

Reference number	D4		Inclusion
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Person responsible	BBH	Date of next review	November 2024
Policy links	A1, A3, A4, E2, E3		

Vision, mission and values	<ul style="list-style-type: none"> • We are ambitious for all • Be better tomorrow than we are today in all that we do • Provide an inspiring school experience • Discover and develop passions • Build relationships and wellbeing
Rationale	<p>UIS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially.</p> <p>We believe that successful inclusion should result in every student feeling safe, confident and happy in school.</p> <p>At all phases of the school, there should be a clear understanding of what Students of Determination and other additional needs require to ensure they can be successful.</p> <p>Inclusive provision at UIS is seen as the responsibility of the whole school community, permeating in all aspects of school life and applicable to all our students.</p> <p>Inclusive education at UIS reflects the principles of diversity, personalisation, equity, respect, acceptance and enrichment. When we improve the quality of inclusion within our schools, we improve education for all.</p> <p>Uptown Staff have a responsibility to;</p> <ul style="list-style-type: none"> • Ensure a commitment to identification and early intervention • Reducing and removing barriers to learning • Understand effective teaching practices which are based on personalised consideration of the strengths and needs of each student • Establish a balance between learning with peers in a common learning environment and focusing on individual learning goals

WSLT sign off		Date	November 2023
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The Inclusion Support Team

Principal Mr Colin Gerrie

Vice Principal Mrs Carrie Hoza

Inclusion Governor Mr Ben Viljoen

Inclusion Champion Mrs Be Bhogal

Head of Inclusion Primary Mrs Claire Sortino

Head of Inclusion Secondary Mr Neil Webster

Student Support Counsellors

Ms Sarah Kavanagh (Primary and Secondary Wellbeing Counsellor)

Mrs Colleen Menichini (Secondary University and Careers Counsellor)

Students of Determination Support Teachers

Miss Amee-Rose Larkin (Assistant Head Teacher Early Years)

Mr. Liam Kelly (Primary)

Mrs. Dima Wasef Abu Farhah (Secondary)

Students of Determination Learning Assistants

Mrs Faizia Afrin (Early Years)

Mrs Ritica Kapoor (Primary)

Ms Iqra Tariq (Primary)

Miss Joanne Iskandarani (Primary)

Mrs Jophny Peter (Secondary)

Mr Pinto Miguel (Secondary)

Ms Jennie Zhou (Primary and Secondary English Language Learners)

Mrs Rasha Takla (Primary, Arabic B)

Mrs Riyam Hamed (Primary, Arabic A)

Buthaina Mahmoud (Secondary Arabic B)

Meeting Diverse Needs

At UIS we recognise that in order to achieve our 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 both inside and outside of the classroom
- 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

- Providing accommodations and modifications as required
- 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 with personalised consideration
- 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 school has access to appropriately qualified and experienced staff
- Providing teaching and non-teaching staff with the regular support and training they need in order that their work promotes the best outcomes for each student

Potentially Vulnerable Groups

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- Students with Special Educational Need and Disabilities (SEND/Students of Determination)
- Students whose home language is not English (EAL)
- Students who are Gifted & Talented (G&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for whatever reason
- Students who are young carers
- Students whose family are in crisis or under great stress
- Students at risk of significant harm
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students with long term or temporary medical needs
- Students who have a temporary high-level need

Promoting and Supporting Inclusion

Senior Leadership Teams

- Responsibility for making UIS truly inclusive lies with the Principal and Senior Leaders of the school ensuring a common learning environment
- The Inclusion Champion a member of SLT oversees whole school inclusion
- We aim to promote inclusion in UIS through all of our policies, systems and practices

