



**مدرسة سمارت فيجن**  
**SMART VISION SCHOOL**

## **Inclusion Policy**

**2018-2019**

Reviewed: Feb 2019

## Introduction

The aim of this policy is to determine the provision provided for students with additional learning needs and the role of the Inclusion department within Smart Vision School. It provides all teaching and support staff with the latest Inclusion practices at Smart Vision School, as well as guidelines on various issues such as pupil referrals, use of support staff in the classroom, and roles and responsibilities.

Smart Vision School prides itself on its inclusive approach to education and is fully compliant with the KHDA Dubai Inclusive Education Policy Framework. We do not discriminate on the grounds of race, nationality, disability or cultural background. We see the diversity of our pupil and staff population as one of our greatest assets, and we make every attempt to give each and every pupil full access to the British National Curriculum programmes, which also uphold the morals and values of the UAE.

The school is guided by the UAE Federal Law (30) 2006 and Dubai Law No. 2 (2014) concerning the rights of pupils with special needs and ensuring equal opportunities for all pupils. We also adhere to the Executive Council Resolution No. 2 (2017), which regulates private schools in the Emirate of Dubai, Article 4 (14), Article 13 (16, 17 and 19) and Article 23 (4).

Teachers are assisted by specialist staff in the identification of and provision for an individual pupil's specific or exceptional learning needs. If a pupil should need additional learning support beyond that available at the school, then the school reserves the right to pass on to parents part or all of the additional cost incurred. Our determination to cultivate and maintain an inclusive ethos of the highest quality is fundamental to the way in which our school is developing. We define, implement and review all of our policies to promote inclusion. At all times we seek to provide exemplary leadership as role models ourselves.

## **Contents**

- Learning Support Statement
- Inclusive Practice
- Inclusion Support Team
- Responsibilities of Staff
- Process for Identification and Provision of Pupils with Additional Learning Needs on admission
- Process of identification and provision for existing pupils.
- Identification and provision guidelines
- Types of Support for Pupils with Additional Learning Needs
- Gifted and Talented Learners
- Parent Partnerships
- Professional Development
- Definitions

## **Appendix**

- Referral (Pebble) form
- Referral Guidelines

## Learning Support Statement

Difference and diversity are central in a 21<sup>st</sup> century school where all pupils enrolled should receive meaningful and equitable access to the curriculum.

Smart Vision School endeavours to identify and accommodate pupils with additional learning needs to assist them to access the curriculum. We aim to ensure the following processes:

1. The early identification of pupils with additional learning needs;
2. Effective and timely response to the needs of pupils with additional learning needs;
3. Effective learning and teaching practices using a differentiated and inclusive curriculum;
4. Programme provision that is effective and inclusive to meet the needs of all pupils;
5. Regular monitoring and evaluation of provision and the impact of interventions.

**Senior Leadership, in consultation with the Head of Inclusion, have the prime responsibility for decisions in relation to the education of pupils with additional learning needs.**

We acknowledge that:

- a. Pupils with additional learning needs are in every classroom.
- b. The identification of pupils with additional learning needs is an on-going process.
- c. Most pupils with additional learning needs can be provided for in the common learning environment with some form of support and differentiation to the curriculum. The education of all pupils remains the responsibility of the classroom teacher.
- d. The Inclusion Team will endeavour to identify these pupils upon admission, to allow decisions about their educational provision to be made.
- e. Parents have an obligation to divulge any information and assessment reports when enrolling and prior to any enrolment interview and initial assessment.

## **Inclusive Practice**

At Smart Vision School we aim to meet the needs of every learner in our school community. Inclusive practice ensures that we meet not just their academic needs, but also their social, pastoral and emotional needs, enabling every pupil to reach their full potential.

A culture for inclusion requires a progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organisational and pedagogical discussion and decisions.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

Inclusive education is not a project or an initiative; it must be reflected in the everyday life of the Smart Vision School community.

## **Inclusion Support Team**

In accordance with the KHDA Dubai Inclusive Education Policy Framework, the school has formed an Inclusion Support Team. This comprises the Principal, the Head of Primary, Head of Inclusion, and SEND Support Teacher(s). At Smart Vision School the nominated Champion for Inclusive Education is the Head of Inclusion.

Team members will:

- Work in close collaboration with class teachers and other educational staff by providing coaching and support;
- Meet regularly;
- Maintain minutes of these meetings;
- Utilise effective systems to follow up on specific actions and strategies;
- Assign learning support assistants to pupils and classes as needed and review these allocations routinely;
- Develop partnerships with centres and other professionals.

