

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Inclusion Policy 2024 - 2026

Contents

1. Related policies	3
2. Inclusion Definitions	3
3. Inclusion Legislation	4
4. Inclusion Responsibilities and Accountability	4
5. Inclusion Admissions	5
6. Inclusion Identification and Assessment	5
7. Inclusion Teaching and Learning	6
8. Modifications	6
9. Inclusion in Public Examinations	6
10. Parent Partnerships	6
11. Medical Records	6
12. Inclusion - Identification and Early Intervention	7
13. On-site Occupational Therapist	9
14. External Agencies	10
15. Rahhal Initiative	10
16. Distance Learning	10
17. Appendix 1: Inclusion Action Team	10
18. Appendix 2: Inclusion Team	11

Preamble

The purpose of this policy is to describe inclusive provision for all students at Safa Community School (SCS), in compliance with the Dubai Inclusive Education Policy Framework (2017), which outlines its purpose to:

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

Dubai Inclusive Education Policy Framework 2017

We believe that every student has an entitlement to develop their talents, skills and be challenged to reach their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities. We are committed to giving each child at our school every opportunity to achieve the highest of standards, fostering an attitude of caring for learning and enabling the opportunity for every student to shine.

This policy helps to ensure that this happens for all students in our school regardless of disability, age, gender, ethnicity, attainment or background.

1. Related Policies

This policy provides an overview of inclusion at SCS and should be reviewed alongside the following:

- School Service Contract
- Admissions Policy
- Curriculum Policy
- Child Protection Policy
- Medical Policy
- Assessment Policy
- Behaviour Policy
- Teaching and Learning
- MAGT Policy
- Assistive Technology Policy
- Exam Access Arrangements Policy
- OT Policy
- Positive Handling Policy

2. Definitions of Inclusion

The UAE Inspection Framework (p117) defines a **special educational need**, as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'.

Students with Special Educational Needs also include those with:

- **Disabled students:** students who have a disability which prevents or hinders them from making use of education facilities or accessing the curriculum
- Students with a **Medical** condition
- **Gifted students:** students whose academic potential and/or attainment is extremely high
- **Talented students:** students who are talented in non-academic subjects
- Students who have had a **turbulent** school path – have had several changes or curriculums.

3. Inclusion Legislation

This policy is fully compliant with the **Dubai Inclusive Education Framework (2017)**, in addition to the following legislation:

Dubai Law 2/2014:

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 29/2006:

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 quality education will help individuals with special needs develop to their full potential.

Inclusion is at the heart of the school and, as such, the school complies with the following articles from ***Executive Council Resolution No.(2) of 2017 – Regulating Private Schools in the Emirate of Dubai***, to:

Article 4 (14):

Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16):

Treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 (17):

Admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19):

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.

Article 23 (4):

Provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

4. Inclusion Responsibilities and Accountability

4.1 The School has a commitment to its students and staff to provide an enabling environment and inclusive culture, which celebrates diversity. The school recognises that all teachers are teachers of students of determination, this means equity of opportunity must be a reality for all. We make this a reality through strong quality first teaching, and the attention we make to the different groups of children throughout our school.

The school promotes:

- For all children to have access to a broad, balanced curriculum and to all experiences and activities provided by the school.
- To identify and celebrate the strengths of all children and with sensitive support to address their challenges.
- To raise the self-esteem of all children, especially those who come to us with negative feelings about themselves and their abilities.
- To identify students with Special Educational Needs (Students of Determination) as early as possible upon entry to our school.
- To keep parents fully informed of their child's progress and attainment.
- To involve children as much as possible in evaluating their progress, setting targets, and making decisions about their future provision and support
- A programme of training to enable staff to develop skills to enhance their inclusive practice

4.2 The School has an Inclusion Action Team with representatives from:

- Inclusion Governor
- School Principal
- Heads of Inclusion
- Assistant Heads
- Inclusion Teaching Assistant
- Learning Support Assistant
- Parent Representative

5. Admissions

SCS welcomes Students of Determination, treats all applications equally and admits students with a range of Special Educational Needs. All applicants, and existing students, should declare identified needs and/or disabilities to enable equitable access to educational opportunities across all phases of the school.

Applicants will undergo our standard assessment process (if appropriate) and depending on their needs we may request some additional assessments or invite the student to spend some time in the classroom to determine the level of support required. Access is also considered in the admission of a student (See Admissions Policy).

