



SAFA  
BRITISH  
SCHOOL

# Inclusion Policy

Approved/reviewed by	
<b>Denise McQuinn</b>	
Date of review	June 2024
Date of next review	June 2025

**This policy aims to:**

- Ensure that all students can access learning in ways that are meaningful and valuable to them.
- Prioritize helping Students of Determination reach their full potential.
- Establish clear pathways for referrals and learning support.
- Create a truly inclusive school environment that removes barriers and promotes equality and equity.
- Adhere to governing body guidance, laws, and policies, in line with the British SEN Code of Practice.
- Enable Students of Determination to benefit from an education at Safa British School that supports their integration into society.
- Foster a collaborative partnership with parents to effectively meet student needs.
- Maintain and develop partnerships with special education centres to leverage their expertise.
- Emphasize the early identification of additional learning needs.
- Support teaching staff in understanding and meeting students' individual needs.
- Address student needs through a graduated approach with appropriately matched levels of support.
- Promote an ethos that upholds the dignity and respect of Students of Determination (SoDs).

- Consider each child holistically, focusing on personal development, self-esteem, and confidence.
- Maintain high expectations for all students with additional needs to ensure their success.
- Encourage students and staff to value individual differences and celebrate diversity.

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## 1. Guiding Principles

### Laws, Principles and Policies

- Federal Law 29 2006 and Law Number Two March 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
- Dubai Inclusive Education Policy Framework (2017)
- Implementing Inclusive Education: A Guide for Schools, *Creating the Capacity for change* (2019)
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- The KHDA Inspection Framework (2015/16)
- School Inspection Supplement (DSIB 2017/18)

### Related Safa British School Policies

- More Able, Gifted, and Talented Policy (MAGT)
- EAL Policy
- Medical Policy
- Admissions Policy
- Safeguarding Policy
- Positive Behaviour Policy

### British SEND Framework

- The British Special Educational Needs 0-25 Code of Practice (2014)

## 2. Definitions

### **2a. Special Educational Needs and Disabilities (SEND) and Persons of Determination**

When referring to “Special Educational Needs and Disabilities (SEND)”, Safa British School (SBS) acknowledges the following definitions:

*“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.”*

#### **UAE School Inspection Framework (2015/2016).**

*“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.”*

*“Persons with determination. This is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.”*

#### **Dubai Inclusive Education Policy Framework (2017)**

*“A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school; have an emotional or behavioural difficulty which affects his/her learning progress or social interaction; are very able children who require a differentiated curriculum.”*

#### **British Special Educational Needs and Disability 0-25 Code of Practice (2014)**

## **2b. Inclusion**

When referring to the terms “inclusion” and “inclusive”, Safa British School (SBS) acknowledges the following definitions:

*“Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, “To protect the rights of people with disabilities in the emirate of Dubai”.*

### **Federal Law 2 (2014)**

*“Regarding the rights of Individuals with Special Needs, the law stipulates that “Special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”. This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.”*

### **Federal Law 29 (2006)**

*“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 which enables the reduction and removal of barriers that may lead to exclusion.”*

### **Dubai Inclusive Education Policy Framework (2017)**



### 3. Vision and Mission

At SBS, inclusivity is deeply ingrained in both our school and the wider community. It forms the foundation of our values and is reflected in every aspect of our school. We aim to foster a strong sense of belonging within our school community. Our mission, "Unlock the Potential of Every Child in a place where individuality and community create excellence," highlights our commitment to supporting the growth of each student, embracing their unique differences. We uphold the mission of the Dubai Disabilities Strategy to create a fully inclusive society by 2020. We are committed to H.H. Sheikh Mohammed bin Rashid Al Maktoum's 2021 vision of the UAE to becoming an inclusive, barrier-free and rights-based society. Hence, we endeavour to protect and ensure the success of all groups of students at SBS.