## Responsibilities

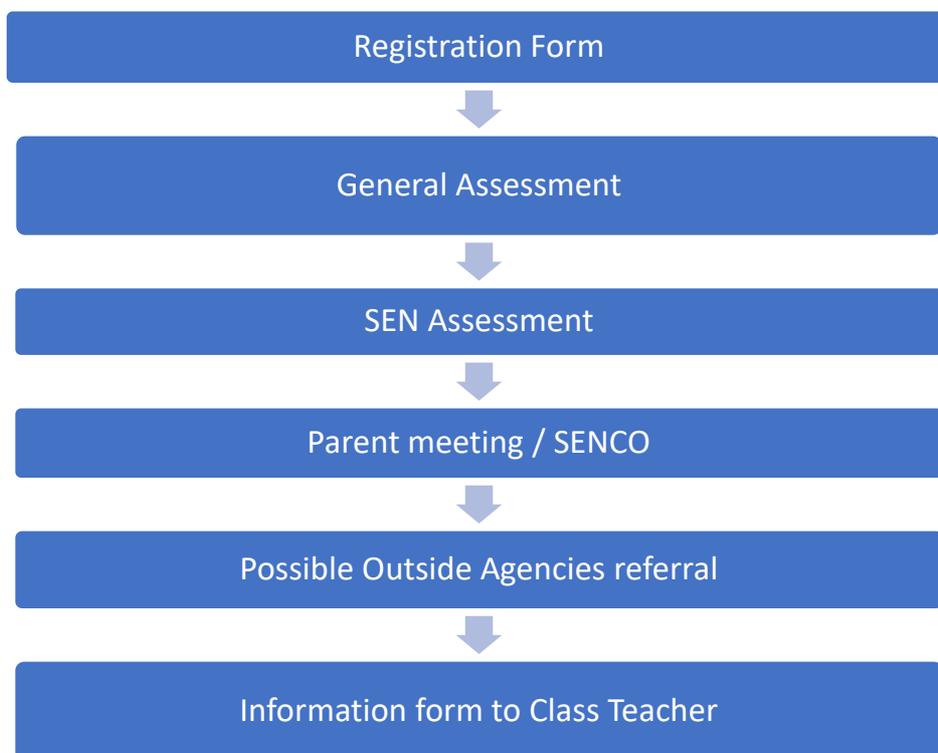
Smart Vision School has a responsibility to identify and cater for all pupils with additional learning needs.

- a. Teachers, in consultation with the Inclusion Department, have responsibility for identifying pupils who are experiencing learning difficulties or require modifications to the curriculum or environment.
- b. Teachers, with support from the Inclusion Department, have a responsibility to provide a range of opportunities and select a variety of teaching strategies to ensure every pupil reaches their academic and social/emotional potential.
- c. The Head of Inclusion is responsible for overseeing the day to day operation of the school's Inclusion Policy and overseeing the records of all pupils with Special Educational Needs.
- d. The Head of Inclusion is responsible for organising support for pupils with learning diversity needs and liaising with classroom teachers, parents and professionals to ensure a team approach.
- e. The School has a responsibility for provision of appropriate professional development for staff in the education of pupils with learning diversity needs.
- f. Class Teachers will write, review and implement Individual Education Plans, in consultation with parents, Individual Learning Support Assistants and pupils and with support from the Head of Inclusion and Learning Support Teachers.
- g. The Head of Inclusion and Learning Support Teachers will support teachers in making provision for pupils with additional learning needs, ensuring that their practice is fully inclusive.
- h. The Head of Inclusion and Learning Support Teachers will devise, deliver and evaluate 1:1 and small group interventions where indicated for pupils with SEND and additional learning needs.
- i. The Head of Inclusion is responsible for overseeing the employment, training and mentoring of Individual Learning Support Assistants.

## Process for new admission of pupils with additional needs

The admissions process at 'Smart Vision School' is thorough in order to ensure that every child that enrolls at the school has the appropriate support and are able to have their needs met in order to progress.

For pupils with additional needs the admissions process may be more in-depth to ensure that appropriate provision is in place as soon as the pupil starts school.



### Registration Form

The general registration form will have a section for parents to inform the school of any previous SEN concerns or diagnosis.

