



**THE ENGLISH COLLEGE**

**D U B A I**

**الكلية الانجليزية**

**دبي**

**Inclusion Policy**

**2020**

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## **DEFINITIONS:**

**The UAE Federal Law 29 (2006)** defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

**The UAE School Inspection Framework** defines a **Student of Determination** as:

*A student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age. Students of determination are identified:*

*Through the work of a specialist/school team;*

*Formally diagnosed by a qualified and licensed medical professional.*

**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.'

**The UAE Federal Law 29 (2006)** defines Discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

**Diversity** is defined along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious or other different ideologies. Diversity is the exploration and incorporation of these differences to enrich learning and in our classrooms.

## **KHDA CATEGORISATION OF NEED:**

**The UAE framework identifies four barriers to learning:**

- Cognition and Learning
- Social, emotional and mental health
- Physical, sensory and medical
- Communication and Interaction

**The UAE framework identifies twelve categories of barriers to learning:**

- Cognition and Learning - Intellectual disability, specific learning disorders, multiple disabilities, developmental delay (younger than five years)
- Social, emotional and mental health - Attention Deficit Hyper Activity disorder, Psycho - emotional disorders
- Physical, sensory and medical - Sensory impairment, Deaf-blind disability, Physical disability, Chronic or acute medical conditions
- Communication and Interaction - Communication disorders, Autism Spectrum Disorders

## **LEGISLATION:**

**Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.**

The above documents outline for schools what is expected of them to meet the needs of Students of Determination with SEND. The English College Inclusion Department strives to ensure that it meets all the standards as set out by the Dubai Inclusive Framework. This is through the identification and early Intervention to ensure that pupils have a chance to achieve best possible outcomes. The Inclusion Leader works closely with the admissions team to ensure support is planned for pupils who have an identified need. There are systems in place to support students of determination with SEND and ensure that they are able to access the curriculum. There is close dialogue between staff and the Inclusion Leader as well as the Leader and the parents, to ensure that students of determination are well looked after. Through the waves of intervention, there is a culture of Inclusive education, so that all staff are accountable for the outcomes of the pupils.

## **Federal Law 2006:**

The rights of people with determination have always been at the forefront of Dubai's vision for Inclusion. This federal law 2006 protects the rights of pupils of determination. It makes it clear that a person with determination is given the same right as everyone else and at The English College, we are proud to say that all of our pupils with determination are given the same opportunities as their peers and we

are fully committed to removing the barriers for our students. The Federal law makes references to the points below and The English College plays a vital role in ensuring that our students are able to benefit from the areas below.

- Health and Rehabilitation Services
- Education
- Work
- Public, Cultural, and Sport Life
- Enabling Environment

### **Federal Law 29**

The provisions of Federal Law 29 are fully taken into account under The English College policy of inclusion.

### **Dubai Law 2014:**

In relation to Dubai Law which outlines the rights of people with additional needs, The English College aims to protect its staff and pupils as well as ensuring that pupils of determination are able to access the environment and enjoy the benefits of an Inclusive environment.

At the English College, the SENDCO communicates closely with the parents to ensure that pupils go to appropriate centres of assessments such as access arrangements for exams and/ or other relevant assessments. The school also has a strong Pastoral team and safeguarding officers who are there to ensure that all pupils regardless of their needs are kept safe and free of harm.

### **Executive Council Resolution No. (2) of 2017:**

The English College Inclusion department aims to ensure that we provide the highest quality of education to our pupils in line with the Executive council resolution No. (2) of 2017. We are always seeking to improve the quality of education and environment through new and innovative ideas. Pupils represent their heritage and are able to take full part in the UAE customs and traditions through celebrations of different events and days held at different times of the year. The English College aims to adhere to the guidelines as outlined by the Executive Council in relation to private schools.

### **Article 4 (14):**

The English College aims to follow all guidelines as stated by the Executive Council Resolution and aims to adhere to the KHDA's law and objectives. Therefore, with the

new framework outlining the support for pupils of determination and staff to student ratio, the college is doing its utmost to recruit appropriately suitable candidates. The SENDCO is also consulted on intake of pupils with determination so that appropriate support can be planned for the pupils prior to them joining.