Heads of Inclusion

- UIS has a Head of Inclusion in Primary and Secondary. The Heads of Inclusion lead and coordinate and evaluate the provision for Students of Determination, students with identified needs and other vulnerable groups
- In partnership with the Principal and Inclusion Governor and Inclusion Champion, the Heads of Inclusion monitor, advise, evaluate and plan for the development of inclusive practice and provision across the school
- Heads of Inclusion 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
- Monitor EAL/SEND/G&T data and lead the deployment of interventions required to promote progress and attainment
- Will ensure appropriate resources are made available to staff and students
- Will ensure any inclusion referrals (**Appendix II**) are appropriately followed up
- Will ensure that the inclusion cycle is used as a tool to assess, plan, do and review
- Line manage the inclusion staff to ensure students are provided with different ways to present information, different ways to express themselves and different ways to participate and engage in learning experiences
- Will ensure students receive the accommodations and modifications set out by their IEPs (Learning Plans) see **Appendix I** for further details. Examination accommodations being applied for to the IB at Diploma as appropriate. Ensure parents are asked to review outside agency reports as appropriate to ensure the examination boards have the criteria met for application within timescale set out by examination boards

- Will ensure appropriate and timely Professional Development is given regularly to staff
- Will ensure appropriate and timely support is provided for parents
- Make parents and students on the SEND/G&T/EAL 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
- Will ensure all paperwork, including KHDA documents, the inclusion register is kept up to date
- Will ensure all recommendations for good practice are passed to the Governors and school community

Inclusion Teachers

Under the direct line management of the Heads of Inclusion, Inclusion Teachers will:

- Ensure that the IEP's (Student) are appropriately written and updated
- Ensure that the interventions carried out by themselves and others are closely monitored and reviewed
- Ensure teachers of the students are receiving the differentiation and accommodations set out by the IEP (Learning Plan)
- Work together with staff and any outside agencies involved with students to ensure equitable access to appropriate provision, resources and curriculum
- Model appropriate differentiation and support where required to other staff so students have appropriate learning opportunities
- Have an open-door policy with any parent ensuring communication is timely and appropriate

Teachers

- Teachers are responsible for managing and creating an inclusive classroom environment
- Students receive differentiated instruction
- Teachers have overall responsibility for the planning and delivery of lessons in their class differentiating for SEND, EAL and Gifted and Talented students

- 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. All Individual students have targets particular to their own specific needs in certain areas or aspects of the curriculum. This provision and outcomes are recorded by the teacher as part of the IEP called a Learning Plan (**Appendix I**) Parents/carers are informed 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
- 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

Learning Assistants

- Learning Assistants (LAs) are directed by the teacher to work with individuals or groups of students during lessons to support students' learning and promote their well-being
- Advice and training for specific work/interventions 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 Heads of Inclusion. Where children receive support from outside specialists their goals are shared with all stakeholders
- 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 Assistants within the school are strategically managed by the Inclusion Champion and Heads of Inclusion in consultation with other members of the Senior Leadership

Student Support Counsellors

The student support counsellors have a key role in promoting and supporting inclusive practice at UIS. The student school counsellors undertake 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
- 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 working with individual students

- Taking a supporting role in working alongside external family support agencies
- Supporting parents and carers
- Being the point of contact and supporting all students including new students as required concern (specific to Wellbeing counsellor)
- Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes (role of Wellbeing counsellor)
- Undertaking individual or group work with students whose behaviour gives us cause for concern (specific to Wellbeing counsellor)
- assisting secondary school students in making informed decisions about their academic and career paths (role of University and Careers Counsellor)
- provide guidance, support, and resources to help students plan for their future after graduation (specific to University and Careers Counsellor)

School Nurses

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 their care

Learning Support Assistants

Learning Support Assistants (LSA) offer 1:1 support for students who require a greater degree of support to access the curriculum who are directly employed by the parent. These LSAs are line managed by the Heads of Inclusion supported by the Inclusion Teachers

- LSAs are closely monitored to ensure appropriate training and strategies are provided weekly for the support of the students they work with
- Modifications, accommodations will be personalised for each student, and be put in place by the Inclusion Team and Teachers and facilitated by the LSA

- LSA support is mainly completed within the classroom but at times they may work within the inclusion rooms under the guidance of Inclusion Teachers
- The students supported by an LSA will be Level 3 and have individualized and specialised provision which is different to that provided to most other students of determination

Students of Determination

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

‘A student of determination is 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 one or both of the procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder
- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder

Categories of disability and barriers to Learning

Common barriers to Learning	Categories of Disability (aligned with the UAE unified categorization of disability)
Cognition and learning	1. Intellectual disability (including intellectual disability – unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five year of age)
Communication and interaction	5. Communication disorders 6. Autistic spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyperactivity Disorder 8. Psycho- emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

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 Head of Inclusion will review and determine the appropriate provision to ensure inclusion at UIS.