### EYFS SEN Assessment

The EYFS general assessment will take the form of group observations of children during play activities. SENCO will be present for all large group observations and individual observations when a SEN concern arises.

### Primary SEN Assessment

If any concerns arise during the initial assessment, the child may be required to complete additional specific SEN assessments to identify needs and to ensure appropriate provision is in place.

### Parent / SENCO Meeting

After all initial assessments have been completed, SENCO will meet with parents to discuss findings and strategies to ensure the child has appropriate provision in place when starting at the school.

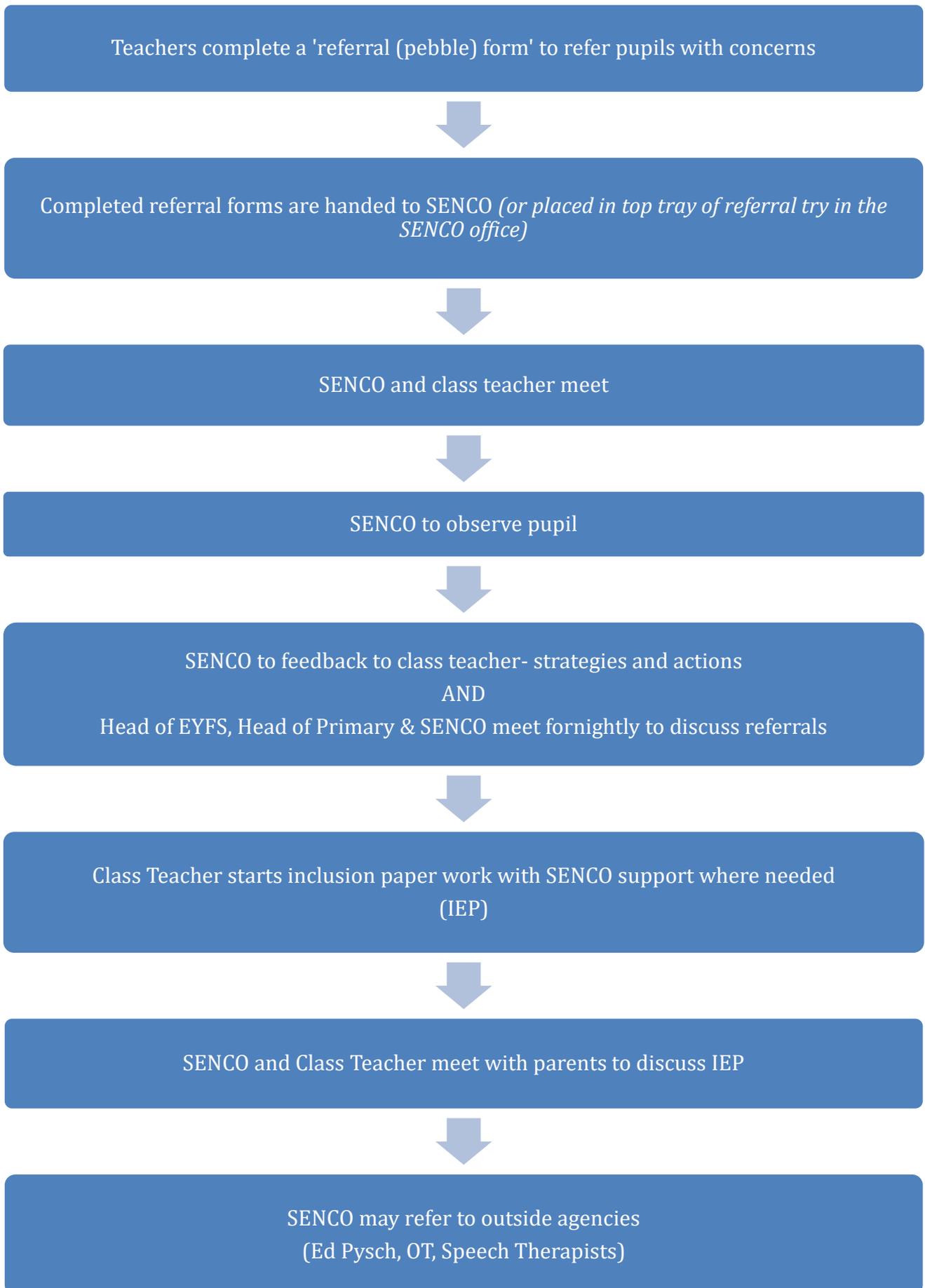
**Outside Agencies Referral**

Outside agencies referral may be recommended to the parents if additional expertise support is needed.

