Inclusion Policy

Approved by:	Dolly Goriawala	Date of approval: June 2019
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Our Inclusion policy aims to set out how our school will support and make provision for Pupils of Determination and explain the roles and responsibilities of everyone involved in providing for Pupils of Determination.

Consultation:

This policy was written by Jo Eccles, Inclusion Champion and senior Leader, in consultation with Wenchelle Villondo and Dolly Goriawala.

Contents

1.   Aim

Star International School upholds the Dubai Inclusive Education Policy Framework (2017) and Executive Council Resolution No. (2) of 2017 by aiming to provide all students[1] with the opportunity to achieve their best academically, emotionally and socially through:

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

"The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.[2]"

All leaders and teachers work towards these aims by:

- Promoting high quality learning opportunities by planning lessons that enable students to achieve their highest potential;
- Providing high quality curriculum design that meets the individualised learning needs of each student;
- Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning;
- Promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences.

2.   Introduction

"Ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs[3]."

- 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.[4]"*
- Successful inclusion should result in every student feeling safe, confident and happy at school.
- Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities[5].
- Successful inclusion promotes the students' beliefs in themselves as a learner and valued member of our school community.
- Successful inclusive provision in Star International School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students[6].

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[1] As defined by Article 13 (16)

[2] Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

[3] Hameed Mohammed Al Qatamy, Minister of Education. Schools for All. Page 7

[4] KHDA 7 Years on.. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

[5] Article 23 (4)

[6] Articles 13 (17) and (19)

3. Meeting Diverse Needs: Rights of Persons with Disabilities[7]

At Star International School we recognise that in order to achieve aims we must actively seek to recognise and meet the very diverse needs of our students by:

- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

4. Our Commitment

At Star International School we have a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with Special Educational Needs, Additional Educational Needs, English as a Second Language, English Language Learners, High Achievers and Gifted and Talented Students. At Star, we offer an inclusive mainstream curriculum with additional support, intervention, differentiation and personalisation, where appropriate. The commitment to being an inclusive school is both a passion and a commitment of every member in the organisation from the Director and Governing Body, through the Principal and Senior Leadership Team to the teaching and non-teaching staff. It is a cohesive part of all student learning. All our students need to feel they belong and their happiness and progress in learning is vital to our value system.

5. Promoting and Supporting Inclusion

1. The Director; School Governing Body and appointed Governor for Inclusive Education is responsible for ensuring that Star International School provide outstanding school leadership and management practices that promote achievement of personalised educational outcomes for all students. They support the Senior Leadership Team to deliver the vision, mission, strategic priorities and values of Star and are also responsible for monitoring the performance of students and staff across the whole school in accordance with agreed policies, procedures and school action plans.

2. Senior Leadership Teams are responsible for making schools truly inclusive lies with the Principal and Senior Leaders of the school. We aim to promote inclusion in Star through all of our policies, systems and practices.

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[7] Aligned to Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

3. School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the students who attend the School. Star International School has long term Curriculum Plans which are used by year group teams, 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. School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities. All members of school communities are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

4. Star International School has an Inclusion Champion who is a member of the Senior Leadership Team (SLT) and the identified. The Inclusion Champion oversees the role of the school Inclusion Coordinator who is responsible for coordinating support and provision, particularly regarding students and families in the aforementioned groups. In partnership with the Inclusion Coordinator, other senior leaders and the Principal, the Inclusion Champion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

5. Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment. Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school. Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or Pen Portrait. Parents/carers are informed by their child's teacher of any additional or different provision being made for their child. Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of 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. Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.

6. Our Inclusion Support Teacher works with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of the support teacher is directed by the class teacher during lessons. Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Coordinator. To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all. In order to best utilise their support for students' learning, the deployment of Learning Support Assistants within the school is strategically managed by the Inclusion Coordinator in consultation the Inclusion Champion and other members of the Senior Leadership Team.

7. The School Counsellor (SC) has a key role in promoting and supporting inclusive practice at the School. The SC undertakes a variety of tasks which include:
   - Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
   - Being the point of contact and supporting all students including new students as required.
   - Helping to devise ways of best supporting the students he/she works with.

- Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
- Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
- Undertaking individual or group work with students whose behaviour gives us cause for concern.
- The SC advises other support staff on the running of groups aimed at developing students' social skills.

8. The school nurse has a key role in promoting and supporting inclusive practice at the School. The nurse undertakes a variety of tasks which include:
   - Keeping health records
   - Informing SLT of medical conditions which impact on learning
   - Promoting healthy lifestyles
   - Ensuring students are sun safe
   - Ensuring the Health and Safety of all students under the care.