6. The Identification and Assessment of Students

At SCS all students are baselined on arrival in each year group and then reviewed at 6 weeks to establish the next steps. This is used to identify students who may be at risk and if the students fall into one of the following categories additional provisions will be put into place.

1. Students of determination (those with special educational needs and/or disabilities)
2. More Able, Gifted and Talented students (MAGT)
3. English Language Learners: Students with a level of English language that prevents them from fully accessing the National Curriculum (ELL)
4. English Additional Language: Students with English still being a learning language and can hinder progress within the National Curriculum (EAL)

All children deserve to have their achievements recognised and the school's Inclusive ethos celebrates this. Underachieving students are identified as early as possible through admissions, teacher or parent's referral and the use of internal and specialist assessment data.

7. Teaching and Learning for Inclusion

The school offers a continuum of provision to meet the diversity of students' needs. Teachers are supported to continuously develop an inclusive environment. This is facilitated in many ways, for example, Inclusion walks, classroom observations, mentoring, inclusion support team and CPD.

8. Modifications

The class teacher is the lead professional and holds accountability for all children in their classroom. Additional support to ensure that the child meets their true potential could look like the following:

1. Modification of the curriculum
2. Modification of the environment
3. Personalised provision
4. In class strategies
5. Booster Groups
6. Extension Groups
7. Additional support towards IEP targets

9. Inclusion in Public Examinations

The school is a recognised Examination Centre for UK Examination Boards and thus complies with UK Equality Legislation. The school ensures that:

- A qualified specialist assessor is available on-site.
- 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.
- Where appropriate, the curriculum will be modified to enable the student to access the examination.
- Additional support provided during examinations can take the form of extra time, reader, scribe and assistive technology. Evidence of the students 'usual way of working' is held on file.

10. Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution they make to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Assistant Principal: Inclusion Champion if they have any concerns with their child's inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. Coffee mornings and parent information sessions are held regularly throughout the year.

11. Medical Records

Some students have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to teachers. We recognise that some children's needs are medical and/or social and may link to SEND.

12. Inclusion - Identification and Early Intervention

12.1 Overview

SCS has an ethos which promotes the inclusion of students and establishes the long-term direction for Special Educational Needs and Disability (SEND). It is a whole-school approach with a focus on inclusive practice, removing barriers to learning and meeting each student's individual needs following the guidelines of the School Inspection Framework 2016 -2017.

Schools must develop their internal capacities to identify and remove barriers that restrict the achievements and educational experience of students with SEND.

