differentiated modes of learning are also catered under the umbrella of IES. Moreover, it is the professional obligation of special and general educators to achieve the educational equity, maximum engagement, access and participation of all the learners in the learning environment by celebrating and valuing diversity along with human rights, equity and social justice as wells embracing disability as social and educational obligation.



4.1 Students' with Additional Learning Needs (ALN)

- A student with an ALN may find it significantly harder to learn or to take part in activities compared to students of the same age. These students may require additional support or provision in order for them to access the same curriculum.
- ALN provision is additional to, or otherwise differentiated from the education provision made generally for children of the same age. The aim of the provision is to ensure the student can access education on an equitable basis and within common learning environment with same aged peers.
- A student may be identified as having a learning difficulty if he/she:
 - Has a significantly greater difficulty in learning than the majority of children of the same age.
 - Has a disability which either prevents or hinders the child from making use of educational facilities provided in comparison to children of the same age.
- The UAE School Inspection Framework defines a SEN as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.

4.2 Disability

A Disability is ‘a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities. ‘This is all that is needed.

4.3 Barriers to Learning

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student’s exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms

4.4 Impairment

A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

4.5 Common Learning Environment

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, restaurant, playgrounds and the local community. A common learning environment is not a place where students who experience ALN learn in isolation from their peers. Effective common learning environments:

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen education setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

4.6 Equity

Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

5. Categories of SODs/ALN

The following is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination and IES follows this within their identification and categorization of Students of Determination (SODs/ALNs). The 4 categories are as follows;

5.1 Cognition and learning

(Intellectual disability, Specific learning disorders, multiple disabilities and Developmental delay that is younger than five years of age)

5.2 Communication and interaction

(Communication disorders, Autism spectrum disorders)

5.3 Social, emotional and mental health

(Attention Deficit Hyper Activity disorder, Psycho-emotional disorders)

5.4 Physical, sensory and medical

(Sensory impairment, Deaf-blind disability, restricted mobility and/or a physical disability and Chronic or acute medical conditions)

6. Standard Inclusion Provision

6.1 The Inclusion Department

The Inclusion Department supports students with a range of educational needs, general learning difficulties and specific learning difficulties by:

- Completing interventions (within the classroom setting and outside the classroom setting) with students to improve their academic, social and emotional abilities.
- Offering support and guidance to staff to ensure each student have access to a modified, engaging and challenging curriculum.
- Tracking the progress of each student with ALN.
- Targeted time to focus on ALNs targets during student's additional language exemption time (if necessary).
- Complete testing and specialist support to identify potential barriers to learning.
- Consultation with specialist agencies to ensure the level of provision is suitable to each student with ALN.
- Providing access arrangements and provision in examinations.

6.2 Inclusion Support Team

The Inclusion Support Team (IST) is a working party which comprises of the following persons in Islamiya English School

- Senior Management of the school,
- Inclusion Coordinator/ Head of Inclusion
- Clinical Psychologist,
- School Counsellor,
- Inclusion Teacher
- Inclusion Assistants
- Individual Assistants (Shadow Teacher)

The IST will work in close collaboration with all classroom teachers and other educational staff to promote and implement inclusive education across the school by removing barriers to learning and ensuring an inclusive culture.

Staff Development

- Attendance at planning meetings providing information about students and advising on inclusive strategies for the classroom.
- Information on the Assessment database about individual students, including IEP targets.
- Continued professional development (CPD) to address specific areas of SEND.
- After-school workshop sessions for classroom teachers as part of school training programme, and as a forum for sharing good practice.
- All stakeholders recognize the learning potential of all students.
- Learning with and advising fellow teachers.

7. Accessibility

7.1 Equality

We are fully committed to avoiding discrimination and promoting equality for all students. We seek to clearly and unambiguously ensure that students with medical conditions have full access to the curriculum, including Physical Education and school trips. Staff members will liaise with parents, teaching staff and outside agencies to remove barriers from the student's learning.

7.2 Physical Accessibility

Schools will ensure buildings and learning spaces are reflective of a Universal Design approach and provide equitable access education of all students.

- At least the ground floor of the school is accessible to all
- Personal Emergency Evacuation Plans are developed produce for those that need additional support to evacuate safely.
- Risk assessment and mitigation plan developed.
- School accessibility plan developed.

7.3 Learning Spaces

- Furniture and classroom resources are appropriate for all.
- Students are not disadvantaged by having some lessons in spaces they cannot access.
- Specialized teaching spaces (science, sports, art) are accessible to all.
- Needs of children with hearing and visual impairments are met.
- Universal design for learning approach.
- Accommodations and modifications to teaching.

7.4 Specialist Support Spaces

- Facilitation of pull-out interventions therapy and targeted support through provision of: Accommodations for each cycle
- Spaces that meet sensory needs
- Technological and digital resources that are equivalent to other classrooms
- Learning resource appropriate for the needs of students receiving support

8. Admissions

IES welcomes applications from Students with Additional Learning needs and those with specific learning difficulties. In order for IES to support every student appropriately, students undergo an admission assessment/ provide accommodations during entrance tests which is marked or graded on entry, the school then has a better understanding of specific needs and areas for development. A member of the Inclusion Team is involved once the Head of Inclusion will then arrange a meeting with parents to discuss the next steps in relation to working together to support the student.

