



Inclusion Policy

Al Ittihad National Private School – Khalifa

AY 2023-2024

Table of Contents

Statement of Intent	1
Students with Additional Learning Needs	1
Definition	1
Philosophy and Objectives	2
We aim to:	2
Provision.....	3
Procedure	3
Stage 1. Differentiation.....	4
Stage2. Learning Support Program/ Intervention	4
Stage 3. Student of Determination Support.....	5
Individual Education Plan.....	5
Roles and Responsibilities.....	6
The Principal	6
Student Support Committee.....	6
Head of Inclusion	7
Inclusion Teacher	7
Teaching Staff (Teachers and Assistant Teachers).....	8
Parents	8
Staff Development	8
External Agencies.....	8
Admission.....	9
Procedures of Identification and Eligibility Determination	9
Process of Developing the IEP	10
Gifted and Talented	11
Philosophy and Objectives	11
We aim to:	11
Gifted and Talented Definition	12
Process of Identification	12
Provision.....	13
Provision within the curriculum.....	13

Out of class activities.....	13
Provision through outside agencies	14
Monitoring and evaluation.....	14
Advanced Learning Plan	14
Roles and Responsibilities	15
The Principal	15
The Head of Inclusion.....	15
Teaching Staff	16
Parents	16
Staff Development.....	16
External Agencies.....	16



Statement of Intent

The Ittihad National Private School (INPS-AD) is committed to ensuring that the school is an inclusive barrier-free learning community. We intend to meet the academic and the social emotional needs of all students who are admitted to INPS- AD, including those identified as gifted or talented and those with additional learning needs.

Students with Additional Learning Needs

Definition

The term Additional Learning Needs is “Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented”. (ADEK Inclusion Policy, 2023)

In 2016 HH Sheikh Mohammed bin Rashid Al Maktoum introduced the term People of Determination to describe people who were formally called special needs as outlined in the Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs.

The law defines a person with special needs as someone suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communication, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs. This law protects the rights of people with special needs and guarantees them the right to live with dignity.

According to the INPS policies and ADEK Inclusion policy, these students require additional provision beyond that provided in general classrooms in order to achieve greatest benefit from the curriculum.

Philosophy and Objectives

The INPS-AD believes that our children, including those identified as having Additional Learning Needs have a common entitlement to a broad and balanced curriculum. We are committed to meeting the educational needs of students with Additional Learning Needs in the least restricted environment.

We aim to:

- Foster a positive and accepting inclusive culture throughout the school which values individual differences.
- Promote positive perceptions of students with additional learning needs and value any achievements whether they are social, emotional, academic or physical.
- Build confidence and raise self- esteem to enable students reach their full academic and personal potential.
- Ensure that there is a consistent, whole-school approach to the identification, support, and teaching of students with additional learning needs throughout the school
- Use our best endeavors to remove barriers to learning by providing high quality differentiated instruction.
- Empower teachers to make appropriate provision for all their students through appropriate support, information, and advice.
- Provide and encourage continuous staff professional development as well as sharing of good practice in relation to students with additional learning needs.
- Develop a partnership with parents and involve them in the formulation and the review of their child’s Individual Education Plan.
- Seek the views of the child and take them into account, where appropriate.

Provision

Inclusion is a whole school responsibility; every member of staff should contribute to the education of students with additional learning needs. The essence of effective students with additional learning needs provision is teamwork and cooperation amongst team members. The team consists of everyone involved with the education and well-being of the students: principal, section principals, leads, teachers, social counselors, inclusion teachers, head of inclusion, and the nurse.

Students from KG through grade 12 are supported inside and outside the classroom; individually or in a small group situation. Students with additional needs are the responsibility of all teachers and differentiation is the key to making the curriculum accessible. Some students may require additional support inside or outside the classroom; individually or in a small group situation, depending on their individual needs. Teaching and support staff attends regular training/coaching sessions with the inclusion team to enable them support the students with additional needs and provide the required accommodations and/or modifications based on their needs.

Procedure

Ittihad National Private School recognizes the importance of early identification and intervention. The school undertakes a gradual approach to the identification, assessment and support of students with additional needs. This is carried out through 3 stages. The nature of the learning difficulty is initially identified by the class teacher. Evidence can also come from parents or other teachers. The triangulation of data from CAT4, MAP, and PASS assessments is conducted by INPS-AD to who are potentially gifted and talented and/or with additional learning needs. *(SoD referral and identification is detailed in a flow chart)*

Stage 1. Differentiation

- The educational needs of the majority of students will be met in the classroom. The teacher designs instruction to meet the student’s individual needs.
- The teacher plans activities at the appropriate level to enable progress to be achieved.
- The teacher may differentiate the content, the process, the product, and the learning environment.
- The teacher takes into consideration the students’ learning styles and concentrates on students’ strengths to compensate for their weaknesses.