9. Learning Support Assistants are 1:1 support staff for students who require a greater degree of support to access the curriculum.

10. The Inclusive Education Action Team is led by the Head of Inclusion and consists of the School SENDCO, SEND Support teacher, Arabic SENDCO, School Counselor, EAL teacher and Governor for Inclusion and all come under the wing of the Head of Inclusion. The team is responsible for the leadership and development in each of their specialised roles. On-going progress meetings are held with the Head of Inclusion to assess the effectiveness of each aspect and to inform future developments as part of the Strategic inclusive education improvement plan.

6.   Special Educational Needs

1.   What are special educational needs and/or disabilities (SEND)?

a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'
b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
   - has an identified developmental delay
   - has a significantly greater difficulty in learning than the majority of others of the same age,
   - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
d) A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

2.   What is a disability?

"The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others [8]"

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[8] 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[9]."

3. **Identification of Special Educational Needs and/or Disabilities.**
   In accordance with KHDA, Star International School is:

   "Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs [10]".

   a) Identification of SEND may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Inclusion Coordinator will review and determine the appropriate provision to ensure inclusion at Star International School.

   b) When a concern is evident a referral will be made to the Inclusion Coordinator who will then liaise with the teacher and parents/carers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having Special Education Needs. c)

   c) Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may require additional costs. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

   d) There are five broad areas that give an overview of the difficulties a student may have. However, it is important to note that a student's needs could cross one or more of the following:
      - Communication and interaction
      - Cognition and learning
      - Social, emotional and mental health difficulties
      - Sensory and/or physical needs
      - Medical conditions or health related disabilities.

Star International School uses a 'graduated response' to identify and remove barriers to learning in order to put effective special education provision in place.

   a. 'Graduated response' provided by the school is as follows: Universal – All students will benefit from:
      - High quality learning through the provision of high quality teaching; both formal and informal.
      - Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
      - On-going and timely assessments which inform any further provision needed.

   b. Targeted Support – some students may benefit from:
      - Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
      - Interventions and progress is monitored by the SENDCO in consultation with other school staff. If a student has not made the required progress then the appropriate referral will be made to outside professional support (see below).

   c. Specialist Support outside the school's provision – students will benefit from:
      - Specific targeted intervention for individuals. These students may have specific and/or exceptional needs that require the support from outside professionals.

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[9] Ministry of Education. Schools for All. Page 60
[10] KHDA 7 Years on.. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

- The school will provide appropriate advice and recommendations into any educational plans for the student. Additional costs for specialist support will be met by the parents.
- The specialists most commonly involved in supporting students are: Occupational Therapist, ABA Therapist, Speech and Language Therapist, Educational Psychologist, GP.

d. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safe-guarding and Child Protection Policy). The school then takes instruction from the Child Protection Officer on how to proceed.

e. Individual Learning Support Assistant: In a minority of cases and only when a student presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make recommendation for a 1:1 support (LSA) which is funded directly by the parent. Subject to termly review, the support is monitored by the school of behalf of the parent to ensure the level of support meets the needs of the student. Parents/carers and the student (as appropriate) are invited to an annual review meeting to discuss the student's progress and the support, which they receive. The Inclusion Coordinator and class/subject teacher attend this meeting and we invite all professionals involved in supporting the student. Inclusion Coordinator is responsible to the Head of Inclusion for the strategic direction, coordination, liaison and management of the student support provision across the school. This specifically relates to ensuring appropriate provision for students identified as needing SEND, EAL and Gifted & Talented support.

7. English as an Additional Language

1. Definition and Rationale.
a) The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.
b) EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
c) Therefore, our main aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
d) The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment
a) Students who are EAL are identified prior to admission. If it is clear that a student's language skills (reading, writing, listening, speaking) are low then they will be assessed using the EAL Levels.
b) Specific progress and level attainment will be communicated regularly.
c) Progress is monitored by the EAL Teacher and reported back to SLT.

3. Provision for EAL students
a) The EAL teacher meets all new admissions and will liaise with class teachers and subject specialists if a new student has English as an additional language.
b) Teachers and other adults utilise good EAL practices and differentiated approaches within a lesson and throughout school life.
c) EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English speaking student as appropriate.
d) Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.

4. **EAL Teacher responsible for:**
   a) Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
   b) Ensuring good EAL practices throughout the school.
   c) Ensuring appropriate resources are available for staff and EAL students.

