

## **Inclusion Policy**

### **Students of Determination**

At South View School we are committed to meeting the needs of all our pupils, including those who show signs of having special educational needs. We believe high quality teaching, differentiated for individual students, is the first step to responding to students who have or may have a Special Educational Need or Disability (SEND).

All teachers at South View School are teachers of Students of Determination.

#### **1. Policy**

This policy describes the way SVS meets the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional and social development. It also explains the roles and responsibilities of staff in this process.

#### **2. Inclusion at SVS**

Federal Law number (29) of (2006) and Dubai Law no 2 of (2014) clearly demonstrate Dubai's commitment to ensuring the educational and social inclusion of all children, adults and families experiencing special educational needs and disabilities (SEND). At SVS we are fully committed to promoting inclusion of our children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important. In accordance with the Dubai Inclusive Education Policy Framework (2017), we ensure "all students have access to quality instruction, intervention and support, so that they experience success in learning."

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of our children and to ensure they achieve their full potential. Our children should have the opportunity to join with their peers in the curriculum and life of the school. We endeavour to provide the best possible provision to ensure equality of education across the key stages.

#### **3. KHDA Definition of Special Educational Needs and Disability (SEND)**

"Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students are able to 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 honor's diversity and respects all individuals. Inclusion does not mean treating people the same without regard for individual differences" (KHDA, 2015).

#### **4. Laws and Regulations**

South View School's provision for students of determination is in line with the following laws and regulations:

- Dubai Inclusive Education Policy Framework (2017)
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Federal Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

#### **5. The role of the Inclusion Department**

##### **Staff:**

- Principal – Naomi Williams
- Governor – Sasha Crabb
- Inclusion Champion (SLT) – Laura Stokes
- Head of Inclusion - Abigail Dunn
- Primary SENCo – Eleni Gaitanou
- Secondary SENCo– Nicola Quick
- EYFS Inclusion Teacher – Sol Goodwin
- Primary Inclusion Teacher – Laura Cumming
- Secondary Inclusion Teachers– Thomas King, Angela Sahin
- Counsellor - Olivia Elvin
- Learning Support Assistants (LSAs) – Bianca Mazlounian, Tamara Almasri, Svetlana Zeytinci, Nicola Mcvittie, Hanan Halwani, Cornell De Klerk, Chika Blessing, Anna Didcott, Robert Whaites, Hailey Acreman, Karmen Morris, Ashlinne Barendse, Aishat Usman.
- EAL Lead – Gemma Donovan
- EAL Teacher – James Vassey
- External Agency Support (OT, SLT, ABA, Ed Psych, etc)

The Inclusion Department identifies and supports pupils with learning differences. All members of the department work alongside class teachers and subject specialists to ensure all pupils have access to first quality teaching. Where students continue to make inadequate progress, despite high quality teaching, the Inclusion Department will implement appropriate support, which may include interventions, assessment and individual education plans.

#### **6. Roles and Responsibilities**

At SVS **all** staff have a responsibility to promote inclusion. This will be achieved by:

- Delivering a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within and with the whole community, particularly, parents, governors and outside specialists.
- Partaking in termly Pupil Progress Meetings to ensure every child reaches their potential.
- All children having a right to individual help and respect from their teachers and other staff.
- All children having access to all aspects of the Curriculum appropriate to their level of understanding and stage of development.
- The well-being of all children being fostered, and children being provided with extra support when experiencing difficulties.

The Principal has overall responsibility for the Special Educational Needs provision at SVS School and this is delegated to the Head of Inclusion.

The Head of Inclusion is the schools “responsible person” and manages the work to support children with additional learning needs. The Head of Inclusion and the SLT meet regularly to discuss the provision for Inclusion at SVS, ensuring all children are appropriately challenged and/or supported. The Head of Inclusion will conduct termly Pupil Progress Meetings with all form teachers to discuss the progress of all children within the school.

## **7. Identification, Assessment, Monitoring and Review**

### **Admissions Assessment**

Children will be assessed by a member of the academic team at SVS. During this time children will be assessed to ascertain whether they are achieving the standard expected of a child of their age. At this stage, initial concerns are noted and discussed with SLT before a meeting with parents to discuss initial concerns and provision required.

### **Teacher Referral**

Teachers take responsibility for providing quality inclusive teaching and differentiation in class. If a teacher has a concern about a child, they should follow the ‘Pupil Concern Procedure’.

### **Assessment Tools**

The school's systems for regularly observing, assessing and recording the progress of all children are used to identify children who are not progressing satisfactorily and who may have additional needs. Staff use a range of information and assessment tools to help them monitor and assess which may include:

- GL Progress Tests
- CAT Tests
- PASS
- Early Years Goals
- Formative assessments (Evidence from class teacher observation and assessment)
- Summative assessments (Student performance as measured against the outcomes within the school curriculum)
- WRAT5
- Lucid LASS
- Lucid COPS
- British Picture Vocabulary Scale (BPVS)
- CTOPP
- TAPS
- WellComm
- SPARKS
- NNAT

All staff are expected to work closely with parents and encourage them to share relevant information that may affect their child's ability to access the curriculum and progress with their learning.

Assess – Plan – Do – Review – The graduated approach

Once a potential additional educational need has been identified, four types of action will be taken to put effective support in place.

## **8. Categories of Intervention on the Inclusion Register**

SVS uses the following categories to identify pupils with additional needs.

### Level 1 (General Support Service)

All pupils benefit from quality first teaching. However, there are some pupils who may require further differentiation within the classroom.

### Level 2 (Targeted Support Service)

Pupils are considered to be within Level 2 if they meet any of the following criteria:

- Pupils who are presenting with a learning need that cannot be met in class by differentiation alone (e.g. children receiving group targeted support);
- Pupils with persistent behavioural difficulties that are impacting on their learning or the learning of others;
- Pupils who have a sensory or physical impairment that impacts or could potentially impact on their future learning.

Dependent on the level of need, some pupils may require an Individual Education Plan (IEP).

### Level 3 – Individualised Support Service

Level 3 includes pupils who require individualized and specialized provision, which is different from that provided to most other students of determination. This may include full time support by a learning support assistant.

Pupils may benefit from:

- A one to one Learning Support Assistant for some or all of their time in school
- A highly modified curriculum
- External agency support (Speech and Language Therapy, Occupational Therapy, ABA, etc)
- Additional one to one support sessions in addition to curriculum teaching

All children within Level 3 are placed on the Inclusion register and have an Individual Education Plan (IEP) in place. The writing and review of the IEP for pupils is the responsibility of the class teacher but will be coordinated by the HoI to ensure communication with any external professionals to determine effective targets for each IEP cycle.

All pupils on Level 3 are required to have a Pupil Profile which will be regularly updated by the class teacher (with input from the HoI) and stored on the school's shared drive.

## **9. Inclusion Register and Record Keeping**

The Inclusion register is maintained by the HoI and SENCO and is continually updated throughout the academic year. The current register will be shared with staff on the schools shared drive. Pupils may be added to the register when they are identified with needs and meet the level criteria listed above. Pupils may be removed from the register if they leave the school, or following successful interventions if they no longer meet the level criteria listed above.

Each pupil who is identified as SEND within the school has a confidential file maintained by the Inclusion Department. This file includes the following:

- Referral form
- Assessment documentation
- Recent assessment report by an Educational Psychologist
- IEP
- Parent meeting minutes
- Progress reports and end of term reports
- Any other relevant data

## **10. Provision**

The Inclusion Department works with the whole school to promote inclusion for all children. It provides a range of services including the following:

- Advice and support to all staff on identification of children's additional needs and strategies for supporting these needs;
- Writing, and support in writing Individual Education Plans;
- Monitoring the effectiveness of IEPs in meeting pupil's needs;
- Updating and dissemination of Pupil Profiles to all staff;

- Co-ordination and monitoring of small group and individual targeted support by class teachers;
- Advice and support to parents;
- Support assessing for admissions where SEND (or possible SEND) are identified;
- Identifying and supporting MAG&T students;
- Recognising the needs of EAL students and targeting support;
- Provision of Social Communication Groups;
- Provision of specialist support services within school e.g. Speech and Language Therapy, Occupational Therapy and Educational Psychology (at an additional cost to parents);
- Liaison with outside agencies and other external specialists (at an additional cost to parents);
- CPD for staff to help them to identify and meet the needs of their pupils;
- Developing and maintaining links with other schools to support inclusion.

## **11. Admissions**

The Head of Inclusion will be involved in the admissions process when a potential pupil presents with additional learning needs (see admissions policy). The school will liaise with parents if a new pupil is in receipt of an external agency/school report which indicates the presence of a special educational need and or disabilities.