Applicants must declare any disabilities or specific learning disability/Clinical assessment reports from parents at the time of the application to ensure the school can be fully equipped to provide appropriate support.

Additional Fees

IES would follow the principles of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with Additional Learning Needs within the school fee structure

- Additional fees would be collected subject to stipulation on clinical assessment report and the school would justify and provide evidence of requirements and cost
- Update eSiS with additional fees and provide statements to parents.
- Capped at 50% of tuition fees except for very low and low fee schools subject to agreement
- Optional 10% administrative fee for in School Specialist Services
- Termly review of charges and evaluation of services and requirements

9. Examination Access Arrangements

IES would ensure that students with Additional Learning Needs are not disadvantaged during any form of assessments.

Therefore school would evaluate the needs of students with ALN to:

- Ensure accommodations and modifications reflect the student's normal way of working in classroom
- Adhere to guidelines/obtain permission from external assessment boards
- Develop an Assessment Accommodation Policy

Examples of adaptations that may be considered include:

- Extra time-granted 25% extra time: in exceptional circumstances this may be increased to 50% extra time.
- Reader-to read the instructions of the paper, the questions and the candidates answer.
- Scribe-writes down, or word processor with the spelling and grammar check enabled instead.
- Laptop-word processor with the spelling and grammar check disabled.
- Prompter-keeps the student focused on the need to answer a question and then move on to the next question.
- Modifier paper-modifications include increased font and diagram size, alternate colored paper, modified language paper and braille paper.
- Supervised Rest Breaks-timing of the examination can be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator must accompany the candidate. The timing of these breaks depends on the nature of the candidate's needs/condition.

10. Identification and Support

Early identification of student needs is key in effective inclusion, provision and support of all students. All members of staff are accountable in the identification of barriers to learning for students in their care. The inclusion Department offer support in screening and observing students to support the students and teacher. Members of the Inclusion Team work closely with all Sections, Year Groups and the Admissions Team to ensure barriers to learning are identified as early as possible, parents also play a key role in working alongside the school throughout the identification process.

11. Documented Learning Plan (DLP)

A Plan which outlines any personalized learning targets, modifications to curriculum, additional support or tools for learning which are agreed upon by school staff, parents and students.

- Individual Educational Plan
- Individual Learning Plan
- Individual Support Plan
- Behavior Support Plan
- Advanced Learning Plan
- Pupil Passport

If a student is unable to access mainstream curriculum and intensive individualized support from a Learning Support Assistant along with having a formal diagnosis, then an Individual Education Plan (IEP) will be put in place.

- Within the IEP, a student will have academic, social/emotional and/or physical/behavior, communication targets which will be set by the Head of Inclusion.
- These targets will be reviewed with the students' parents alongside the class teacher and any outside agencies working with the student such as Educational Psychologists or therapists.
- In combination, the multi-disciplinary team will agree on the next set of targets put forward and will work as a team to achieve these.
- All students who are placed on an IEP will still have full access to mainstream curriculum, however it will be greatly modified to ensure the student can access, progress and succeed at his/her own individual level.
- Students who receive intensive individualized support will be supported by an additional Inclusion Support Assistant (ISA) which is parent funded. The ISA might be full-time or part-time, depending on the students' needs.

12. Tiered Model of Support:

An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher.

- Tier 1- Universal
High quality teaching for all adapted to individual needs.
- Tier 2- Targeted
Some support in and/ or out of class, example from the inclusion team.
- Tier 3- Intensive and Individualized support
Such as 1:1 assistant, some parts of the curriculum maybe highly modified.

13. Identification, Referral and Tracking:

In IES a robust identification, referral and tracking system is developed which:

- Outlines how to raise concerns.
- Identify needs, example through standardized assessments.
- Enables communication with parents.
- Integrates input from staff, students and parents.
- Enables the creation of Documented Learning Plans.
- Record student's details on eSIS.

In IES a robust identification referral and tracking system which tracks the progress of students with Additional Learning Needs by:

- Using Tiered Model of Support.
- Reviewing and reporting progress termly.
- Subject leaders tracking progress and attainment in their subjects.
- Creating and implementing a documented Learning Plan for students receiving at least Tier 2 and 3 support.
- Conducting annual reviews for Tier 2 and 3 students.
- Personalizing student progress report.

14. Roles and Responsibilities

Leadership -The School Principal

The Principal shall:

- Make inclusion a standing agenda item for SLT and Board meetings.
- Make inclusion a provision part of the SDP.
- Ensure a member of the senior leadership team has direct oversight of inclusion provision
- Appoint a Head of inclusion in accordance with the ADEK Staff Eligibility Policy.
- Appoint separate members of staff for multilingual and Gifted and Talented students.
- Ensure access to continuous professional development on adaptive teaching and safeguarding.
- Establish a risk assessment procedure for those with physical or sensory impairment.
- Ensure data on students with Additional Learning Needs is submitted to ADEK.
- Ensure incidents of maltreatment of students with Additional Learning Needs and recorded and resolved.
- Establish an emergency evacuation system.