In line with the Dubai Framework for Inclusive Education (2017) & Implementing Inclusive Education: A Guide for Schools (2019), we uphold:

- the equal right to education in a 'common learning environment'.
- the proactive removal of barriers.
- the value of diversity.
- the recognition of each child's unique capability/ies.
- the modification of teaching and curricular approaches to ensure all children have an equal opportunity to progress.
- the rejection of ability labelling and discrimination.

In correspondence with Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai, it is the objective of Safa British School to:

- ensure Students of Determination enjoy their rights equally within school.
- foster a school ethos which upholds the dignity and respect of all students regardless of difference or disability.
- protect students identified as SEND from discrimination (including an act or omission intended to deny enjoyment of a student's rights to equal provision. Such as: educational exclusion; direct discrimination and indirect discrimination).
- enable Students of Determination to enjoy the right to education at all levels, which will contribute towards their integration into society as an effective member.

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## 4.. Admissions

We strive to be a fully inclusive school, as directed in *The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*. SBS treats all students equally without discrimination on the grounds of Special Educational Needs or Disabilities (Article 13:16).

Our Admissions Policy establishes the conditions, rules, and standards that are required to facilitate the enrolment of Students of Determination into Safa British School (Article 4:14). With acknowledgement of the conditions and procedures adopted by the KHDA in respect of enrolment, admission, and transfer of students at private schools, SBS admits students with SEND accordingly (Article 13:7). In correspondence, no child will ever be refused on the basis of a diagnosis.

At SBS, we understand the nature and impact of the challenges faced by Students of Determination. We actively work to identify and reduce barriers that may prevent students from reaching their full potential. Our early identification process targets individual differences that may need extra support, including those with SEND, Gifted and Talented students, and those with language barriers. Educational provisions are customized to both support and challenge all learners effectively. Our Assess, Plan, Do, Review cycle ensures that students receive consistent and effective support throughout their educational journey.

In line with *The Executive Council Resolution No. (2) of 2017 regulating private schools in Dubai* (Article 13:19), we strive to provide all necessary resources as mandated by KHDA for Students of Determination. When additional support is identified, any associated costs to parents will be reasonable, with a clear explanation provided to ensure value. Value will be assessed based on the quality of the service and the progress of the child.

*Refer to the SBS 2024-2025 Admissions Policy for further information on the admissions process.*

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## 5. Referral and Identification Process

### 5a. Initial Assessment on Entry

Our application procedure allows parents to provide information about their child's prior needs and any formal diagnoses. If potential learning needs are disclosed, the SENCo and Director of Inclusion will meet with parents to discuss the appropriate provisions that can be implemented to support the learner. This ensures that parents are fully aware of the support available at SBS.

At SBS, we believe that early identification and intervention are key to student success. Our standard entry assessments help us pinpoint students who may need additional support. When this is the case, we follow an individualized assessment process to accurately determine the support needed. This process is designed not to label young learners, but to enable parents, students, and teachers to effectively plan for personalised education.

This process is tailored to individual needs and may include:

- Meetings with parents and the student to gain a deeper understanding of the child's needs and history.
- Consultation with special needs centers, external therapists, or educational psychologists who have previously worked with the student.
- Collaboration with the previous school or educational setting to ensure a smooth transition.
- Use of standardized screening tools to identify Specific Learning Difficulties.
- Parent meetings focused on discussing alternative curricular pathways and adaptations, helping parents understand the provisions available at SBS.
- Additional observations in the student's nursery, school, or special needs center.
- Modified assessment entry papers, such as translated or adjusted readability materials.

## **5b. Assessment Data**

Every student completes baseline assessments upon entry to SBS and at the start of each academic year. This assessment data is used to identify students performing below developmental and age-related expectations. Additionally, it helps to recognize More Able, Gifted, and Talented (MAGT) students who require further challenge and extension. The Inclusion Department (Link Team) uses National Agenda Parameter Components (CAT4 data, and GL PTM, PTS, and PTE) to guide intervention planning and determine if further learning assessments are needed.