**Article 13 (16):**

All pupils of determination at The English College are treated with respect and care. Equal opportunities are provided to all our pupils regardless of their backgrounds, nationality, race, gender, religion, social class, or special educational needs.

**Article 13 (17):**

Students with determination are admitted with disabilities as appropriate. Currently, as the college undergoes the building works, it is not possible to meet the needs of those with physical disabilities. However, it is understood that with the new build, we will be able to provide appropriate reasonable adjustments to pupils of determination.

**Article 13 (19):**

As the college undergoes building works, the Inclusion department is temporarily based in the primary school. However, with the new build, we will be able to provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by students with disabilities. There is currently appropriately sized furniture to allow the Learning support team to run small group interventions. There are also computers in the room which allow pupils to do work on them in lessons or to make use of them at break or lunch times to do homework with support from the SENCO.

**Article 23 (4):**

At The English College, we provide an Inclusive environment to our pupils of determination as determined by KHDA. We do our utmost to ensure that pupils with additional needs are catered for in the best possible way and that all teachers are aware of the expectations with regards to these pupils.

It is the policy of The English College, Dubai, that all students and staff are included. The SENDCO and Inclusion department enables and facilitates teachers to adapt the curriculum and learning to meet the needs of all students. The admissions policy makes it very clear that all students who demonstrate ability to read and write in English shall be permitted to the College where possible.

This policy sets out the roles, responsibilities and principles of Inclusion and SEND provision at The English College, Dubai, for the academic year 2020/2021

It is a cumulative document that has been reviewed and adapted since the appointment of new staff.

## **Inclusion and SEND Information Files**

1. SEND information and files are available to all teaching staff after students are admitted to College. These are only seen by the registrar, Inclusion Leader and Heads of School where modifications may be needed before admission. They are not used to offer places as the school is committed to being fully inclusive. However, the information may be used to plan support where the student is admitted into the college.
2. Inclusion Department Action Plan - updated annually and reviewed
3. The English College Improvement Plan (SEND items highlighted)
4. The Students of Determination Registers for FS - KS5 are updated on a regular basis and shared with staff on a termly basis.
5. Pupil profiles are reviewed after each data input so that shorter term intervention is possible. This is included on the pupil profiles.
6. Pupil Profiles for all students receiving support are distributed to staff and have the input from the SENCO, parents and the learner. These are to be reviewed termly annually, and data is entered and profiles rechecked after every data cycle.
7. Tracking and Monitoring documents for students attending learning support lessons using the MIS, Interim Reports, PTs, CAT4 data, pupil profile, meeting with parents and WRAT 3 spelling test used to determine spelling ages.
8. Access Arrangement Lists for FS to KS5, includes students qualifying for: Extra Time, Reader, Scribe, Computer use, Amanuensis, etc. – ongoing update
9. Information leaflets for Access Arrangements students on 'how to make best use of the consideration'
10. Information for prospective parents and guardians on the provision provided by the college. Work is ongoing to improve this and ensure the department is marketed appropriately.
11. Students' Individual Record Folders – tracking student progress – ongoing updated and the SENDCO reflects daily using the teacher planner.
12. Records of meetings and phone calls kept in files which can be handed over upon inspection/ new member of staff.
13. SEND students' personal student files are securely kept along with those of all other students in admissions files.

14. Policy document for Procedures for Identification of Students of Determination are updated and should be reviewed after each assessment cycle. These are shared with staff through CPD.
15. Schedule of Students of Determination who are also potentially G & T – updated annually & ongoing in conjunction with the AGT coordinator (JB).
16. SEND Guides – outlining strategies for class teachers – updated as needs dictate. Wall charts created and distributed for the staff team.
17. AdmissionsPolicy see website
18. Anti-bullying Policy see website
19. Safeguarding Policy see website
20. Digital Safeguarding Policy see website
21. Attendance Policy see website
22. LiteracyPolicy
23. Inclusion flow chart to assist Registrar with which student applications to refer on to SENDCO / AHT Students and Outcomes

## **ADDITIONAL LEARNING NEEDS:**

### **What are Additional Learning Needs?**

The term ALN refers to a '**greater difficulty in learning**' to encompass all learners whose learning needs are greater than their peers of the same age and which do not necessarily amount to SEND as defined in the Education Act 1996.

The term ALN is much wider in scope than the term '**students of determination**' in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individual learners.

