



## Inclusion Policy

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## Foreword

The UAE has chosen to view the attributes of persons with disabilities or special education needs as a 'Person of Determination'; a reflection of their strength of character, their perseverance and their courage. In fitting with Arcadia's ongoing commitment to align its priorities with that of the UAE and to become a fully inclusive school, this term has been used throughout this policy.

## 1. Leadership and Governance of provision for Students of Determination

### A. Commitment

Arcadia School (referred to hereafter as 'Arcadia') has a clear policy on Inclusion which is read, understood and practised by all members of staff - not just those in academic positions. The school endeavours to ensure no person of determination experiences any form of discrimination, particularly related but not limited to their access to school facilities and a full range of educational opportunities. This commitment is seen in both the vision and the mission statements of the school, which are:

#### VISION

We aspire to be an **inclusive**, world-class British curriculum primary school of choice, where every student is happy, positive and thriving.

#### MISSION

Our objective is to nurture every student to become a lifelong learner. We achieve this by:

- creating an **inclusive** culture within our school community
- ensuring each student achieves their academic potential
- providing unique learning opportunities
- developing each student to become a global citizen

### B. Terminology

There is guidance in all teacher-specific areas with regards to appropriate language to use when discussing Inclusion or individual students at Arcadia. All language and terminology is in fitting with the Dubai Inclusive Education Policy Framework and the Revised Categorisation Framework for Students of Determination.

### C. Enrollment

All students making an application to Arcadia are given an assessment; if the student is deemed to have a Special Educational Need or any additional support needs, then the Head of Inclusion will further assess the child and hold a meeting with the parents of carers in order to inform and plan how best the school can cater for the student in an adapted mainstream environment. x, provided the school is deemed the right setting by the parents and inclusion team.

In the rare instance that a student's needs cannot be accommodated, the Head of Inclusion will meet with the parents concerned and offer advice and guidance for alternative provision, with all documentation and evidence submitted to KHDA. Arcadia's Inclusion Governor ensures that Inclusion



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is understood at a senior level and is provided for accordingly. The Head of primary and SLT are committed to embedding an inclusive ethos throughout Arcadia.

#### **D. Accountability**

Inclusion is a core tenet for the school and accountability for it is at all levels. The leadership is accountable for the following:

- To ensure that the inclusion policy and programme is in line with the Dubai Inclusive Education Policy Framework
- The quality of provision and outcomes of all students, including those of Determination .
- Developing and reviewing the Strategic Inclusive Education Improvement Plan along with the inclusion team
- To consistently monitor and evaluate inclusion during various committee meetings.
- Ensuring that the necessary mediation efforts are made when discriminatory action is taken against a student of determination
- Ensuring that all members of the leadership and teachers are given the professional development, coaching and support in line with the framework
- Facilitating the development of partnerships with other educational entities for professional development and support causes

The Principal and Deputy Principal are the designated members of SLT with responsibility for the outcomes of Students of Determination, meeting weekly with the Head of Inclusion to discuss any trends or concerns. The Head of Inclusion plans for, monitors and tracks the impact of provision across the school and is responsible for reporting data outcomes at Academic Committee meetings. The Head of Inclusion is responsible for in-house training, allocating teachers and support staff and for the sourcing and ordering of departmental resources.

#### **E. Policy**

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as a Student of Determination and celebrating key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects.

Arcadia's commitment to being an inclusive school is also reflected in our admissions policy wherein it is recognised that student diversity is integral to the school. Lesson observations and planning scrutinies take place on a regular basis and it is clear that teachers differentiate for students' needs. The Head of Inclusion and Inclusion Support Teachers meet regularly with teachers to advise on planning and learning environments where necessary.

#### **F. Investment in Resources**

The Senior Leadership Team and Board of Governors work together to ensure the needs of the Inclusion Department are met, regularly supporting resource purchases and CPD programmes. The staff to pupil ratio of teachers and support staff specifically employed to support inclusion is in line with the requirements of the Dubai Inclusive Education Policy Framework. Future staffing requirements have been strategically planned for with regards to school growth. All teachers in the Inclusion department have relevant experience and postgraduate qualifications to support their understanding and effectiveness.



The investment in the school premises is such that it is in accordance with the Dubai Universal Accessibility Code and includes ramps, lifts, disabled parking spaces and disabled toilets.

## **G. Inclusion Support Teachers**

The Head of Inclusion and Support Teachers are fully qualified educational practitioners. All members of the Inclusion Department have extensive experience working with and supporting Students of Determination and have undertaken relevant training, workshops and seminars to support this.

The school budget provides for human resources that will meet the following requirements by academic year 2019/20, as required in the Dubai Inclusive Education Framework:

- A support teacher at a minimum ratio of 1:200 students
- A learning support assistant at a minimum of 1:125 students

## **H. Systems and Coordination**

The Support Teachers meet on a weekly basis with teachers who have Students of Determination in their class to advise on differentiation or alternative curriculum provision. The Inclusion Department meets on a weekly basis to discuss the individual needs and progress for all students, they adapt and update Individual Education Plans (IEPs) as necessary. Twice per term, teachers meet with the Head of Inclusion to discuss students' next steps prior to meeting with parents and discussing new IEPs.

## **G. Capacity to Improve**

The Head of Inclusion, Executive Principal and Head of primary meet weekly to review and evaluate current practice and next steps. The Head of Inclusion observes teaching and scrutinising planning to ensure provision is consistent and effective. The Inclusion Department has a termly action plan for each year group which incorporates development points for all staff and is linked to the school strategic planning. School LSA's each have termly performance-based targets, for which evidence is collected and reviewed on a half termly cycle.

## **2. The Identification of Students with Additional Needs**

### **A. Assessment and Identification of New Enrollees**

Identification for all new pupils begins at Admissions, whereby any student considered to have any additional educational need is assessed by the Head of Inclusion; observations are made accordingly and the student is added to the Additional Needs or Inclusion register where appropriate. Once the student has been enrolled, a number of checklists are applied as well as an examination of their behaviour and attainment across the school including unstructured times, such as playtimes and lunchtimes, to support the student fully. The Head of Inclusion liaises with the class teacher and specialist teachers to ascertain any further information. For any child for whom it is determined the school cannot meet their needs, the KHDA will be informed appropriately.

### **B. Identification Phases**

Together, our admission process, early Identification of Need flowchart and Initial Concern form is a comprehensive and rigorous system to accurately and swiftly identify Students of Determination and those with additional support needs. Student's needs are further investigated through standardised testing using a variety of screening tools such as CAT4, and components of the GL SEN toolkit. Such students are supported in class through individualised planning and out of class through intervention by the Inclusion Department; the intervention a student receives is based on their IEP. The frequency and duration of intervention depend on the student's type and level of SEN. Due to the increasing number of specific learning needs, the school has developed strategic partnerships with Special



Education Providers, who, following parental consent are involved in the screening process where appropriate.

## SEN Toolkit breakdown:

### RAPID

Who: All students from FS2 up to Y6 with suspected dyslexia.

All students identified by Nessy Quest as having a moderate or high risk of dyslexia.

How: Group testing. Maximum 5 students at a time. 15-20 minutes.

### CoPS

Who: All students from FS2 up to Y3 with suspected dyslexia.

All Y3 students identified by Nessy Quest as having a moderate or high risk of dyslexia.

How: Group testing. Maximum 5 students at a time. 45 minutes.

### LASS

Who: All students from Y4 up to Y6 with suspected dyslexia.

All Y4 to Y6 students identified by Nessy Quest as having a moderate or high risk of dyslexia.

How: Group testing. Maximum 5 students at a time. 45 minutes.

### WellComm

Who: All students from FS1 up to Y6 with speech and language delays or difficulties that are not currently receiving speech and language therapy.

How: Individual testing. 10 to 15 minutes.

### Recall

Who: All students from Y3 up to Y6 demonstrating difficulties with their working memory including those identified as having dyslexia.

How: Group testing. Maximum 5 students at a time. 20 to 30 minutes.

### Sandwell Early Numeracy Test

Who: Children who are experiencing difficulties in Maths.

How: Individual testing. 40 minutes.

## C. Categories of Identification

Our Inclusion register reflects the KHDA categories of need and accurately specifies both primary and additional needs. As part of the identification of need process, and in fitting with the Identification of Need Flowchart, children who have been flagged are being monitored by the inclusion team added to a monitoring register. Both the Inclusion and the Monitoring registers are used by all members of staff to ensure effective provision is provided to meet each child's need/s. This understanding is used to inform and direct intervention and other support. The level of intervention and support is determined using a clear system:

REGISTER CLASSIFICATION	IDENTIFICATION OF NEED AND PROVISION LEVEL	TEACHING ADAPTATIONS
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<b>Yellow (Level 1)</b>	Internal identification, monitoring and relevant QFT adaptations	Internal evidence and monitoring and school data is used to inform QFT, with the support of the inclusion team. Learning support plan in place (LSP)
<b>Pink (Level 1)</b>	External identification, monitoring and relevant QFT adaptations	External evidence and monitoring and school data is used to inform QFT, with the support of the inclusion team. Learning support plan in place (LSP)
<b>Green (Level 2)</b>	Internal identification, personalised SMART targets, additional provision	Internal evidence and screeners used to inform all teaching and intervention where necessary. IEP Personalised targets set to boost and measure progress.
<b>Blue (Level 2)</b>	External identification, personalised SMART targets, additional provision	External evidence and screeners used to inform all teaching and intervention where necessary. IEP Personalised targets set to boost and measure progress.
<b>Purple (Level 3)</b>	Internal and/or external identification, Personalised SMART targets, additional provision and an individualised program of learning with highly personalised provision	A range of evidence is combined with a personalised curriculum to create a tailored learning program. IEP Personalised targets set to boost and measure progress. Additional learning goals and objectives are used based on need. The curriculum is broken into smaller steps to help facilitate progress.
<b>+</b>	As part of their support, these students have individual access to a full or part-time Learning Support Assistants	Support consistent with classification, Learning Support Assistants supported and managed in delivering personalised support.

## D. Trends and Patterns

The schools' primary data tracking system is classroom monitor, which tracks all students. In addition to this, teachers fill out a pupil progress form half termly, which further explores data trends. This is discussed with SLT with next steps and actions identified for children not making expected progress or working below age-related attainment levels. Students of Determination who are working significantly below age-related objectives are monitored using the Access to Education (A2E) tracking system. Students of Determination in Foundation Stage are reliably tracked using the EYFS Development Matters curriculum which accurately demonstrates individual milestones. A2E allows Arcadia to track the smaller steps of progress a student might make within their chronological year group, or within the year group they are currently working at. This allows the Inclusion Department and class teachers to identify areas where progress appears slow or to recognise particular gains and consequently adapt the student's IEP and learning approach. Where appropriate, A2E also allows teachers to clearly track other factors that contribute to learning, such as personal independence.

## 3. Parent Partnerships

### A. Reporting

Students' individual learning priorities are reported on a termly basis via an IEP or Learning Support Plan, in conjunction with either a written report or a parent meeting. The parents of each student receive feedback from the class teacher, all specialists and the Inclusion Department. On a daily basis, the Inclusion Department provide evidence of individual progress via our communication platforms. In class, teachers encourage students to upload their own evidence with an explanation of what they



have done, using Seesaw and Showbie. For students with 1:1 support, notes are fed back to parents at the end of the day and encapsulate academic and personal/social development if necessary. The Head of Inclusion operates an open door policy and encourages parents to meet regularly to discuss progress and next steps, even outside of the school-wide monitoring cycle.

## **B. Communication**

Parents are kept regularly updated via Arcadia's learning platforms. Parents are able to post messages to the teacher as well as reply to those sent by school, to open up the opportunity for regular communication. Class teachers dismiss their class each day, further increasing opportunities for parents to make contact or vice versa. More formally, parents and teachers are encouraged to seek meetings when either party feels it is necessary; this can be a general update, to discuss a specific element of the student's progress or to work on next steps together. Parents are expected to meet with the class teacher and the Inclusion Department once a term as a minimum (during the school-wide parent meetings) and are encouraged to do so more often as they deem necessary.

## **C. Involvement**

The majority of parents take a keen and consistent interest in their student's learning. Where parents are less involved, the class teacher and Head of Inclusion will try and seek alternative times and approaches to meetings and feeding back. Parents are kept engaged with their student's progress via Seesaw and Showbie apps as well as by their student's written termly report. Targets are reviewed once every half term by the Head of Inclusion in conjunction with the class teacher and are updated termly and sent home for signed approval. The Head of Inclusion has implemented a new process which encourages parents of students in wave three to make an appointment to discuss their student's IEP more regularly and to be an active part of developing it further.

