



Dubai English Speaking School

Inclusion Policy



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| Written by: | A.Davidson | Reviewed: | September 2017 |
| Approved by: | R.Gibson | Next Review: | September 2018 |

The purpose of the Inclusion Policy is to describe provision for children with Additional Educational Needs at Dubai English Speaking School. It describes how we identify children with Special Educational Needs and Disabilities (SEND), what provision is made for them and how we monitor the effectiveness of this provision. In addition it outlines our Gifted and Talented Policy. This policy is created in line with the Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015).

Aim

DESS aims to meet the needs of all children in its care by personalising learning and providing outstanding care and provision; we aim for all our children to receive high quality first teaching. Learning experiences are differentiated enabling access for all. We are guided by UAE Federal Law (29) 2006 and Law (2) 2014: Concerning the Rights of People with Special Needs. All teachers at DESS are teachers of children with SEND and aim to continually update their knowledge and practice. We aim to educate all members of our community to ensure our inclusive ethos continues to thrive.

Definitions

Being identified with SEND could mean a child requires specialist support, specific curriculum modification or individualised planning to ensure they make the expected levels of progress given their starting point (UAE School Inspection Framework 2015 – 2016).

At DESS children with Additional Educational Needs include children with:

- Special Educational Needs and Disabilities: children who have a learning difficulty or disability which calls for special educational provision to be made for them if he or she has a significantly greater difficulty in learning than the majority of others the same age.
- Disabled children: children who have a disability which prevents or hinders them from making use of educational facilities (SEND Code of Practice 2014)
- Children with a medical condition
- Talented children: children who have an exceptional talent in non-academic subjects

English as an Additional Language (EAL) is not considered as a special educational need. The school will look carefully at all aspects of a child's performance in different areas of development to establish any lack of progress due to a child's limitations in English.

Roles and Responsibilities

Role of the Headteacher

The Headteacher will:

- Have overall responsibility for SEND in the school
- Ensure all school personnel, children and parents are aware of and comply with this policy
- Ensure that the daily management of special educational needs provision is effective
- Monitor the effectiveness of this policy

Role of the SENDCO

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision of children with SEND
- Managing the Learning Zone (LZ) team and support staff
- Advising on the graduated approach to providing SEND support: Assess-Plan-Do-Review
- Monitoring and supporting the successful implementation of CDPs
- Monitoring and tracking children's progression

- Contributing to the professional development of all staff
- Ordering and management of the specified agreed resources for SEN provision
- Liaising with parents and carers
- Liaising with outside agencies: educational psychologists, speech and language therapists, occupational therapists and child and adolescent mental health professionals
- Liaising with potential next providers of education to ensure a smooth transition
- Ensuring that the school keeps the records of all children with SEND up to date

Role of Class Teachers

These to include:

- Responsibility and accountability for the progress and development of their children
- Being aware of the school's procedures for identification and assessment of children with AEN
- Collaborating with the SENDCO to decide on the actions required
- Keeping and updating records
- Developing and implementing CDPs with children, parents and LZ staff
- Working with the children to achieve the targets with differentiated planning
- Developing positive relationships with parents

Role of Parents

- Be proactive and involved their child's education
- Engage in ongoing dialogue and respond to advice and recommendations
- Attend meetings to discuss their child's progress, targets and support

The process of decision making is shared with clear information relating to the child with SEN.

Role of Children

- To know and work towards their targets and set high expectations of themselves
- To be honest about their learning
- To come to school prepared and ready to learn
- To try their hardest in all they do at school
- To engage with target setting, self-assessment and all learning experiences

Admissions

As an inclusive school, DESS treats all applications equally; admitting students with a range of SEND. Admission applications from children who have identified additional needs are reviewed in partnership with SLT/SENDCO/Registrar to ensure DESS can meet the needs of the child.

Identifying Children with SEND

The 2014 Code of Practice identifies four broad areas of SEND, which are recognized by DESS:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical

High quality teaching is the first step when responding to children who may have SEND. Once any potential SEND is identified, action is taken to remove barriers to learning and apply effective provision. This graduated approach is a cycle: assess-plan-do-review. (Appendix 1: DESS Referral Process)

Additional Education Needs Register

A register of all children with SEND is kept. The register ensures all staff working with children have access to up to date information so they can meet children's needs effectively.