ALN include students who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. School pupils may, therefore, require additional learning support if they have difficulty in learning because, for example, they have one of the 12 categories of disability and barriers to learning as previously stated but also repeated below :

- intellectual disability;
- specific learning disorders
- multiple disabilities
- developmental delay
- communication disorders
- autism spectrum disorders



- attention deficit hyper activity disorder
- psycho - emotional disorders
- sensory impairment
- deaf-blind disability
- physical disability
- chronic or acute medical conditions

Some pupils may also require additional support if they have:

- gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers, school phobics or have attended a large number of schools due to family relocations;
- experienced difficult family circumstances, e.g. due to bereavement.

Some pupils may also require additional support if:

- their first language is not English.

Pupils defined as Gifted or Talented are not considered to have ALN unless they have SEND or they have, for whatever reason, greater difficulty learning a particular subject or skill in comparison with the majority of persons of the same age who are not gifted and talented.

The English College considers students with a mean CAT4 score of over 123 or those with a talent in more than three academic subjects as being MG&T (this figure is adjustable according to the proportion of students achieving this level with a ratio of 5% of the school population considered a fair reflection of G and T in a school environment). The College considers students with a mean CAT4 score of under 90 to require curriculum adaptation. These students will be put on the 'K' register where the teachers will use general strategies to cater for their needs. Those pupils with CAT4 mean score of 85 or below will mean that they have a SEND need. If the mean score is 85 or below, parents will be required to hand in reports and/ or get new evaluations and assessments done so that the SEND need can be appropriately allocated for.

Students with 2 or more batteries below 85 or one battery below 80 will automatically go on the SENCOs caseload to track and monitor as well as provide appropriate support.

## **Inclusion at The English College involves:**

- **Working in Partnership** – students, parents, teachers and professionals.
- **Sharing** – with all concerned plans of action and support with the aim of ensuring forward progress.
- **Using Evidence-based Practice** – using methods and approaches that have been proven to work. However, they are regularly monitored to ensure the methods are successful.
- **Being Child Centred** – placing the student (learner) at the centre of plans for provision with the aim of meeting their needs. Encouraging students to take responsibility for their own learning and charting their progress.
- **A Developmental Approach** – Aiming for Personalised learning by individualising programmes according to need in order that students can achieve to their full potential. We recognise that all students learn in different ways and at different rates.
- **Aiming for effective Teaching and Learning for All** – ‘Quality First Teaching’ ensuring that all students in the classroom learn effectively. The SEND students’ needs must be taught and supported in a way that ensures they make optimum progress.
- **Recognising that students learn in many ways** – Inclusion involves maximising opportunities the students have, e.g., from each other, teachers, extra-curricular activities and out of school experiences.

## **REASONABLE ADJUSTMENTS AND ACCESS ARRANGEMENTS:**

The School will do its utmost to make reasonable adjustments for people of determination. This is to support them so that they are not placed at a disadvantage in comparison to a person who does not have special needs. Following examples are what the English College typically includes in order to support our pupils of determination and make reasonable adjustments.

- Quality First Teaching with differentiated resources accessible to all Waves of provision.
- In class support for targeted pupils on the SEND register.
- Modelling answers and modifying teaching techniques.

- Providing equal opportunities for SEND pupils to take part in field trips and DOE- careful risk assessment is carried out prior to taking pupils of determination on trips.
- Pupils of determination are given equal opportunities to take part in representing the college at different events.
- In order to make reasonable adjustments, support may be provided in different ways.
- Support for additional learning, exam and accommodation arrangements in case of separate rooms and readers.

### **Access Arrangements:**

The School complies with JCQ- Joint Council for Qualifications. The school complies with criteria as outlined by individual exam boards.

The school notifies parents at the start of the year to ensure their child is assessed with appropriately qualified specialist assessors and have reports in time for the school to apply for their access arrangements. The SENDCO oversees the provision at KS3 level including invigilation. At KS4 and 5, the SENDCO completes the form 8s and online requests with the exam officer.

At KS 1 and KS 2 level, external test access is ensured by providing necessary LSA support/resource support that aligns with GL guidelines.

Access Arrangements allow students with special needs, disabilities or temporary injuries to access the assessments and be given a chance to fulfil their potential. The idea behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. The Awarding bodies comply with the duty to provide access arrangements under the (UK Equality Act 2010) to make 'reasonable adjustments.'