## **D. Support and Guidance**

Parents have multiple opportunities throughout the year to meet with the Inclusion Department in order to discuss strategies they may wish to implement at home or to further their understanding with regards to their child's needs. Additionally, the Inclusion Department provides resources for parents to use or access at home which benefit the student directly or indirectly by improving the adult's knowledge. The Head of Inclusion will establish a parent support group so that parents of students with Special Educational Needs can engage with one another too, as well as develop a suite of workshops to further develop understanding and support learning.

## **4. Curriculum Modification**

### **A. Relevance and Meaning**

Teachers modify the curriculum effectively for their students. The Inclusion Department provides specific guidance as to how to adapt planning and learning environments for individual needs and further modelling will enable the recommendations to translate fully into the classroom setting. All children of determination who require intervention beyond the standard classroom delivery and adaptation have an IEP. The Inclusion Support Teacher meets on a weekly basis with teachers to plan specifically for Students of Determination and ensures that the learning environment and resources being used maximise progress and attainment. As teachers' confidence in providing for Students of Determination increases, so will the impact on meaningful and relevant learning.



## **B. Expectations**

SLT, the Inclusion Department and class teachers all have high expectations of the progress each student of Determination in the school can make and fully accept that it is their responsibility to engineer this. The Inclusion Department advises on how this can be achieved and meets with teachers to adapt planning accordingly. IEPs are set long term achievement targets as exceeding targets, to encourage and measure accelerated progress over time. Adaptations to the curriculum and learning environment will be made as necessary for Students of Determination. Where appropriate, progress is monitored via SMART IEP targets so that expectations of progress are understood and are made consistent across the curriculum.

## **C. Active Learning**

Students' needs are quickly and readily assessed on entry to Arcadia. As a result, support and intervention are put into place so that learning is not held back by individual academic, personal or social need. Students may require full time 1:1 support, part-time 1:1 support or group support when in the classroom; this translates to their level of intervention outside of the classroom via the Inclusion Department. The Inclusion Department works closely with teachers to ensure appropriate modifications are being made for each individual to both their curriculum and their learning environment to ensure they are fully supported throughout the school day. The Inclusion Department and School Counsellor run a number of emotional and social interventions, in addition to academic ones, to promote holistic progress through active engagement. To improve, class teachers must be up-skilled so that they feel confident and able to plan, prepare and deliver support for Students of Determination even when the Inclusion Department are not working directly with them.

## **5. Personal Support**

### **A. Independence**

Arcadia continues to take active measures to ensure that Students of Determination are supported from a personal perspective. Class teachers are trained in their delivery of an inclusive curriculum and to ensure an inclusive approach is evident throughout. Learning Support Assistants are all trained by through the Head of Inclusion to further this notion. We continue to further develop Learning Support Assistants within school by delivering targeted CPD and relevant training to ensure that students are positive, confident and resilient. An ASDAN curriculum, which focuses on vocational learning and independent life skills has been introduced for the children in KS2 and KS3, based on need. A support key, to guide and monitor the level of support a child requires, tracks the level of support a child receives through marking so that this can be reviewed.

### **B. Learning Skills**

Teachers adapt their lessons to suit the individual needs of students in their class, ensuring consistency across the school. With the support of the Inclusion Support Teacher, lessons are taught effectively to ensure the development of critical learning skills. This is reflected across the year by the students' PIVATS data which places an emphasis on their ability to reflect on and to take responsibility of their own learning.

### **C. Graduation**

Each student's need is assessed on an individual basis at Arcadia, meaning the right level of support can be applied. Every term, in addition to a review of their IEP, a student's need for support is reflected upon and adapted as necessary. However, if modifications are required at an earlier stage, this will be



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discussed between the class teacher, the Inclusion Department and the parents when appropriate. We are keen to promote students' independence as much as possible and prefer them to develop as autonomously as they are able to, ultimately preparing them for adult life. As our students are all primary age, we would expect them to continue to rely on verbal prompting by the class teacher and continue to work towards them accessing their own resources in a lesson, making their way around school independently and engaging in social activities using taught approaches.