Throughout the year, internal baseline assessments, summative assessments, and termly progress test data are reviewed to identify students who may need inclusion support. External assessments, such as CAT4, NGRT, GL Progress Tests, and Reading Plus data, are also utilised. Following this, the referral process is initiated to establish the appropriate 'Level of Provision.'

## **5c. Concerns/ Referral Procedure**

Students are identified through the inclusion referral and identification process, with clear pathways for staff to follow if they suspect a child requires additional support. In the Primary School, staff raise concerns with their Heads of Year by completing an Initial Concerns Form. The Head of Year reviews these concerns and may conduct observations if necessary. Based on the findings, the Head of Year either helps the teacher implement additional Quality First Teaching Strategies or escalates the concerns to the Primary SENCo if needed.

In the Secondary School, teachers submit an Initial Concerns Form (Appendix 2b) directly to the SENCo for review. Concerns raised by class teachers may include the following:

- The student shows significantly slower progress than peers starting from the same baseline.
- The student's progress does not match or improve their previous rate of progress.
- The student's progress fails to close the attainment gap between them and their peers.
- The student's rate of progress widens their attainment gap.
- The student makes little to no progress, even when teaching approaches are adjusted.
- The student shows difficulty in developing literacy or numeracy skills, resulting in poor attainment.
- The student exhibits signs of physical or sensory processing difficulties.
- The student presents social, emotional, or behavioral challenges that are not resolved through typical behavioral management strategies.
- The student has communication and/or interaction difficulties and continues to make little or no progress despite a differentiated curriculum.

- The student appears distressed or poses a risk to themselves or others.

After the Initial Concerns Form is submitted to the SENCo, the student is observed by a relevant member of the Link Team. Based on this observation, the SENCo may refer the student to the appropriate Link team specialist for further assessment if needed. The analysis of this observation, along with internal and external assessment data, is used to determine the appropriate starting 'Level of Provision.'

Students may undergo additional Link assessments for the following areas of need:

- Behavioural, Social, and Emotional Needs
- Sensory Needs
- Speech and Language Needs
- Communication and Interaction
- Dyslexia
- Dysgraphia
- Dyspraxia
- Cognition and Learning

#### **5d. Specialist & External Assessments**

Specialists may be consulted during the assessment process, including educational psychologists, therapists, and external SEND centers. SBS has established connections with a range of SEND centers such as The Bridge Learning Center, Insights Psychology, SEED Special Education Centre, The Developing Child Centre, Sulekeyat Centre and Rashid Centre. Additionally, on-site specialists from The Bridge Learning Centre assist with the observation and assessment of students who may need support, including speech therapists, occupational therapists, behavior therapists, and an educational psychologist.

While the school follows a 'social' model of identification and intervention, there are cases where external specialists are necessary to help students develop strategies to overcome barriers to learning and reach their full potential. When external specialists are involved, they are invited to the school and actively participate in the IEP process, ensuring that everyone involved in the child's welfare collaborates effectively as part of a unified team.

## 6. A Graduated Approach

At Safa British School we adopt a 'graduated approach' to meeting individual pupil needs, as is upheld in our guiding principles, policies and guidelines:

*"The (graduated) approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."*

### **(The SEN Code of Practice 2014)**

*"Use information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND"*

### **(Dubai framework for inclusive education 2017)**

*"The inclusive school will be proactive in identifying barriers which restrict students' achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion... An inclusive school honours diversity and respects all individuals."*

### **KHDA School Inspection Framework (2015-2016)**

Our school reflects this graduated approach in our varying *Levels of Provision*, as follows:

**Level 1:** High Quality First Teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice.

**Level 2:** Personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and progress towards age-related expectations. Inclusion specialists support this process by observing lessons and making recommendations, as well as providing support through targeted interventions.

**Level 3:** Individualised programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school and is likely to include the use of specialist approaches, intervention or support services.

## 7. Levels of Provision

### 7a. Level 1

A student may be identified as Level 1 if:

- they are experiencing external circumstances which are impacting their ability to perform to their full potential
- they have a learning gap or need (which may be diagnosed or undiagnosed) but are able to make reasonable progress with differentiated in-class strategies and support
- have previously received intervention/s and made enough progress to now be “on-watch” as a Level 1 student.

Level 1 students receive Quality First Teaching (QFT). The school strives to meet individual learning needs through differentiation of the curriculum. Our teachers tailor their approaches to suit individual learning needs and styles within the classroom. In-class provision is prioritised to ensure an inclusive learning environment for all.

#### **When a child is identified as a ‘Level 1’, the following steps are taken:**

- The student is added to the Students of Determination (SoD) register as a level 1.
- The Link team and class teacher(s) create personalised QFT strategies for the student; these are then shared with all relevant staff members to support in-class differentiation.
- In the Primary school, TA support is offered across most subjects. They facilitate small group interventions to provide more intense support during lessons.
- In the Secondary school, English, Maths, and Science TAs provide in-class support as well as small group interventions during lessons.
- There is flexibility with regards to who receives support/intervention – we respond to the needs of the class (rotational pull-out, push-in method depending on the task and what students need).
- The teachers, TAs, and Link team assess and review students' progress and update the SENCo, who implements further support if necessary.

## **7b. Level 2**

A student may be identified as Level 2 if:

- after a review of Level 1 provision, less than expected progress has been made and it is determined that the child requires support beyond the classroom
- immediate Level 2 support is required based on initial assessment information that indicates a significant gap or a general and/or specific learning need
- the child is highly distressed or at risk to themselves or others

**When a child is identified as a 'Level 2', the following steps are taken:**

- The student is added to the SoD register as a level 2.
- The SENCo and/or Link Team carries out observations if necessary.
- Screeners for specific learning difficulties are carried out if needed.
- Suitable interventions are identified and put in place for the student.
- The Link Team carries out intervention baseline assessments.
- The student is added to relevant intervention provision map(s).
- A student-centred Level 2 IEP is created by the SENCo in consultation with the student, relevant teachers, parents, and external support providers if applicable.
- The SENCo and relevant staff meet with the parents to share the IEP targets and strategies.
- The completed IEP is shared with relevant staff.
- Personalised Level 2 strategies are implemented in lessons and during interventions.
- IEP targets are assessed and reviewed each half term in an ongoing evaluation of needs.
- A Learning Support Assistant (LSA) for the student is allocated or hired for partial support if needed.

## **7c. Level 3**

A student may be identified as Level 3 if:

- after a review of Level 2 provision, less than expected progress has been made



- the child has a need pre-determined by a medical/psychological report which requires highly individualised support
- the outcome of the Initial Concerns procedure finds that a student is displaying signs of a significant learning need which requires individualised support
- the student requires a specialised/modified curriculum to access learning

**When a child is identified as a ‘Level 3’, the following steps are taken:**

- The student is added to the SoD register as a Level 3.
- A student-centred Level 3 IEP is created by the SENCo in consultation with the student, relevant teachers, parents, and external support providers if applicable.
- A Learning Support Assistant (LSA) for the student is allocated or hired for partial or full support if needed.
- The student’s curriculum is adapted and/or an alternative curriculum is put in place i.e Nurture, VBMAPP, ABLES or ASDAN.
- Suitable interventions are identified and put in place for the student. (See Appendix 9 for an outline of Link interventions).
- The Link Team carries out intervention baseline assessments.
- The student is added to the relevant intervention provision map(s).
- The SENCo and relevant staff meet with the parents to share the IEP targets and strategies.
- The completed IEP is shared with relevant staff.
- Personalised Level 3 strategies are implemented in lessons and during interventions.
- IEP targets are assessed and reviewed each half term in an ongoing evaluation of needs.

## **8. Modification & Adaptation**

The class teacher (subject specialist in Secondary) is the lead professional and holds accountability for all children in their classroom. Additional inclusion support is offered to assist teachers in enabling all children to fulfil their potential. Inclusion modification and adaptation will fall into one of the following categories:

## SUPPORT

- **Quality First Teaching (QFT):** personalised strategies are shared with all teachers to support in-class differentiation.
- **Modification of the curriculum in class:** In which the curriculum/environment is differentiated to support the learning of a student or group of students.
- **In-class support:** TA facilitates small group or 1:1 intervention as directed by the class teacher.
- **LINK interventions:** A wide variety of 'Academic' and 'Beyond Academic' interventions are facilitated by the LINK team in 1:1 or in small group sessions
- **Alternative curriculum:**
  - **The Nurture Programme:** Level 3 students who are unable to access the curriculum at an age-related standard may be placed onto an alternative curriculum following Hi Rasmus and individualised goals. The programme includes daily ABA sessions, Speech and Language Therapy and Occupational Therapy overseen by a BCBA and SEND teacher.
  - **ASDAN:** A flexible, personalised programme that is offered to students who cannot fully access the Secondary curriculum.
- **Alternative education option within SBS:** Students with developmental delays can experience mainstream social integration, whilst receiving individualised therapies through The Bridge Learning Centre. It provides an alternative option for primary students with high complex needs offering a bespoke classroom experience of scientific proven approaches and methodologies, grounded in ABA (Applied Behavioural Analysis), Speech Pathology and Occupational Therapy. Students attending the Bridge Centre receive intensive support with a focus on early intervention, school readiness, life preparation, social communication and academic advancement.

## BOOST

**Performance and Enhancement interventions:** In Years 1-6, booster interventions are delivered by the Link team. These are coordinated with the Head of Inclusion and Head of Year. Evidence is collected to monitor and evaluate the effectiveness of the boosters on an ongoing basis. In the Secondary school, booster sessions are offered to Year 11 students who require further

support in their core curriculum.

## **CHALLENGE**

### **MAGT (More Able, Gifted and Talented):**

- In Years 4-6, MAGT students are invited to the High Flyers Programme in which they are challenged with enquiry-based activities based on ASDAN English, Math and Science courses. Teaching Assistants facilitate these groups, overseen and coordinated by the Head of Inclusion. Evidence is collected to monitor and evaluate the effectiveness of the group on an ongoing basis. Year group MAGT provision maps are continuously updated and reviewed.
- For secondary students a variety of GCSE, BTEC and A-Level options support the needs and abilities of all students, with some courses being invite-only for high achievers. Students are stretched and challenged by subject specialists through QFT.
- Extensive extra-curricular programme activities meet the needs of Gifted and Talented students.

## **9. Exam Access Arrangements**

Safa British School is a registered international UK examination centre, and thus ensures that:

- A qualified specialist assessor is available on site to facilitate access arrangement testing.
- access arrangements are available for students with special educational needs, disabilities, or temporary injuries to access the examination, meeting the needs of the student without affecting the integrity of the assessment.
- additional support is provided during examinations (this can take the form of extra time, assistive technology, separate exam settings etc)
- evidence of the students 'normal way of working' is held on file for application purposes.

## **10. Parent Partnerships**

The knowledge and first hand experience parents have of their child is invaluable to their education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo if they have any concerns regarding inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress.

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Parents are partnered with and effectively involved in several ways:

- IEP meetings and reviews are completed in collaboration with parents a minimum of 3 times per year.
- Detailed IEPs are uploaded via shared drive; this gives parents access to all updates and modifications to their child's education plan all year round. This way, parents do not have to wait for the termly review to see changes to the IEP. They are continually updated.
- IEPs contain targets and strategies for the home as well as school. This enables parents to continue to support their child at home.
- The Inclusive Education Action Team consists of parent governors. This provides a parent voice during Action Team meetings.
- Parent information sessions are held regularly throughout the year.
- Parent information sessions provided by our partners (The Bridge Learning, Lighthouse Arabia, and parent coach Maysaa Fahour) give parents access to training on varied areas of need at the recommendation of the SENCo.
- Individualised Link reports are sent home each term in addition to the standard end-of-term reports that all students receive.
- Seesaw posts offer a regular and detailed communication channel between parents, teachers, and the Link team in the Primary school.
- There is a dedicated Link office in a central location within the school. At any time, parents are welcome to come in and discuss concerns or gain advice from the Inclusion Leaders.
- Parents are supported with a range of leaflets, documents, and information available at the Link office.

## **11. External Agencies**

The school has close links with several external support specialists such as Insights Psychology and The Bridge Learning Centre which offers Speech and Language Therapy, Occupational Therapy, Applied Behaviour Analysis Therapy, and Educational Psychologist support. When a child is identified as possibly needing additional specialist support, The Bridge Learning Centre offers parents free observations of their child during school hours. The results of the informal observation/screener are shared with the parents, the class/form teacher, and the Inclusion team. The parents then decide if they want to proceed with therapies offered by The Bridge.

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When a child needs input from a variety of specialists, it is in the child's best interest to have a collaborative approach. Meetings that include external specialists will be called if necessary. All IEPs are shared with the student's parents, teachers, Inclusion Team and external specialists. All parties contribute to the creation of the student's personalised targets and their implementation.

## **12. Medical Records**

Some students have reports or records from medical or health professionals, which are kept by the school nurse. The nurse shares any relevant information with the teachers as needed. We acknowledge that certain medical conditions may affect a child's learning (refer to the Medical Policy for details).

## **13. Students of Determination Register (SoD Register)**

A register of all students with SEND will be maintained to ensure that staff have access to current information, enabling them to effectively address each student's needs. Students are categorized based on their specific SEND classification, as outlined by the KHDA, which is reflected in the SoD register.

Psychoeducational reports are stored in the student's confidential Link file, and strategies from these reports are incorporated into the student's IEP, accessible to relevant staff.

## **14. Roles and Responsibilities**

### **14a. Role of the School Board**

#### **The School Board:**

- Delegates authority to the principal to ensure that all school staff and visitors are aware of and comply with this policy.
- Ensures that the provisions for special educational needs are of a high standard.
- Oversees the maintenance and regular updates of this policy and related policies.

### **14b. Role of the Principal**

#### **The Principal:**

- Holds overall responsibility for Inclusion within the school.
- Actively participates as a member of the Inclusion Action Team.
- Ensures that all school personnel, students, and parents/guardians understand and follow

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this policy.

- Ensures the effective daily management of SEN provisions.
- Monitors the effectiveness of this policy.
- Is responsible for making all policies accessible to parents.
- Delegates the management of the Inclusion team to the Director of Inclusion.

#### **14c. Role of the Director of Inclusion and SENCo**

The Director of Inclusion is responsible for:

- Coordinating the support and provision for students with SEND.
- Serving as the primary 'Inclusion Champion' within the Inclusion Action Team.
- Managing the Inclusion (Link) team.
- Providing guidance and support to class teachers and support staff.
- Overseeing and maintaining student records.
- Communicating with parents and caregivers.
- Liaising with external agencies.
- Promoting and fostering an inclusive ethos within the school.
- Ensuring all teaching staff are familiar with the SEND policy, know where to access information, and how to apply strategies.
- Developing a SEND-focused CPD programme.
- Collaborating with the school Registrar on the admission of new students.

#### **14d. Role of the Inclusion Team (Link Team)**

All Link teachers will:

- Support class teachers and specialists in differentiating teaching and learning appropriately.
- Deliver targeted interventions to address specific areas of need.

- Assist in the development and implementation of Individual Education Plans (IEPs) within their area of expertise.
- Stay informed and up to date on current SEND students and their requirements.
- Implement strategies recommended by therapists, the Director of Inclusion, or the SENCo.
- Contribute to the admissions process by assessing new students to determine their baseline and potential support needs.