When a concern is evident a referral will be made to the Head of Inclusion 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 may be deemed as having Special Education Needs.

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

UIS uses a 'graduated approach' to identify and remove barriers to learning in order to put effective special education provision in place (see below).

‘Graduated approach’ provided by the school is as follows:

Level 1 - Universal – All students will benefit from:

- Quality first teaching. 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
- Access to support at level 1 is inclusive to all students as part of the common learning environment

Level 2 - 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 are monitored by the Heads of Inclusion in consultation with other school staff. If a student has not made the required progress, then the appropriate referral may be made to outside professional support
- Some students accessing Level 2 support service may require enhanced support through an individual education plan. (Learning Plan) see **Appendix I**.

Level 3 - Specialist Support outside the school’s provision – students will benefit:

- Specific targeted intervention for individuals through a specifically designed individual education plan (LP). (Appendix I) These students may have specific and/or exceptional needs that require the support from outside professionals. The school will provide appropriate advice and recommendations into any educational plans for the student
- Additional costs for outside school specialist support will be met by the parents if required
- This may in a few cases include a learning support assistant

Making a referral

Where concerns are identified by a teacher or parent, perhaps by observation in the classroom/ home setting, or the review of progress/attainment. The school will always discuss the concern/observation and move forward with the parent or carer. However, a record of concern form (Appendix II) will be required to be completed. Once the form is completed next steps will be discussed with parents or carers. This may include further school assessment and/or providing short term intervention with careful tracking of progress. Feedback will be given to the parents/carers. After this a referral to an appropriate outside agency may be recommended to parents/carers.

An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safeguarding and Child Protection Policy). The school then takes instruction from the Principal and the Designated Safeguarded lead on how to proceed.

Individualised Student Services

Occasionally, a student may require more additional support than that given by the school due to complexity of need. If a student requires an individualized service, an enhanced level of provision will be registered through an individualized service agreement, including a stated individual service fee. This agreement provided to the KHDA and parents can only be applied when the required provision is not available through the standard school service. Staff providing this service must be appropriately trained, experienced and qualified learning support assistant under the management of UIS. This agreement will be completed in collaboration with parents, the principal and other senior staff. This is to confirm that the service is essential. Associated fees will be no more than the actual cost of the service.

Provision is subject to termly review; the support is monitored by the school on behalf of the parent to ensure the level of support meets the needs of the student of determination.

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 Head of Inclusion and teacher attend this meeting and we invite all professionals involved in supporting the student.

English as an Additional Language

Definition and Rationale

- The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English

- 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 (English Language Learners also known as ELL students) 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
- Therefore, our main aim is for all ELL 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
- The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education

Identification and Assessment

- Students who are EAL are identified prior to admission where possible. If a student's language skills (reading, writing, listening, speaking) are low then they will be assessed by a member of the Inclusion team so that appropriate support/intervention can be provided where required.

Provision for EAL students

- The Head of Inclusion meet with all new admissions with EAL needs and will liaise with teachers if a new student has English as an additional language
- If a student is in the early stages of language acquisition then the student will be included in a specific ELL (English Language Learner) intervention led by a member of the Inclusion team
- Teachers and other adults utilise good EAL practices and differentiated approaches within a lesson and throughout school life
- 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
- Classrooms are highly visual environments – dual-language texts, labels and visual support within lessons

Gifts and Talents

UIS is committed in its mission to support the needs of all students so that they may realise their full potential. The UAE Ministry of Education defines Gifted & Talented as follows:

‘Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sport, drama or leadership capability.’

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

At UIS, we maintain a dedicated policy for identifying students with Gifts and Talents. This policy details the procedures for identifying such students, the process for making referrals, and the provisions and support systems we have established (see Gifts and Talents policy).

Identification/Admission

At UIS we ensure that admission into all educational settings, including early years will not be conditional upon the submission of a medical diagnosis. Students will not be refused admission based only on their experience of SEND.