Stage2. Learning Support Program/ Intervention

- Learning Support/ intervention is initiated to students who are still experiencing difficulties despite differentiated instructions.
- Students are supported in small groups or through in class provision for a limited period of 6 to 8 weeks. The intervention plan is based on scientific research based and is customized for the needs of the students. It also provides strategies for teachers, parents, and students to use.
- The class teacher remains responsible for working with the students on a day-to-day basis. She/he will retain responsibility even where the interventions may involve group or one-to one teaching away from the classroom.
- After the period of 6-8 weeks, an evaluation will be held to determine next actions.
- If the student reaches the expected level, a meeting with the parents will then be arranged to share suggestions for supporting and maintaining the expected levels at home.
- Teachers and members of the student support committee will continue to monitor the student’s progress.

Stage 3. Student of Determination Support

Where the student does not make adequate progress, despite the support provided by the school, then parents are advised to seek a comprehensive assessment by external support agencies.

- The parents should ensure that the assessment takes place as soon as possible, so that the school can best meet the student’s need.
- The resulting diagnosis will be supported by an IEP, written by the Head of Inclusion in consultation with the parents, inclusion teachers, the social counselor, the student’s teachers and, where appropriate, the student. (Refer to Process of Developing IEP)
- The school will provide the student with specialized intervention by the inclusion teachers.
- Members of the student support committee will review the progress on a termly basis.

Individual Education Plan

An Individual Education Plan is developed for students who have formal documentation of a diagnosis from an educational psychologist or other specialists and therapists. The IEP will be communicated to teachers, parents, and other professionals. When appropriate, students will be encouraged to participate in their own IEP process. The IEP will be reviewed at least twice a year.

Roles and Responsibilities

The Principal

- Encourages and supports the integration of students with additional learning needs in the school community.
- The principal decides the school's general policy and approach to meet the needs of students with additional learning needs.
- Ensures that the best possible provision is made for all students with additional learning needs.
- Ensures that teachers are delivering high quality differentiated instruction through the performance appraisal process Monitors the effectiveness of the school's inclusion policy and provision.
- Insists that objectives for Senior Leadership Team and the school development plan include students with additional learning needs.
- Collaborates closely with parents, teachers, leads, section principals, and the administration to achieve optimum learning opportunities for students.
- Liaises with external agencies and specialists including medical and health services

Student Support Committee

The Student Support Team consists of the Principal, Section Principals, English Leads, Head of Inclusion, Inclusion teacher and or/ Support Teacher, Classroom Teacher, Nurse, Social Counselor and Guidance Counselor (other team leads and teachers will be invited when needed). The mission of the Student Support Team is to support the academic, social, emotional and physical growth of students in a safe and healthy environment. A collaborative approach is key to consider the child as a whole and to help identify the most effective ways to ensure his/her success. Members of the Student Support Team meet formally at the beginning of every term. In addition to that, regular by- weekly meetings are held throughout the academic year with the concerned members depends on individual student needs.

Head of Inclusion

- The head of inclusion oversees the day-to-day operation of the school’s inclusion policy and procedures.
- Helps with the process of organizing a whole school approach to improve on the quality of response to every student who has Additional Learning Needs.
- Ensures the early identification and intervention of students of additional learning needs.
- Contributes to the in-service training of all staff in relation to working with students of additional learning needs.
- Models and supports teachers with effective teaching strategies.
- Co-ordinates the provision to meet the individual needs of all students of additional learning needs.
- Maintains records and reviews Individual Education Plans that are shared with parents and teachers
- Collaborates closely with parents, teachers, leads, section principals, and the administration to achieve optimum learning opportunities for students.
- Liaises with external agencies and specialists including medical and health services

Inclusion Teacher

- Works closely with teachers and advises on appropriate strategies and resources to implement with students of additional learning needs in the classroom.
- Provides support to students with students of additional learning needs through withdrawal individually or in a small group, or through in class assistance.
- Collaborates with the Head of Inclusion to plan, implement, and regularly review the students’ Individual Education Plans (IEPs) as well as Advanced Learning Plans (ALPs).
- Monitors closely the progress of students of additional learning needs against identified targets.

Teaching Staff (Teachers and Assistant Teachers)

- Meet all students' needs within the classroom through differentiated instruction.
- Identify students who present with concerns and share information with section principal and Head of Inclusion.
- Take into consideration the individual plans and targets of students of additional learning needs when planning lessons.
- Devise strategies and identify appropriate methods of access to the curriculum.
- Draw on the head of inclusion and inclusion teacher for advice on assessment and strategies to support inclusion of students of additional learning needs.

Parents

Parents are key partners in the education of their child. Parents are encouraged to exercise their parental responsibilities with respect to their child's needs. The school actively seeks to work with parents and values the contribution they make. Parents must inform the school if their child is diagnosed with Special Educational Needs.