8.   Gifted and Talented

Star International School is committed in their mission to support the needs of all students so that they may realise their full potential. The definitions of gifted and talented students as cited from The United Arab Emirates School Inspection Framework 2016/17 and take into account the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

Definitions

Gifted: The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include:
- Intellectual
- Creative
- Social
- Physical abilities

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

The role of the Inclusion Coordinator in supporting Gifted and Talented Students
- Evaluate provision.
- Maintain and update annually the G&T register.
- Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- Make students on the G&T register, and others as appropriate, aware of local and national opportunities.
- Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

Gifted and Talented Action Plan: The Four Stage Process
   1. Audit-
   The purpose being to establish the extension and enrichment opportunities currently being offered to pupils both within and beyond lessons:
      a) Through the taught curriculum, both in class and in 'extra' classes;
      b) Through enrichment activities (clubs, teams, assemblies, fieldtrips, visits etc.);
      c) Through the structuring of curriculum delivery (extension work, suggested reading and follow-up)

   2. Identification-
   The learner profile of students places the majority of students into the bracket of Gifted and Talented in some way or another. Therefore, pupils are identified by:
      a) Students who are significantly higher than their year group peers in a subject/area in any of the following: GL Progress, CAT4- a score of 129 or above/Stanine 9.
      b) Those students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their needs should be catered for through organised activities with specialist coaching and opportunities to collaborate with outside organisations.

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

3. Provision-

The School aims to support its gifted and talented students in four ways:

I. **School wide 'challenge'** which puts learning at the center of all school improvement and is a practical plan for talent development. This is reflected in a challenging curriculum, curriculum extension tasks, appropriate grouping etc. The type of activities which maybe included are:

a) Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visits

b) Creative or critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced kinds of study

c) Investigation and enquiry

d) Leadership – opportunities for displaying leadership skills amongst peers, staff and the wider school learning community.

e) Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.

II. **Curriculum Modification** involves departures from traditional use of time and space

a) Fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, master classes, extension classes etc.

b) Regular Extension Classes. Students identified as being in the top 3% of each year group to be informed about potential 'take-up' opportunities for challenge. These 'Challenge Groups' will be organised on a regular basis and facilitated by subject specific staff.

III. **Monitoring and impact assessment-** The outcomes of effective identification and provision for the G&T students are likely to be a combination of qualitative and quantitative assessments, and long term monitoring. However, the following methods will be used to measure the effectiveness of the work;

a) Improved exam results for identified students (results v prediction) and improved 'achievement score'.

b) Attendance at enrichment opportunities – registers can monitor these, as can take- up statistics

c) Improved skills levels – pupils and staff evaluations

d) Greater independence of students in learning and research – teacher evaluation/parental comment

e) Higher self-esteem for G&T student – student evaluation/counsellor feedback

f) Improved teaching – lesson observation forms

g) Representation at local, national and international level.

IV. **Underachievement**- The school will be aware of areas of underachievement and seek to deal with these issues through the Subject and or Assessment coordinator and the class teacher.

9.   Teaching, Learning and Organisation

- As appropriate, teachers will provide differentiated activities and a range of support and resources for SEND, EAL and gifted and talented students.
- Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students are involved in this process.

- In addition, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for identified students to work on various projects in the school
- Regular work scrutiny, drop-ins and learning walks will be carried out and recorded to ensure consistency across the phases and subjects.

10.   Identification

We use a range of strategies to identify our SEND, G&T and EAL students and those who may demonstrate a particular flair in a certain area. The identification process is on-going and begins when the student joins our school and involves staff, students, parents and carers. Data taken into account will include:
- Information from the external standardised testing (CAT4, GL)
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with students
- Identification by staff using professional judgments, classwork and test and assessment results.

11.   Inclusion Register

Students who are identified by the school as being, SEND, EAL and Gifted and Talented are entered on to the school's Inclusion register. The register is edited and updated on a regular basis and at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

12.   Staff Development and Training

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

13.   Leadership and Management

The Inclusion Coordinator will:
- Maintain the register in consultation with the Inclusion Champion, teachers and other staff
- Liaise with relevant staff for timely progress meetings.
- Monitor the school's provision for students identified as being SEND, EAL or G&T
- Monitor the progress of identified students by making at least three reviews per academic year of individual assessments.
- Alongside the Principal and members of the Inclusive Education Action Team, uphold and review the Strategic Inclusive Education Improvement Plan.

14.   Monitoring and Review

The Principal and Inclusion Champion will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements