

Policy Title	DBSJP Inclusion Policy
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1. **Rationale**

This Policy will ensure that Dubai British School Jumeirah Park is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil is valued. This School provides an inclusive curriculum, which is designed to meet the needs of all its pupils including those with physical disabilities (within the physical constraints of our environment), those with special educational needs (including social, emotional and mental health needs), those from all cultural backgrounds and pupils with English as an additional language. The Head of Inclusion ensures that there is sufficient funding for special educational provision including the necessary staffing and resourcing. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed, and all pupils will be provided with equality of opportunity. Parents will be fully informed when special educational provision is made for their pupil.

Our school welcomes feedback from parents, teachers and the wider school community in order to continuously improve provision. If you would like to share your views relating to the content of this Policy, please contact the Head of Inclusion Helen Douglas.

2. **Introduction**

Dubai British School Jumeirah Park upholds the Dubai Inclusive Education Policy Framework (2017) and Executive Council Resolution No. (2) of 2017 by aiming to provide all students¹ with the opportunity to achieve their best academically, emotionally and socially through:

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

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

All leaders and teachers work towards these aims by:

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

- Promoting the Taaleem Core Values.
 - **Pioneering** Challenge the norm. Visionary, Authentic, Aspirational, Focused
 - **Professional** Attract and retain the best people. Insightful, Diverse, Distinctive, Excellence, Creative
 - **Nurturing** Put students first. Inclusive, Holistic, Respectful, Compassionate, Communicative
 - **Spirited** Have a passion for life. Courageous, Determined, Engaging, Adaptable

‘Ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs³.’

Dubai is *‘committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs.⁴*

¹ As defined by Article 13 (16), Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

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

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

⁴ KHDA 7 Years on. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 1

A. What is Inclusion?

- Successful inclusion should result in every student feeling safe, confident and happy at school. Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons; during their play or lunchtimes; or when involved in any of our school excursions and extra-curricular activities⁵.
- Successful inclusion promotes the students' beliefs in themselves as a learner and valued member of our school community.
- Successful inclusive provision at DBSJP is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students⁶.

B. Meeting Diverse Needs: Rights of Persons with Disabilities⁷

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

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

C. Identified groups

There are identified groups of students for whom this policy is particularly pertinent:

- Students with Special Educational Needs (SEND)
- Students whose home language is not English (EAL)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairments
- Students with medical needs
- Students who have a temporary high-level need

⁵ Article 23 (4)

⁶ Articles 13 (17) and (19)

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

D. Promoting and Supporting Inclusion

1. Taaleem School Executive Board and Governor for Inclusive Education
 - a. The School Executive Board (SEB) and appointed Taaleem Governor for Inclusive Education are responsible for ensuring that all Taaleem Schools provide outstanding school leadership and management practices that promote achievement of personalised educational outcomes for all students.
 - b. They support Senior Leadership Teams to deliver the vision, mission, strategic priorities and values of Taaleem and are also responsible for monitoring the performance of students and staff across all Taaleem Schools in accordance with agreed policies, procedures and school action plans.
2. Senior Leadership Teams
 - a. Responsibility for making schools truly inclusive lies with the Principal and Senior Leaders of the school.
 - b. We aim to promote inclusion in Taaleem through all policies, systems and practices.
3. Personalising the Curriculum
 - a. School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest sense, is personalised to match the needs of the students who attend the School.
 - b. Schools currently use bespoke versions of recognised national and international curriculums to support the staff, at all levels, in planning the curriculum.
 - c. Schools have long term Curriculum Maps which are used by year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This includes staff ensuring that appropriate cross-curricular links are made, and develop learning to match individual rather than age expected needs.
 - d. School Leaders also ensure that the principles of inclusion are applied to all activities which students engage in at school or on educational visits; this includes the variety of ECAs that are offered.
 - e. All members of school communities are expected and encouraged to adopt behaviours which support the school's inclusive ethos.
4. The Inclusion Team
Is led by the Head of Inclusion and consists of the Teachers, Counsellor and support staff. Progress meetings are held with the Head of Inclusion to evaluate effectiveness and to inform future developments as part of the strategic Inclusive Education Improvement Plan.
5. Head of Inclusion will:
 - a. Take the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups, as a member of SLT and an Inclusion champion.
 - b. Monitor, advise, evaluate and plan for the development of inclusive practices and provision, across the school. This specifically relates to ensuring outstanding provision for students identified as SEND, Gifted & Talented and EAL learners.

- c. Provide early identification of needs and map provision, including interventions across the whole school.
 - d. Provide the necessary training to SEND teachers, SEND assistants and class teachers.
6. SEND Teachers will:
- a. Support students within the classroom to ensure they are accessing the curriculum and making progress.
 - b. Communicate with class teachers to provide advice on appropriate differentiation for students.
 - c. Ensure that appropriate resources are available for interventions that take place inside and outside the classroom.
 - d. Identify, administer, and analyze student ability and attainment as needed and use the information to plan appropriate interventions.
 - e. Communicate with parents on a regular basis about the attainment and progress of their child.
 - f. Attend pupil progress review meetings termly to ensure progress is monitored effectively.
 - g. Support class teachers in creating and reviewing Pupil Profiles/Passports.
7. SEND Assistants will:
- a. Work with individuals and groups of pupils during lessons, at break times or during lunch times to support their learning and promote their well-being.
 - b. Support SEND pupils with direction from the SEND teachers.
 - c. Support pupils who have specific needs; they may withdraw pupils for interventions. This could be to work individually or alongside others within a small group, when the need is common to all under the guidance of the SEND teacher.
 - d. Support class and SEND teachers to prepare resources for individual pupils.
 - e. Complete SEND baselines and other assessments under the guidance of the SEND teacher.
8. Class Teachers/Subject Specialists will:
- a. Manage and create an inclusive classroom environment.
 - b. Ensure that students receive differentiated instruction and provision according to their Pupil Passport strategies and accommodations. Class teachers and subject specialists will ensure they are familiar with these documents.
 - c. Plan and deliver lessons to teach each individual within their class. Class teachers and subject specialists seek to provide students with learning opportunities that are; accessible, provide challenge and promote progress.
 - d. Work collaboratively with the SEND teacher to write and review the Pupil Passports for SEND pupils, ensuring that strategies and accommodations are up-to-date and continue to ensure accessibility.
 - e. Take the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class. They will seek guidance where necessary for setting targets for SEND pupils.
 - f. Ensure positive and supportive relationships with students. These are vital to ensure successful liaison with parents/carers and colleagues.
 - g. Follow the SEND referral document outlining the referral process if they have

concerns about a student's progress and development.

9. School Counsellor will:
Have a key role in promoting and supporting inclusive practice at the School. The roles and responsibilities of the schools' counsellor are detailed in '**DBSJP Counselling Policy V2**'
10. School Nurses will:
 - a. Have a key role in promoting and supporting inclusive practice at the School.
 - b. Undertake a variety of tasks which include:
 - i. Keeping health records
 - ii. Informing SLT of medical conditions which impact on learning
 - iii. Ensuring the Health and Safety of all students under their care.
11. Individual Learning Support Assistants (ILSAs)
ILSA's provide 1:1 support for students who are unable to access the full curriculum independently. The responsibility and cost of which is incurred by parents. Sourcing an ILSA is supported by the school.
12. Community Inclusion Committee (CIC)
CIC is led by the Head of Inclusion and consists of parents and other community representatives as appropriate. The team is responsible for further raising the profile of Inclusion within and beyond the school community.

E. Special Educational Needs

2. What are special educational needs and/or disabilities (SEND)?
 - a. 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'
 - b. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has an identified developmental delay
 - ii. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - iii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
 - c. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age
 - d. A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language spoken at home.
3. What is a disability?
 - a. *'The term persons with disabilities [and Students of Determination] is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others⁸'.*

4. Identification of Special Educational Needs and/or Disabilities.
KHDA is 'Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs⁹'.
 - a. Identification of SEND may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Inclusion will review all documentation and determine the appropriate provision.
 - b. 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. If, despite Quality First Teaching, a significant and/or persistent difficulty remains apparent, the Head of Inclusion may request that the parent/carer seek external medical or educational advice. Further assessments may determine if the student has Special Education Needs.
 - c. There are five broad areas that give an overview of the difficulties a student may have. However, it is important to note that a student's needs could cross one or more of the following:
 - i. Communication and interaction
 - ii. Cognition and learning
 - iii. Social, emotional and mental health difficulties
 - iv. Sensory and/or physical needs
 - v. Medical conditions or health related disabilities.
5. Special Education Provision
DBSJP uses a 'graduated response¹⁰' to continuously review and improve provision and remove barriers to learning for students with identified SEND. This support takes the form of a four-part cycle (assess, plan, do, review).

Parents/carers and the student (as appropriate) are invited to a termly review meeting to discuss the student's progress and Pupil Passport. The SEND teacher and class teacher attend this meeting; all professionals involved in supporting the student are welcomed.

6. External specialist provision
Specific targeted interventions for individuals. Some students may have specific and/or exceptional needs that require more specialist support from outside professionals such as:
Health Care Agencies (including GP, Psychiatrists and Mental Health Specialists)
Therapy Services (Occupational Therapy, Speech and Language, etc.)
Educational Psychologists
Services for the Hearing or Visually Impaired
Parent employed ILSA (1:1 personalized support)

Additional costs for specialist support will be met by the parents (see Service Level Agreement Policy).

7. Individual Learning Support Assistant (ILSA)
 - a. In a minority of cases and only when a student presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make a recommendation for a 1:1 support assistant (ILSA), which is funded directly by the parent.
 - b. Subject to termly review, the support is monitored by the school in consultation with parents to ensure the level of support meets the needs of the student.

F. English as an Additional Language

1. Definition and Rationale.
 - a. The term EAL (English as an Additional Language) refers to students whose first language is not English.
 - b. EAL students, from those who are new to English to those who are fluent, will have varying degrees of difficulty in fully accessing the curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in up to two years but can take up to five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
 - c. Additional costs and levels of support are assessed prior to acceptance, confirmed prior to admission and reviewed annually.
 - d. Our aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
2. Identification and Assessment
 - a. EAL learners are assessed by the schools' specialist EAL teacher and a personalised support plan is implemented at the point of identification.
 - b. Progress and levels of attainment are monitored by the Head of Inclusion and reported back to SLT.
3. Provision for EAL students
 - a. The Head of Inclusion meets all new admissions and will liaise with class teachers and subject specialists if a new student has English as an Additional Language.
 - b. Teachers and other adults utilise good EAL practices and differentiated approaches across all curriculum subjects.
 - c. Classrooms should include dual-language texts, labels and visual supports, initially modelled by EAL teacher.
 - d. Writing and speaking frames are used within lessons to develop English acquisition, initially modelled by EAL teacher.

⁸ Ministry of Education. Schools for All. Chapter 3

⁹ KHDA 7 Years on. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

¹⁰ SEN Code of Practice January 2015

4. Head of Inclusion will:
 - a. Ensure that outstanding EAL practice is evident throughout the school.
 - b. Monitor EAL data and the academic progress of EAL students.
 - b. Provide the necessary training to the EAL teacher, EAL assistant and class teachers.
 - c. Develop and monitor community outreach initiatives.

- 5 EAL Teachers will:
 - a. Support and plan for EAL intervention.
 - b. Complete EAL assessments, monitor English proficiency progress for all identified pupils and maintain the EAL register.
 - c. Write pupil profiles for level 1 and level 2 pupils and communicate these to class teachers and parents
 - d. Prioritise support for those students who have pupil profiles
 - e. Support class teachers to provide appropriate resources.

- 6 EAL Assistants will:
 - a. Complete EAL assessments, with the support of EAL teacher.
 - b. Deliver planned interventions to individuals / small groups either in the classroom or
 - c. Outside of the classroom
 - d. Feedback the effectiveness of interventions to EAL teacher. Discuss the progress of individual pupils with EAL teacher.

- 7 Class teachers/Subject Specialists will:
 - a. Support students who use EAL to build positive friendships and feel included in the classroom.
 - b. Ensure that students who use EAL have full access to the curriculum
 - c. Follow the referral process and seek guidance regarding any children who are a cause for concern.
 - d. Utilise the key provisions outlined in the pupil profiles
 - e. Monitor the progress and attainment of students who use EAL and provide any
 - f. additional academic interventions, as necessary.