Staff Development

The school is committed to developing the expertise of all staff in relation to students of additional learning needs to enable them to meet the students' needs.

External Agencies

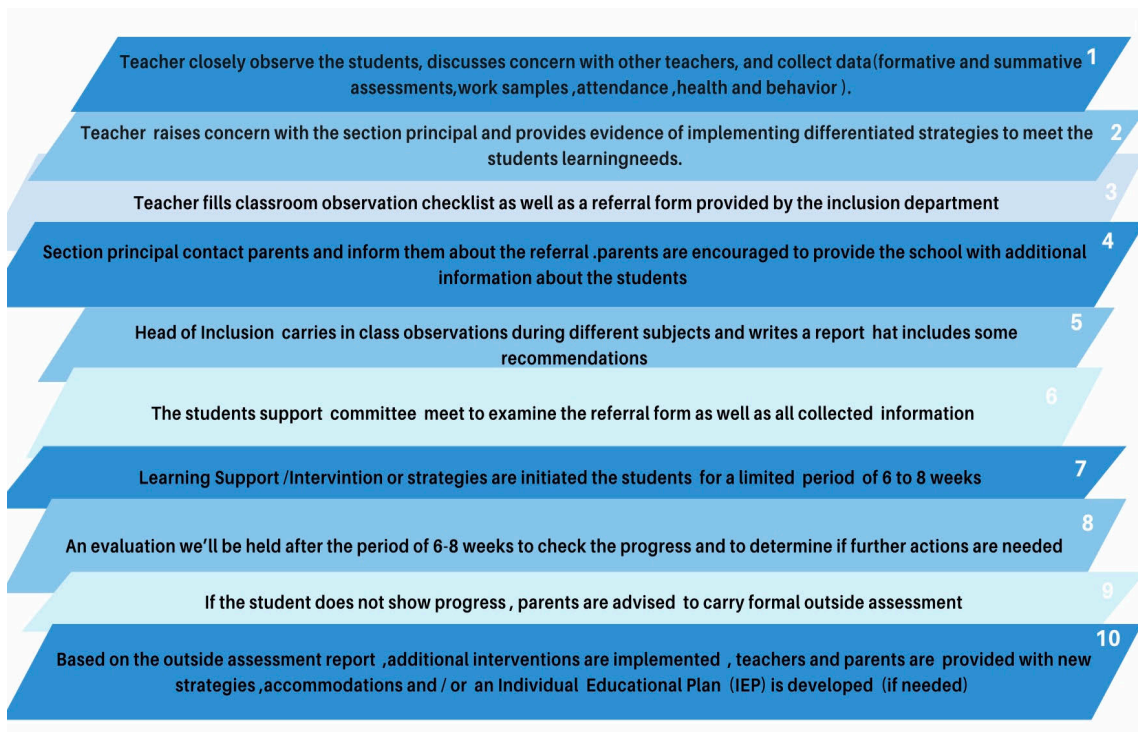
The school seeks to build strong working relationships and links with external support services in order to fully support students of additional learning needs and aid school inclusion.

Admission

Children with students of additional learning needs will be considered for admission on an equal basis with all other children provided that there are good prospects of meeting their needs. The INPS-AD admits students with students of additional learning needs and offers additional appropriate learning support as required or needed. As per ADEK’s guidelines, the school has the right to charge additional fees for the provision of extra support as per their individual needs and the external report. The additional fees must not exceed 50% of the approved tuition fees for other students.

The CAT4 is conducted by INPS-AD as part of the admission process to identify the students who are potentially gifted and talented and/or with additional learning needs. CAT 4 test is used as a data point (alongside qualitative and quantitative in-school data) to analyze the correlation between CAT4, MAP and PASS (Pupils Attitudes to Self and School) through triangulation of data that will lead to appropriate intervention and effective support for identified individual needs

Procedures of Identification and Eligibility Determination



Process of Developing the IEP

- After completion of the pre-referral, referral, evaluation, and eligibility steps of the IEP process, it is time to develop the actual individualized program plan.
- Once it is decided to develop an IEP, the Inclusion Department calls for IEP Meeting, which includes members of the Student Support Team consists of the Deputy Director, Academic Advisor, Section Principal, English Leads, Head of Inclusion, Inclusion teacher and or/ Support Teacher, Classroom Teacher, Nurse, Social Counselor, Guidance Counselor (other subject leads and teachers will be invited when needed, and the student (if appropriate) to take his/ her opinion into consideration.
- In the meeting, the team members report findings and review existing data
- The team identifies strengths and priorities needed.
- The team writes prioritized goals that the student can achieve by the end of IEP (Annual goals and short objectives).
- The team determines the least restrictive environment for plan implementation.
- The team determines services and supports the student will need benefit from and make progress in the program.
- The team determines the IEP components:
 - Present level of Academic Achievement and Functional Performance
 - Measurable Goals and Objectives
 - Special education and related services
 - Individual accommodations and modifications
- The projected date for the beginning and duration of the services
- The team discusses what data collection strategy will be used to measure the progress toward reaching these goals.