Where appropriate, the curriculum will be modified so that the learner can facilitate access to examinations/assessments.

Where appropriate, the school may request modified papers by the board to allow pupils to fulfil their potential and to make reasonable adjustments for them.

Documentary evidence is held on file for any inspection.

### **Inclusion at The English College is defined by:**

- Having a responsibility to ensure equality of opportunity for all students.
- Believing that all students have an equal right to education.
- Acknowledging that inclusive learning enriches the experience of all students.

- A commitment to delivering and teaching and learning that sets high expectations of all students and staff.
- Recognising that all teachers have a responsibility for all learners in their class.
- A belief that effective teaching and learning is the key to successful inclusion.
- Supporting the concept of personalised learning and individualised programmes to ensure that students make optimum progress.
- Recognising that some individual students have additional and different learning needs that challenge the skills, resources and capability of schools and families.
- A committed approach by providing: advice, guidance, training development and resources to ensure students with additional needs can make progress.
- Recognising that in working together, evaluating and reflecting on our practice we can learn from each other and increase our capacity to be inclusive.
- Accept that for a very small number of students we may, as yet, lack the skills, facilities and resources to enable them to fulfil their potential. However, this is no barrier to admission to the college and curriculum adaptation takes place to allow all learners' needs to be met

## **OVERVIEW AND THE INCLUSION SUPPORT TEAM:**

### **INCLUSION LEADER**

- Administer or arrange for diagnostic testing as required
- Liaise with Heads, Deputy Head (s)/Head of Year/class teachers/outside specialists and other professionals as required
- Devise and update Pupil Profiles/appropriate provision
- Organise reviews and meetings
- Share information and raise staff awareness
- Lead CPD training
- Provide evidence of progress of students with additional needs
- Line management of the Learning Support Assistants
- Liaise with school counsellor to identify SEMH students in need of intervention

### **The student**

- Be aware of, discuss and agree targets with Inclusion Leader
- Attend Pupil Profile Meetings if appropriate
- Attend review meetings, if appropriate

- Attend meetings with Mentor if one is appointed

### **Teacher**

- Adapt teaching approaches to reflect the range of needs within the class (Quality First Teaching)
- Arrange termly Pupil Profile meetings with parents
- Be aware of school's SEND Policy
- Monitor Progress and use in-class interventions and differentiation as much as possible
- Allow withdrawal from lessons where necessary and appropriate for the needs of the child
- Identify on planning deployment of additional support and/or resources
- Attend Case Conferences on individual students, when required

### **Parents**

- Supporting student as necessary; especially with follow-up home learning tasks, as set by the SENDCO
- Liaising with SENDCO/Pastoral Team or teachers, as necessary
- Attend termly Pupil Profile meetings with teacher
  
- Attending any other relevant meetings on a regular basis

### **THE INCLUSION REGISTER:**

The Inclusion Register is reviewed every term with students added on and taken off. The Register is shared with staff at the start of every term. This includes their category of need, information relating to students and essential teaching strategies allowing teachers to cater for the needs of the individuals as a minimum expectation.

### **MONITORING:**

Students are tracked and monitored throughout the year and at every data entry point. This is recorded on their pupil profiles and if any patterns are observed, interventions are planned.

## **INCLUSION SUPPORT TEAM:**

### **Function:**

*'To generate an inclusive system of Education for students of determination'*.  
Implementing Inclusive Education: A guide for schools (2019)

### **INCLUSION SUPPORT TEAM (IST) AND THEIR ROLES:**

Mrs Rabia Ahmed	SENDSCO	rahmed@englishcollege.ac.ae
Mr David Wilcock	Inclusion Champion	dwilcock@englishcollege.ac.ae
Mrs Cheryl Beekhuijsen	Registrar	admissions@englishcollege.ac.ae
Mr Mark Ford	Principal	mford@englishcollege.ac.ae
Eden Beyene	Parent Representative	edenteamup@gmail.com
Ayesha Zeb Inaam	Inclusion Governor (Speech therapist)	ayeshazebslt@hotmail.com
Manju PK	Nurse	nurse@englishcollege.ac.ae
Anu Kaushik	Learning Support Assistant	akaushik@englishcollege.ac.ae
Lisa-Marie Volcere	Staff Representative	relghazawy@englishcollege.ac.ae
Hala Noori	KHDA Representative	adminsec@englishcollege.ac.ae

### **Roles and responsibilities:**

#### **Roles and responsibilities of the Inclusion Leader**

The Enhanced Studies team and Pastoral team are responsible for the day-to-day operation of the school's SEND policy and for coordinating provision for students with SEND. They liaise to agree on setting appropriate targets. The Inclusion Leader is also responsible for liaising with relevant external agencies and for contributing to the in-service training of staff.