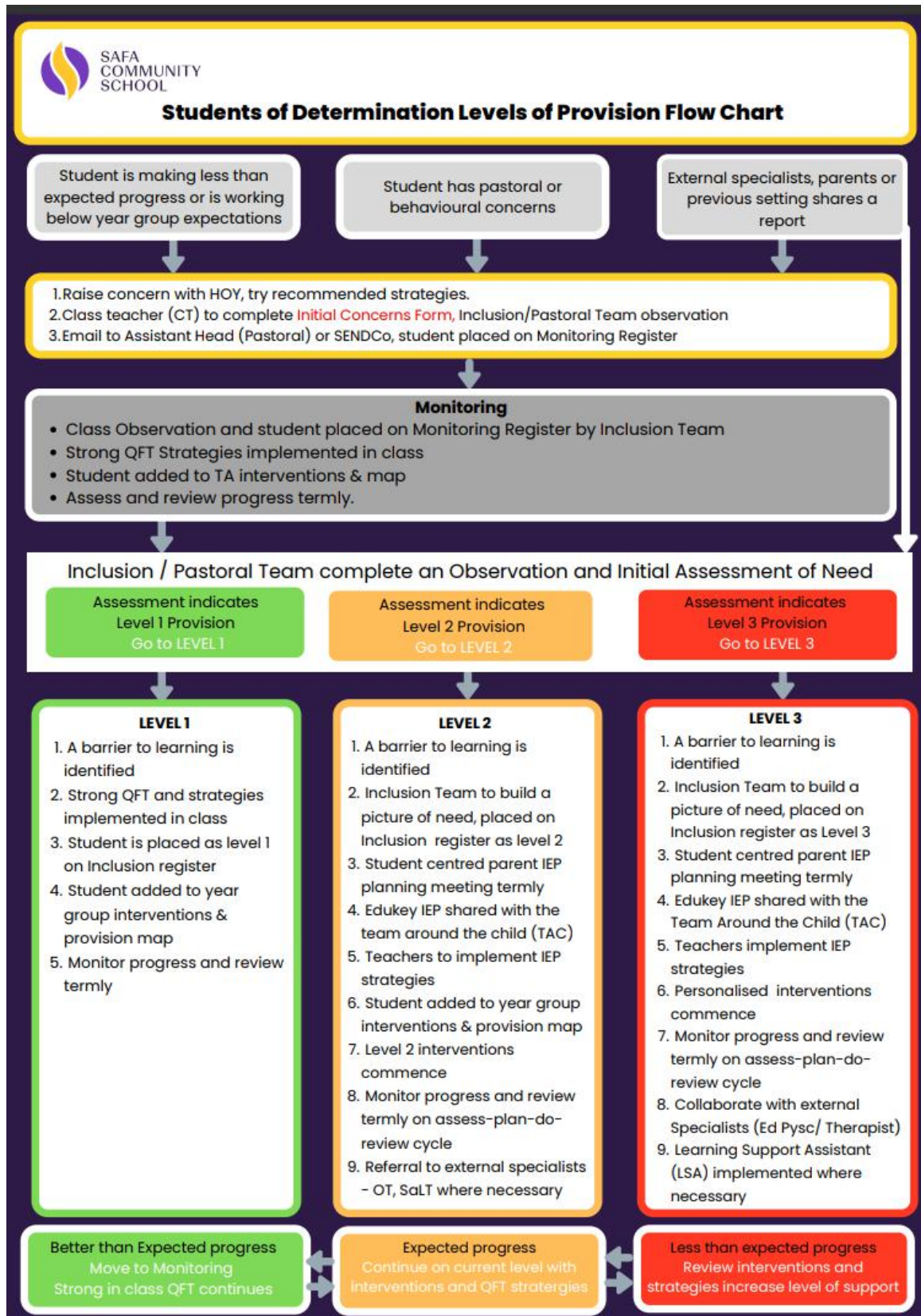
UAE School Inspection Framework 2016 – 2017.

The Assistant Principal: Inclusion Champion is Nadine Hutchinson.

12.2 Identification is based on the identified four main areas of need:

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

12.3 The Inclusion flowchart



12.4 Graduated Response

Monitoring Students will be identified and assessed for barriers to learning through informal teacher observations and assessment, analysis of relevant internal data, GL/CAT4 data, information from parents/carers and individual diagnostic assessments. All assessment data is documented in the individual student's electronic files and on the register/provision map.

Level 1 When a class teacher or the SENDCo identifies a child with barriers to learning, the class teacher is expected to provide high-quality first teaching (QFT), alongside tailored adaptations. These may include scaffolding, curriculum supports and prompts and other strategies designed to meet the student's individual needs.

Level 2 provision refers to targeted support for students who have identified additional needs that go beyond what is addressed through high-quality first teaching (QFT) and universal interventions. These students may not require an Individual Education Plan (IEP), but do need extra help to overcome barriers to learning.

Key features of Level 2 provision may include:

- Small group or one-to-one targeted interventions
- Scaffolding support
- Inclusion team support to enable the teaching team to assess needs, plan interventions and monitor progress
- External specialists support, such as occupational or speech therapists
- Continuous monitoring and review through a graduated approach

Level 3 will be initiated when the student requires highly individualised and/or intensive support due to needs that cannot be met through level 1 and 2 provisions. In some cases, external specialists may provide additional therapeutic intervention or consultations to further personalise the approach being implemented. These students require a coordinated and often multi-agency approach and will have an Individual Education Plan in place.

Level 3+ provision includes a full or part-time 1:1 Learning Support Assistant. Students with the most complex needs can thrive in a mainstream environment while receiving the specialised support required to enable them to fully participate in learning

Please refer to the School Service Contract for a detailed description of the provision provided at each level.

12.5 Inclusion Registers/Provision Maps

A register of all Students of Determination will be kept and shared with KHDA during inspections. The purpose of the register is to ensure that all staff working with students have access to up-to-date information about students so they can take steps to meet each student's needs effectively. Information regarding individual student needs are communicated to teams via the SEND register, Edukey software and team around the child meetings.