**Information Form for Class Teacher**

SENCO will complete an information sheet for the class teacher, detailing all the previous findings and parent meetings, to ensure class teacher is well informed.

## Process for referral and support of existing pupils with additional needs



## Identification and Provision guidelines

- a. Pupils may be identified at enrolment as requiring additional learning support and the information is passed to the Head of Inclusion so that provisions, adaptations and strategies to support that child can be implemented immediately;
- b. Once children are admitted and settled into school, a Class Teacher may have concerns about their learning and development. These concerns may result from class assessments, observations or interviews. Class teachers will then complete a Referral (Pebble) form to request an observation from the Head of Inclusion.
- c. The Head of Inclusion liaises with the classroom teacher and completes the observation and/or further assessments;
- d. The Head of Inclusion will support the Class Teacher in finding immediate strategies for differentiation, accommodations or modifications within the common learning environment;
- e. A child may be deemed at this point as **not** having a specific additional learning need but rather as being in need of some curriculum booster work such as Language or Reading booster groups, this support will be organised, carried out and the progress tracked by the Class Teachers and Phase Head. The Class Teacher will meet with the parents to discuss the booster support being given and how they can help their child at home. The Head of Inclusion will also keep a record of these children and review their progress after 6 weeks of curriculum adaptation and intervention to ensure the support is accurate and effective.
- f. Children who **are** identified as having additional learning needs will be added to the school's register of children with SEND.
- g. In these cases, a Team around the Child (TAC) meeting will then occur with parents, the Class Teacher, Head of Inclusion and any other relevant adults.
- h. Parents will receive feedback on observations and testing from the Head of Inclusion and Class Teacher. Where relevant they will discuss immediate strategies of support and/or request consent to refer to a professional agency for further assessment;
- i. An Individual Education Plan (IEP) is created as soon as possible by the Class Teacher with support from the Inclusion Team and agreed by the Team around the Child.
- j. When a pupil has been diagnosed by an outside agency, such as a psychologist or medical professional, and recommendations for support are given, these will be incorporated into the child's IEP.
- k. In some instances, a child may require 1:1 learning assistance to access the curriculum and the Head of Inclusion can support the parents to secure an Individual Learning Support Assistant.
- l. Once a child is added to the SEN register and IEPs created all provision, strategies and targets will be reviewed on a 6 weekly basis by the Team around the Child (TAC) to ensure appropriate progression and with the aim of removal or reduction of a child's barrier to learning.

## Types of Support

Inclusion is an on-going process that aims to increase access and engagement in learning for all pupils by identifying and removing barriers.

We aim to differentiate our curriculum and learning and find strategies and adaptations that ensure our all students needs are supported within the class. Where necessary to the type of need, children may receive additional support in the SEN room or another learning environment. Types of support for individual pupils will be determined by the Inclusion Department, in conjunction with parents, teachers and professionals.

Learning Support may be provided by a combination of the following:

- a. A differentiated approach by the classroom teacher;
- b. In-class support by a Learning Support Teacher or Teaching Assistant within the classroom;
- c. Small group or 1:1 work outside of the class;
- d. An Individual Learning Support Assistant;
- e. Therapeutic support from appropriate outside agencies, such as Speech and Language Therapy, Occupational Therapy, Psychology and Play Therapy.

## **Gifted and Talented Learners at Smart Vision School**

Gifted and talented learners have one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities). A gifted pupil is one who demonstrates those abilities in one or more subjects in the school curriculum, other than art and design, music and PE. A talented pupil demonstrates those abilities in art and design, music or PE.

A successful, ambitious learner with high potential needs high challenge and practice at taking intellectual risks. The pupil needs to develop their creativity and independent learning skills.

### **How parents can support an ambitious and high potential learner**

- Encourage risk- taking experiences
- View mistakes as a learning opportunity
- Affirm ability to cope with challenges
- Provide freedom to make choices
- Help develop independence
- Encourage involvement in extracurricular activities

### **How the school can support gifted and talented pupils**

#### **Provide:**

- High aspiration
- Challenge through differentiation or partial acceleration
- Activities that push outside their comfort zone
- Development of independent learning skills
- In-depth study or research
- Challenge through working with intellectual peers (collaborative learning)
- Mentor or buddy system
- Teach resilience

## **Parent Partnerships**

At Smart Vision School we are committed to building strong teams around our children with additional learning needs in order to:

- Facilitate every child's growth and development effectively
- Ensure parental, teaching and specialist expertise is shared to the best advantage for the child.
- Ensure our vulnerable families feel supported

We aim to do this by:

- Having an open door policy for parents with class teachers to share concerns and achievements.
- Have regular contact through meetings, email and the communication diaries.
- Provide termly parent workshops and informal coffee mornings to share expertise.
- Invite parents to volunteer in their child's class for school trips
- Utilise the parents vital knowledge of their child during TAC meetings to create IEPs and support strategies.