- The entry assessment process for students of determination focuses on identifying strengths and challenges to learning as well as the strategies that will contribute to the student’s success
- The function of the entry assessment process for students of determination is to inform UIS provision planning and enable the student to be enrolled in school
- In exceptional circumstances where UIS is unable to provide a place for a student of determination, the criteria and rationale for the decision will be clearly described through the completion of the KHDA’s non- admission notification procedure for students of determination. This must take place whether the student is identified as a student of determination prior to the application or as a result of the entry assessment procedure
- The method and tools used for the entry assessment process will be age appropriate and reflect on the student’s stage of development

- Priority admission is provided for a student of determination with a sibling already on role in the school
- An IEP (Learning Plan) (**Appendix 1**) will be implemented with six weeks of a student being admitted into UIS. This will be created in a collaborative meeting, led by the leader of provision for the student of determination. The team must include where possible, the student, their parents and their teacher. With additional professionals being invited where it is of a benefit to the process
- Information included in the IEP (Learning Plan), such as learning profiles, and or classroom accommodations, will also be used by teachers to enhance lesson planning and guide staff to support students accessing level 1 and level 2 support services

The School Register

- Students who are identified by the school as being, SEND (Monitor level 1, level 2 and 3), ELL and/or students with Gifts and Talents are recorded in the school's inclusion register.
- The register will be reviewed at least once a term 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

Staff Development and Training

- All teaching staff complete the people of determination module under the teacher licence scheme
- New staff are inducted on the inclusion principles of Level 1 to 3 support and expectations are made clear during induction
- The school makes use of local staff training and whenever possible staff to attend local courses and conferences
- Inclusion team provide regular additional training to all staff to ensure a clear understanding of SEND/EAL/G&T and particularly how they can adapt their learning environment and teaching to ensure the removal of barriers learning
- Learning Assistants and Learning Support Assistants are trained to use specific interventions such as: The SNIP Programme, 5 Minute Box for Literacy and Mathematics, Catch Up Literacy, Catch Up Numeracy, RWI individual coaching, IDL, Nessy and Plus1

Personalising the Curriculum

- 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 and where required alternative frameworks such as the ASDAN programme are utilized to support students' needs.
- UIS currently uses bespoke versions of recognised national and international curriculums to support the staff, at all levels, in planning the curriculum
- UIS has long term curriculum maps which are used by grade-level and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. Staff ensure appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs
- All members of the school community are expected and encouraged to adopt behaviour which support the school's inclusive ethos

Appendix I

Individual Education Plan

All IEP (Learning Plans) will contain the following:

Student Information

- Category of need
- Main barriers to learning
- Additional barriers to learning

Student Learning Profile

- Performance level (CAT4 and NGRT)
- Aspirations
- Areas of strength
- Areas of difficulty
- Extra-curricular activities the student is involved in both in and out of school

Classroom Accommodation

- How to help
- Things to avoid
- Access arrangements

Individualised Targets (SMART)

- Specific
- Measurable
- Achievable
- Relevant
- Timeframe

Development Team

- Parents
- Student
- Teacher
- Leader of Learning Provision
- Other Professionals

UIS Whole School Inclusion Student Referral Form

There are two ways you can make a referral. You can either complete the form on the next page (see page 19) and email it directly to either: Claire Sortino (Head of Primary Inclusion) csortino@uptownschool.ae or Neil Webster (Head of Secondary Inclusion) nwebster@uptownschool.ae

Alternatively, you may wish to click on the link below or scan the QR code in order to complete and submit your referral <https://forms.office.com/r/kQdMXea7RA>



UIS Whole School Inclusion Student Referral Form

Date of Referral:

Student Full Name:	Teacher/ Grade:
Attached Documents	<input type="checkbox"/> Student information <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Teacher / Inclusion Head discussion notes <input type="checkbox"/> Data tracking of progress <input type="checkbox"/> Other observation notes <input type="checkbox"/> Other
Area of Concern (including evidence):	
Outline interventions/strategies used to date (including impact): Which other staff have been informed?	
Have parents been informed? What needs to happen next and why?	
Any other comments?	
Date of referral:	
Teacher's name:	
To be completed by Head of Inclusion Parent/career meeting date:	

Completed form and supporting documents should be emailed to:

Primary Head of Inclusion csortino@uptownschool.ae

Secondary Head of Inclusion nwebster@uptownschool.ae