#### **D. Personal and Social Needs**

Students of Determination are fully included within their classroom environments, guided by the adults working with them to ensure they are active members of their class. The school values of Tolerance and Compassion, as well as constructive Moral Education lessons, help to ensure that other students are promoting inclusion and standing against discrimination. We continue to work to enhance students' personal and social needs outside of the structure and routine of the classroom. Identification of students who find it difficult to engage with their peers because of a difference in maturity or physical ability; sometimes find conflict resolution difficult or shy away from group situations informs appropriate intervention. We work to promote peer engagement in a variety of ways. The inclusion team collaborates with the school counsellor to support the children.

## **6. Progress and Outcomes**

#### **A. Assessment**

In addition to all whole school assessment procedures, childrens' personal progress is measured using against their long and short term IEP targets. In class, teachers assess all students (including Students of Determination) on an ongoing, lesson by lesson basis. Class teachers adapt subsequent lessons according to student needs and notify the Inclusion Department of any particular difficulties, or if new barriers to learning become apparent. Where appropriate, teachers, in conjunction with the Head of Inclusion, use the Access to Education SEND (A2E) assessment toolkit descriptors to ensure next steps are being targeted and that any gaps in learning are revisited or addressed through the student's IEP. Progress is considered and reviewed in regular data meetings with the Head of Inclusion and the Academic Board. Interventions and their impact are tracked using quantifiable outcomes, with evidence found in the children's work and referenced on their IEPs.

#### **B. Monitoring and Tracking**

With the exception of those working on a fully adapted curriculum, children are tracked using the whole school assessment procedures. In addition to this, interventions, personalised targets and goals are assessed and monitored over time by class teachers and the inclusion team. Teachers and the inclusion team collaboratively track children working significantly below their age expected attainment levels are tracked using the A2E assessment toolkit; they also use their own evaluations as well as relying on evidence from specialist teachers and Learning Support Assistants where appropriate. Students' progress is communicated regularly to the Head of Inclusion, the contents of which are then analysed to identify gaps in attainment and areas of strength. The information is then used by the Head of Inclusion and the class teacher to inform the level and quality of current and ongoing provision for each individual student.

#### **C. Progress Over Time**



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Student progress is continually monitored by the class teacher and Head of Inclusion. Marking in books adheres to the school marking policy and next step questions are personally targeted to ensure individual consolidation and progress. Evidence outside of books, for example from interventions, is collected via teaching tools so that there is ongoing documentation. Photographic evidence with a personalised description is particularly important for personal, social and emotional aspects of development. The level of support is consistently reviewed and individuals are regularly challenged to do more independently.

The transition between year groups or key stages is carefully managed and students are provided with a transition booklet to help them prepare for their next stage of education. Communication with parents is key to ensuring progress isn't just made in school, we seek to empower parents to support their child to make realistic gains at home as well. Parental involvement is also key during times of transition as they can assist the school in preparing their child for the expectations and demands of the next stage, whilst also allaying any fears, doubts or worries the student may have. All of these elements are combined to ensure that our Students of Determination are being consistently challenged and appropriately supported so that progress is sustained over time.

#### **D. Age-related Expectations**

At Arcadia we are keen to celebrate students' achievements across the curriculum so that attainment in all subjects is given as much credence as in the core subjects. By promoting a student's individual achievements and making them see their struggles as a challenge rather than a defeat, we create learners who strive to progress. As a result, we aim for Students of Determination to work within or towards their age-related expectations. Where this is not the case, we actively work to understand how to close the gap, closely monitoring progress. Behaviour for Learning is a key indicator for this and where students have made good progress or attainment in this area, they likely will have done across the curriculum too.

#### **E. Self-reliance**

Students with IEP targets discuss these with their teachers or a member of the inclusion team, before the document is printed and signed; the Head of Inclusion will take on board the individual's requests and will make changes to proposed targets as necessary. Students know that their IEP is their responsibility. Students regularly review their progress with the Head of Inclusion. Students need to be aware of what their targets are on an ongoing basis to increase their independence, therefore student-friendly IEPs have been given to each student to display inside their personal storage spaces within school.

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