The key roles include:

- planning and coordination away from the classroom;
- maintaining appropriate individual and whole school records,
- carrying out diagnostic testing as appropriate in order to identify any SoD's.

- observing students in class
- collating data from staff and CAT4 assessments to ensure provision is mapped carefully and according to individual student needs
- teaching small classes of students who need the most help with literacy or numeracy for example
- liaising with colleagues within the College and external organizations;
- meeting with parents
- Annually reporting to the Board of Governors regarding the provision for and progress of SEND students

The Inclusion Leader and her team will meet fortnightly to review the register and update records in relation to FS 1 to KS 5 SEND students. The Inclusion Leader and the Inclusion Champion will meet fortnightly to review provision and registers. The school nurse is to be included in these conversations as often as possible to keep the Inclusion Leader and Heads of School apprised of the individual medical needs and how curriculum needs to be adapted for these students. CAT4 data and teacher referral forms are the first way in which students are identified. These must be discussed between the Inclusion Leader and the Head Teachers before parents are contacted.

In the case that a parent contacts the school regarding provision for a child, the Inclusion Leader will gather information from staff before contacting the parent regarding findings. Where a formal diagnosis is in place and full paperwork is provided to the school, curriculum and staffing will immediately be adapted to suit the needs of these learners. The college is fully inclusive and the Inclusion Leader's role is to support this by informing the Principal and the Board of Governors.

### **Roles and responsibilities of teachers and Learning Support Assistants**

Teachers and support staff should be involved, as appropriate, in the development of the school's SEND policy. All staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

Teachers are responsible for devising strategies and identifying appropriate methods for ensuring access to the curriculum. This includes strategies for providing differentiated teaching, for example group teaching. Teachers should regularly examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum.

Learning Support Assistants are directed by the SENDCO for specific strategies to assist those students most at risk and review these strategies at weekly meetings. When in class, LSAs are directed by the teacher to assist those specific students as the lesson plan or SOW assist

All staff in the College who may come into contact with a student who has SEND should be advised of the planned strategies for meeting the pupil's needs. Teachers may be asked to provide the SENDCO with feedback on the pupil's progress as part of the review process in meeting his/her needs through the round-robin system.

### **Diversity:**

All staff have a responsibility to ensure that all students and staff feel welcome and included in the school community regardless of their culture, ethnicity or race. In this context, Diversity refers to cultural and racial diversity. Students should feel safe to express their culture and share their culture with staff and peers where appropriate. To build a culture of inclusion, staff should always be positive about all cultures and avoid language rooted in stereotypes whether they be positive or negative.

Wherever possible, teachers should provide opportunities for students to explore different cultures and how it relates to the curriculum area that they belong to.

When using images in class, staff should try to ensure that the images reflect our diverse school community where appropriate.

### **Current circumstances- COVID-19**

During the current circumstances, those pupils of determination who have opted for distance learning or blended options are supported virtually. In order to keep students safe and maintain the protocols of the current situation, the Inclusion support staff is going into class when needed. For older pupils, the support is provided virtually by being added to the Google classrooms and logging on at the same time as the students. The students complete work on Google documents and support staff corresponding with them via this channel. Students are regularly required to sanitize. Those with 1:1s maintain social distance but parents are usually informed when the LSA has to be in close proximity to the child. There is a risk assessment in place. Link here:

[https://docs.google.com/document/d/11n9lGXVhUChAg1oT-H73fOw3yFm1EBt\\_W2\\_4RSy2Nvw/edit#heading=h.miw3boo06uca](https://docs.google.com/document/d/11n9lGXVhUChAg1oT-H73fOw3yFm1EBt_W2_4RSy2Nvw/edit#heading=h.miw3boo06uca)