12.6 Record Keeping

Students on level 3 support and some students receiving level 2 support will receive an Individual Education Plan (IEP) which is recorded in Edukey. Using an assess-plan-do-review cycle, the IEP is reviewed and updated regularly with the team around the child (TAC): inclusion team, teachers, parents and child. The IEP provides a detailed plan of targets, strategies and provisions to enable all stakeholders to work together to provide a consistent targeted approach.

Outside Agency reports e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist are stored on Edukey. Teachers have access to the student records for the students they teach and should not copy, print or share these records as they are confidential.

13. Safa on-site Occupational Therapy (OT)

The school has on-site occupational therapy which will provide the following:

- Daily OT input for our students who present with the most complex needs. This will be provided in the sensory gym and as a classroom push-in. This is a termly paid-for provision.
- Classroom observations and feedback.
- Staff professional development.
- Sensory diet support for home and classroom.

14. External Agencies

The school has a partnership with several external support specialists:

Kidsfirst: provide Speech and Language therapy, Occupational Therapy and other health services.

When a child is identified as possibly needing additional specialist support, Kidsfirst offers parents a 15-minute free observation of their child during school hours. The results of the informal observation are shared with the parents and school team. It is the parent's choice to enter into a contract with Kidsfirst.

Insights Psychology: provide psychology assessments and observations for children with a range of complex needs; an on-site Occupational Therapist specialises in Secondary aged students.

15. Rahhal Initiative

Safa is proud to be accepted by KHDA as a Rahhal school. Students who require a bespoke plan for their education and would benefit from a significant percentage of their education being completed off-site, or at an alternative provision, may register as Rahhal students.

16. Distance Learning

During periods of distance learning the Inclusion department will:

- Follow their timetable by providing additional support in small class groups and break-out rooms.
- Check-in with Level 3 students who may require additional support with completing class tasks.
- Continue to provide 1:1 and small group interventions and exemption lessons.

Appendix 1: Inclusion Action Team

Leanne Fridd	Principal
Nadine Hutchinson	Assistant Principal Inclusion
Sameer Merchant	Inclusion Governor
Sarah Morrissey	Head of Inclusion FS & KS1
Hayley Martin	Head of Inclusion KS2
Aoife Killane	Head of Secondary Inclusion
Natalie McLeod	School Occupational Therapist
Ashley Credon	Secondary Teaching and Learning
Fionualla Marriner	Assistant Head Teaching and Learning
Hannah Howard	Assistant Head Foundation Stage
School Counselor	Lucinda Hutchins
Kranti Rebello	School nurse
Bianca Ashor	Helen Eadon

Appendix 2 Inclusion Team

Inclusion Team Lead	Nadine Hutchinson (Assistant Principal for Inclusion)
Primary Inclusion Team	<p>FS and KS1</p> <p>Sarah Morrissey (Head of Inclusion FS & KS1) Bianca de Graaff (RBT/Lead LSA) Majel Padilla (RBT/Physiotherapist) Nicola Lamont (KS1 Inclusion HLTA) Jill Hope (KS1 Inclusion Teacher) Stephanie Barlow (Pastoral TA)</p> <p>Hayley Martin (Head of Inclusion Key Stage 2) Julie Adriaensen (Year 3 Inclusion Specialist) Jenny Allen (Year 4 Inclusion TA) Harriet Rimmer (Y5 Inclusion Teacher) Charlotte Rule (Y6 Inclusion Teacher) Helen Eadon (Pastoral TA) Lynette Bruce (Pastoral TA)</p>
Primary Quality First Inclusion Teaching and	Fionualla Marriner Katie Corr

Learning	
Secondary Inclusion Team	<p>Aoife Killane (Head of Secondary Inclusion) Finola Mulvey (Head of Y7/ Inclusion Teacher) Lyndsay Kelly (Inclusion Teacher) Harriet Rimmer (KS3 Inclusion Teacher) Saarah Usman (KS4 Inclusion TA/ELL Teacher) Alina Ghinea (Maths Inclusion TA) Roshana Rahman (Inclusion TA) Dimple Singh (Inclusion TA) Geetanjali Kulkarni (Inclusion TA)</p> <p>Olivia Barnadini (Yr 10 LSA) Kathrin Redecsy (Yr 9 LSA) Leslie Capuno (Y10 LSA) Nour Abu Klam (Y8 LSA)</p>
Secondary Quality First Inclusion Team	<p>Ashley Creedon Rebecca Williams</p>
Counselling Team	<p>Lucinda Hutchins Emily Allen</p>