Leadership – The Head of Inclusion

The Head of Inclusion is responsible for the day to day operation, strategic planning and oversight of Inclusion across the school.

The roles and responsibilities of the Head of Inclusion include:

- Strategic overview of and the implementation of the Inclusion policy.

- The day to day leadership and management of Inclusion policy.
- Quality assurance of Inclusion provision across the curriculum.
- Managing the Inclusion team of teachers and learning support assistants.
- Coordinating provision for students with ALN.
- Monitoring provision for students with ALN through regular feedback from colleagues and parents and meetings.
- Overseeing the records on all students with ALN.
- Liaising with parents of students with ALN.
- Contributing to the continued professional development of staff.
- Liaising with external agencies (Educational Psychologists, Speech Therapists, and Occupational Therapists).
- Identifies and supports students during their examinations (e.g. extra time, read, scribes based on individual's access arrangements).
- Coordinate all aspects of provision for students with Additional Learning Needs.
- Collaborate with teachers to track progress and attainment.
- Ensure documentation is appropriately stored shared and evaluated.
- Maintain and review the register of students with Additional Learning Needs, including Documented Learning Plans and Personal Emergency Evacuation Plans.
- Develop and review Personal Emergency Evacuation Plans in partnership with Health and Safety Officer.
- Evaluate accessibility and evacuation procedure with the health and safety officer.
- Ensure eSIS and other data systems are up to date.
- Quality assurance teaching and provision for students with Additional Learning Needs.
- Meet with parents regularly and what advice how they can support the child at home
- Evaluate and review the impact of interventions.
- Coordinate therapy on site school services system.

15. Inclusive teaching and learning approaches

- IES ensures that the teaching and learning approaches reflects the following elements:
- Lesson planning incorporates inclusive teaching strategies.
- Lesson content is personalized for students with Additional Learning Need and supports towards Documented Learning Plan targets.
- School staff including Inclusion Assistants and Individual Assistants, have access to continuous professional development about inclusive approaches to education.
- The Inclusion team is deployed according to the needs of the students.
- Use of a tiered model of support which reflects students' needs and response to intervention.
- Assistive technology is used to support learning.
- Teachers are responsible for delivering adaptive teaching for all students.
- Concern about progress and attainment are raised with parents promptly.

Curriculum

IES provides students with Additional Learning Needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes.

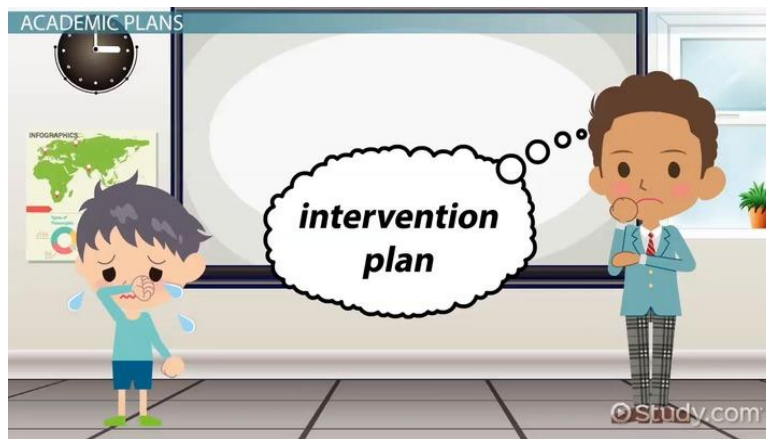
- A broad and balanced curriculum including a full range of extracurricular activities.
- Modified curriculum by agreement with parents and awareness of impact.
- eSIS reflects provision of modified curriculum.

Parent involvement:

IES works closely with parents to encourage an active partnership through on ongoing communication. Parents have much to contribute to our support for students of determination. Head of Inclusion has regular meetings with parents and telephonic conversations to share the progress of students.

We may also recommend the need of outside intervention and/or in-school intervention from external agencies to parents and we share the process of decision-making by providing clear information relating to the education of student of determination.

Intervention plans:



Intervention plans are developed including Individual Educational Plans (IEPs) and Behavioral Modification Intervention Plans (BMIPs) to suit the unique needs of each child. Our teachers modify the curriculum to make learning more personalized.

The students have easy access to known and trusted counsellor and their emotional and behavioral wellbeing is closely monitored by regular therapeutic modules and counselling. The students in higher grades receive effective personal and career guidance to help themselves in their transition to higher education. The quality of comprehensive support enables almost all students with ALN to make their best personal and economic progress.

We are a data-driven school, and the assessment data is analyzed effectively to plan intervention and to use feedback and monitoring as part of the assessment procedure for the students of determination. We engage parents as partners in all the stages of ALN provisions and value parental opinion in shaping Inclusion improvement.

The Inclusion policy will be reviewed every year by the SLT Team.

The End