G. Gifted and Talented

DBSJP is committed to supporting the needs of all students. The definitions of Gifted and Talented students are cited from The United Arab Emirates School Inspection Framework 2016/17 and take into account the 'Differentiation Model of Giftedness and Talent'

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.

Head of Inclusion is responsible for:

- Evaluating provision.
- Coordinating the G&T working party who will support class teachers in their curriculum delivery.
- Maintaining and updating the G&T register.
- Working with colleagues to promote opportunities for all students, both within the curriculum and in extra-curricular activities, competitions, partnership work, subject clubs, global seminars etc.
- Making students on the G&T register, and others as appropriate, aware of local and national opportunities.

Gifted and Talented Action Plan: The Four Stage Process

1. Audit

To establish extension and enrichment opportunities currently being offered to students:

- Through the taught curriculum, both in class and in 'extra' classes
- Through enrichment activities (clubs, teams, assemblies, fieldtrips, visits etc.)
- Through the structuring of curriculum delivery (extension work, suggested reading and follow-up)

2. Identification

The learner profile of students places the majority of students into the bracket of Gifted and Talented in some way or another. Therefore, pupils are identified by:

- Group 1):** The top 5% globally within each year group will be identified by the Head of Inclusion and the Principal. These are students who are significantly higher than their year group peers in a subject/area or CAT4.
- Group 2):** The 'highly able'. This includes students who fall within the top 10% globally and whose strengths may be subject specific. Their needs are catered for on a daily basis through planned, differentiated activities as well as subject specific extension programs and workshops.
- Group 3):** Students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their needs are catered for through organised activities with specialist coaching and opportunities to collaborate with outside organisations.
- Group 4):** Students who excel in areas beyond the curriculum are also

recognised by DBSJP. These are students who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. These students are catered for through enrichment opportunities both within and outside of school.

3. Provision: DBSJP aims to support its Gifted and Talented students in four ways:

I. Challenge

This is reflected in a challenging curriculum and curriculum extension tasks which include:

- I. Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas, this could include speakers or visits
- II. Creative and critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced study
- III. Investigation and enquiry – following planned programs of study from external organisations
- IV. Leadership – opportunities for displaying leadership skills amongst peers, staff and the wider school community.
- V. Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed within and beyond the school community.

II. Curriculum Modification

- I. Fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, mastery classes, extension classes etc.
- II. Students identified as being in the top 5% of each year group are informed about opportunities for challenge. 'Challenge Groups' will be organised on a regular basis and facilitated by subject specific staff/Middle Leaders.

III. Monitoring and impact assessment

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

- I. Improved exam results for identified students (results v prediction) and improved achievement score.
- II. Attendance at enrichment opportunities – registers can monitor these, as can take-up statistics
- III. Improved skills levels – pupils and staff evaluations
- IV. Greater independence of students in learning and research – teacher evaluation/parental comment
- V. Higher self-esteem for G&T students – student evaluation/counsellor feedback
- VI. Improved teaching – lesson observation forms
- VII. Representation at local, national and international level.

IV. Staff training and development

- I. Head of Inclusion with subject leaders/middle leaders are tasked with researching external initiatives and opportunities for G&T provision as part of the Appraisal process
- II. The school places great emphasis on 'greater depth' learning activities as part of normal classroom practices
- III. Teachers are held accountable for the progress and attainment of identified G&T students
- IV. The Inclusion Team, along with subject specialists, deliver staff training with a particular focus on G&T provision
- V. Teachers support opportunities for G&T students through their commitment towards extra-curricular activities – PE and Performing Arts.

H. The School Register

The SEND, EAL and G&T registers, updated regularly by the student support team, track the progress and attainment of students.

I. Monitoring and Review

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

J. Supporting Policies and Documentation

1. KHDA Parent School Contract
2. Service Level Agreement
3. Safeguarding and Child Protection Policy
4. Taaleem/School Admissions Policy
5. Dubai Inclusive Education Policy Framework (2017)
6. Federal Law
7. Regulating private schools in the Emirate of Dubai
8. Advocating for Inclusive Education. A Guide for Parents

Effective date: August 2021

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