The register will indicate which of the following DESS Stages of SEND the child is at:

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| Stage 1 | Concerns registered, LS Log opened; monitoring. |
| Stage 2 | Concerns registered, LS Log opened; Wave 2 support in place |
| Stage 3 | Concerns form has been completed; Wave 3 support in place |
| Stage 4 | Child has been assessed by Outside Agency: support in place |
| Stage 5 | Child has been assessed by Outside Agency: no current support required |
| Stage 6 | SEND file exists (previous concerns and/or support: no current action |

The register will also indicate what recent and current support a child is receiving and what special examination arrangements are appropriate (if applicable). The register is updated termly by LZ staff.

KHDA Categories

Children at Stages 4 and 5 are placed in a category of SEND as specified by the KHDA: this is indicated on the SEND register. (Appendix 2: Categories of Need identified - KHDA)

SEND Record Keeping

In addition to the SEND register, these children have a Learning Support Log as a record of all information regarding the child.

Children receiving individual support from LZ staff will have a Child Development Profile. The CDP is planned with the class teacher, parents and the child. The CDP links to the child's class based individual targets where possible. Targets will be **SMART**: Specific, Measurable, Achievable, Realistic, Timely. Progress towards the CDP targets will be monitored regularly by the LZ teacher with the child and class teacher. Formal meetings with the parent to review CDPs will take place twice yearly.

All children in receipt of interventions will be included on a detailed whole-school provision map, which outlines and monitors all additional support throughout the school.

Outside Agency reports: Educational Psychologist, Occupational Therapist, Speech and Language Therapist are kept alongside the LZ Log in the child's LZ file.

Children Profiles for children at Stages 4 and 5 summarise the child's needs and give brief guidance on how to meet the needs including any advice given by Outside Agencies.

The confidential SEND records should not be copied, printed or shared by any member of staff.

Meeting Children's Needs

Wave 1: Teachers will meet a whole variety of needs in their class. They will plan and differentiate work appropriately to move children on to the next step in their learning. This will also be the case for children on the SEND register. Every child is entitled to good quality inclusive *First Wave* teaching.

Wave 2: Have been identified as having not make expected progress or attainment may be included in a Wave 2 intervention. This is usually a specific programme delivered by an LSA/LZ teacher.

Wave 3: children who are progressing at a much slower rate than expected and who are attaining at a much lower level are likely to need Wave 3 support: this is often (although not always) individual teaching sessions delivered by an LZ teacher. With Wave 3 support the child should be able to make good progress although they may not close the attainment gap with their peers.

Class teachers and specialist staff have access to *Child Profiles* (see above). The SENDCO and LZ staff are always available to support and advise teachers on how to best to meet specific individual needs.

Gifted and Talented Children

At DESS we believe some students have exceptional ability due to both nature and nurture. All students at DESS can make good progress in every aspect of school life.

Many children at DESS achieve highly, but we recognise the difference between this substantial percentage of our cohort, and the few students who are truly exceptional in a given area. We do not have a separate group of children identified for their exceptional performance or potential, for whom we offer special treatment, as we strive to maintain high expectations and challenge for every child.

Teachers ensure that all children are stretched and challenged in lessons. Our personalised learning priority aims to provide appropriate opportunities for all children to reach their full potential. Beyond the curriculum, we also provide many opportunities for children to excel in different areas. We are proactive when working with parents to ensure all our children have enriched learning experiences.

However, there exist a very small number of children at DESS whose exceptional ability will result in the need for further challenge beyond the bounds of the curriculum if they are to reach their full potential. Year Leaders will gather information and data from teachers to identify if there are any students who may need to be withdrawn, or alternative provision is required for them to be sufficiently stretched. Advanced Learner Plans (ALPs) may be drawn up on a case by case basis to provide staff with suggested strategies. These are to be shared only with staff, and not with other members of the school community, such as parents or the students themselves.

Further Assessment and Support

- A child with identified SEND may require specific assessments from the LZ team
- DESS will discuss with parents any recommended assessments from an outside agency
- Sometimes parents independently seek and obtain outside agency advice when there are no identified concerns in school. The school is happy to receive and share these reports as above. These children are registered at Stage 5 on the school register but no further action is taken.

Medical Records

Some children have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to teachers.