#### **14e. Role of Class Teachers/Specialists**

All teachers are responsible for:

- Being accountable for the progress and attainment of all students in their care, monitored through the performance management cycle.
- Differentiating instruction to meet each student's needs within regular lesson planning, including utilizing Teaching Assistants effectively.
- Providing a learning environment that accommodates the diverse needs of their class.
- Working with Students of Determination (SoD) within the classroom to help them achieve their personalized targets.
- Developing and implementing IEPs with support from Specialist Inclusion staff, as needed.
- Keeping parents/guardians informed of student progress.
- Involving students in setting their targets and reviewing their progress.
- Staying informed and up to date on current SEND students and their support strategies.
- Implementing strategies recommended by therapists or the Inclusion team.
- Raising concerns when necessary.
- Maintaining an up-to-date Class Inclusion File with student IEPs, class context sheets, etc.

#### **14f. Role of Teaching Assistants (TAs)**

All Teaching Assistants will:

- Deliver learning activities under the guidance and direction of the class teacher.

- Observe and report on student performance to support ongoing assessments.
- Promote the social, emotional, and behavioral development of students.
- Provide sufficient structure to enhance student participation in the classroom and encourage independence.
- Assist in the development and implementation of Individual Education Plans (IEPs).
- Stay informed and up to date on the needs and support strategies of current Students of Determination.
- Implement strategies recommended by therapists and the Inclusion team.
- Raise any concerns when necessary.

#### **14g. Role of Learning Support Assistants (LSAs)**

All Learning Support Assistants will:

- Contribute to student education by delivering small-group and one-on-one instruction.
- Monitor student learning across the class, either independently or in small groups, as directed by teachers and the Inclusion team.
- Prepare learning materials for student use under teacher supervision.
- Collect formative assessment data on student performance and progress, following systems designed by teachers or the Inclusion team.
- Assist students requiring personal care, such as help with eating, using the bathroom, or dressing.
- Facilitate peer interactions based on guidance from the teacher and Inclusion team.
- Supervise students during non-classroom activities such as in the cafeteria, on the playground, or during bus boarding and field trips, as directed by teachers and the Inclusion team.
- Apply best practices and inclusion strategies in their work.
- Sign a Memorandum of Understanding (MoU).



## **14h. Role of Parents**

Parents/guardians should:

- Provide any relevant information about circumstances that may affect their child's learning.
- Attend IEP meetings and other scheduled meetings with the SENCo and all individuals involved in supporting their child.
- Stay informed about their child's targets and progress.
- Implement strategies agreed upon by the SENCo and all parties involved in supporting their child.

## **14i. Role of Students**

Students should:

- Participate in the development of their IEP by sharing their strengths, challenges, and aspirations.
- Engage in setting personal targets and discuss strategies for achieving them.

## **15. Categories of Need and Barriers to Learning**

The guide *Implementing Inclusive Education: A Guide for Schools, Creating the Capacity for Change (2019)* outlines a framework based on the UAE's unified categorization of disability. This framework offers schools a valuable structure for identifying students of determination and addressing common barriers to learning. It includes categories of disability that align with the UAE's unified classification system.

### **Cognition and Learning**

- Intellectual disability (including intellectual disability - unspecified)
- Specific learning disorders
- Multiple disabilities
- Developmental delay (younger

### **Social, Emotional and Mental Health**

- Attention Deficit Hyperactivity Disorder
- Psycho-emotional disorders

### **Physical, Sensory and Medical**

- Sensory impairment

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than five years of age)

**Communication and Interaction**

- Communication disorders
- Autism Spectrum Disorders

- Deaf-blind disability
- Physical disability
- Chronic or acute medical conditions

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## 8. Curriculum Extensions

### Early Entry

Where appropriate, students may receive support through early entry into qualifications. For example, Gifted students may be offered Further Maths at Key Stage 4 as part of a planned curriculum extension. Additionally, Arabic B students have the opportunity to sit for the GCSE in Arabic as a Second Language at the end of Year 10.