## **Professional Development**

At Smart Vision School we aim to embed inclusive practice into our standard educational practice. We aim to do this by training our staff in Inclusive practices and supporting their ongoing professional development. We will:

- Regularly conduct in class observations during termly reviews and give feedback to develop teaching skills.
- Support year group planning meetings to ensure there is effective differentiation to meet the needs of all students.
- Provide termly INSET in SEN related matters and strategies, either by Head of Inclusion or external specialists
- Sharing of best practice through informal sharing of pedagogical research and / or peer mentoring
- Provide opportunities for team teaching with the Head of Inclusion or Senior Leaders.

## Definitions

**Special Educational Need:** A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

**Impairment:** A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

**Disability:** A social condition that occurs when an individual with a long-term limitation experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

**Barriers:** Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

**Equity:** Equity occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

## **APPENDIX**



## Smart Vision School Referral (*Pebble*) Form

<b>Name of Student</b>	
<b>Teacher</b>	
<b>Class</b>	

<b>Date of Birth &amp; Age</b>	
<b>Nationality</b>	
<b>Home Language</b>	
<b>Other languages spoken</b>	
<b>Areas of concern (highlight as appropriate)</b>	Behavioural, Social and Emotional Sensory (hearing, vision, touch etc) Communication and Interaction Speech and Language Learning / Academic Physical Medical / health
<b>Any known medical/SEN needs or diagnosis?</b>	

**Describe your concerns:**

Baseline /most recent assessments							
Highlight the academic areas in which the child is working <b>below</b> their age	<b><u>EYFS</u></b>						
	PSED	Com & Lang	Physical	Literacy	Maths	KUW	EAD
	<b><u>Primary</u></b>						
	Reading	Writing	Phonics/spelling		Mathematics		

<b>OSAAT Language level:</b>	
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**SENCO Observation:**

**Next steps:**

**Completed Referral received on:**

**Observation completed on:**

**Next steps discussed with teachers on:**

## Referral Guidelines (Pebble form)

If a teacher has concerns regarding a pupil's learning the following procedures are in place.

- A pupil may be referred to the Head of Inclusion for an assessment and/or observation.
- The class teacher completes the Referral form and hands it to the Head of Inclusion. All fields must be completed.
- The Head of Inclusion will complete an observation of the child in class/at play and may request additional assessments to be completed by the Class Teacher or the Inclusion Team.
- The Head of Inclusion will support the Class Teacher in finding immediate strategies for differentiation, accommodations or modifications within the common learning environment;
- If a child is deemed at this point as **not** having a specific additional learning need but rather as being in need of some curriculum booster work such as Language or Reading booster groups then the Head of Inclusion will discuss these needs with the Senior Leadership team during the bimonthly Pebble meetings. This booster support will be organised, carried out and the progress tracked by the Class Teachers and Phase Head. The Class Teacher will meet with the parents to discuss the booster support being given and how they can help their child at home. The Head of Inclusion will also keep a record of these children and review their progress after 6 weeks of curriculum adaptation and intervention to ensure the support is having the expected impact.
- Children who **are** identified as having additional learning needs will be added to the school's register of children with SEND.
- In these cases, a Team around the Child (TAC) meeting will then occur with parents, the Class Teacher, Head of Inclusion and any other relevant adults.
- Parents will receive feedback on observations and testing from the Head of Inclusion and Class Teacher. Where relevant they will discuss immediate strategies of support and/or request consent to refer to a professional agency for further assessment;
- An Individual Education Plan (IEP) is created as soon as possible by the Class Teacher with support from the Inclusion Team and agreed by the Team around the Child.
- If it is deemed that a more formal assessment or specialist help is required then the school will seek parental support and consent to refer the pupil to an Educational/Clinical Psychologist/Therapist.
- All referrals to external specialists are supported and organized by the Head of Inclusion and funded by parents.