Implementation of IEP: *Once the IEP is developed, the student's services and individualized program begin. We make sure that the information is shared with everyone involved in the plan implementation. Accommodations are also provided for both instructions and testing to support the child's educational program.*

Gifted and Talented

Philosophy and Objectives

The INPS-AD recognizes that gifted and talented students have unique educational needs. The school is committed to ensuring that the needs of gifted and talented students are catered for in order for them to reach their full potential.

We aim to:

- Foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- Ensure that there is a consistent, whole-school approach to the identification, support and teaching of Gifted and Talented students
- Identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- Provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it.
- Empower teachers to make appropriate provision for all their students through appropriate support, information and advice.
- Encourage staff development and sharing of good practice
- Develop a partnership with parents and involve them in the formulation and the review of their child's Advanced Learning Plan
- Seek the views of the child and take them into account, where appropriate

Gifted and Talented Definition

“These are students whose outstanding abilities make them capable of high performance. Their needs require specific consideration within mainstream educational programs. Their current attainment /achievement or perceived potential places them significantly in advance of the majority of their peers in one or more of the following areas:

- a) Intellectual ability
- b) Subject-specific aptitude (e.g in science or mathematics)
- c) Social maturity and leadership
- d) Mechanical/technical/technological ingenuity
- e) Visual and performing arts (e.g. art, theatre, recitation)
- f) Psychomotor ability (e.g. dance or sport)”

Process of Identification

Multiple criteria are used to identify Gifted and Talented Students. Information can be gathered from both qualitative and quantitative sources. The process of identification is ongoing and may be initiated by any staff member. Concerted efforts will be made to search out and address the needs of underachievers with latent high ability as well as learners with dual exceptionalities. A range of evidence will be collected by teachers or any other staff members and this will include some of the following:

- Teacher’s nomination
- Teacher’s or any member of staff observation
- Anecdotal evidence
- Teacher’s checklists
- Formative and summative assessments
- Standardized assessment tests (e.g. Map tests)
- CAT4

- Creativity tests
- Information provided by external agencies
- Reports from previous schools
- Any other relevant information

All of the above will be cross referenced to determine a cohort of 5 to 10% of the whole school population. If agreed that the criteria are met, the child's name is entered in the G&T register and parents will be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Provision

Provision within the curriculum

All teachers will have high expectations of their students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. We aim to provide gifted and talented students with more access to independent extension activities.

Out of class activities

Extra-curricular activities are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skill.

- Extra-curricular activities and clubs
- Opportunities for artistic, dramatic and sporting development
- Visits and field trips
- Competitions

Provision through outside agencies

Parents should inform the school if their child is engaged with any gifted and talented program outside the school. The Head of Inclusion will provide the parents with information about external agencies that could assist their child to develop his area of strength.

Monitoring and evaluation

The performance of identified students is consistently monitored with a variety of strategies including:

- In-class assessment results
- Collegial discussions about the progress of individual students and the effectiveness of teacher programs
- Anecdotal records and observations
- Interviews with parents and students
- Standardized tests
- Work samples
- School counselor recommendations

Advanced Learning Plan

“An Advanced Learning Plan (ALP) will determine how the special needs of gifted and talented students, capable of high performance in one or more areas, will be met”. *ADEK*

Roles and Responsibilities

The Principal

- The principal ensures inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- Develop and review the inclusive provision as part of the school Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- The principal decides the school’s general policy and approach to meet the needs of Gifted and Talented students.
- The principal monitors the effectiveness of the school’s Gifted and Talented policy and provision.
- Through the performance management process, the principal will ensure that objectives for Senior Leadership Team and the school development plan include Gifted and talented.

The Head of Inclusion

- The Head of Inclusion oversees the day-to-day operation of the school’s Gifted and Talented policy and procedures.
- Assists staff with differentiated planning
- Collects examples of exceptional work
- Monitors the provision of Gifted and Talented students
- Liaises with external agencies and experts
- Plan, implement, and regularly review the students’ Advanced Learning Plan
- Monitor closely the progress of Gifted and Talented students against identified targets.

Teaching Staff

- Meet all students’ needs within the classroom through differentiated instruction
- Identify students who are more able in their class
- Take into consideration the Advanced Learning Plan of Gifted and Talented students when planning lessons
- Devise strategies and use appropriate resources to challenge the more able
- Monitor the performance of the more able

Parents

- Parents are key partners in the education of their child. Parents are encouraged to exercise their parental responsibilities with respect to their child’s needs. The school actively seeks to work with parents and values the contribution they make.

Staff Development

- The school is committed to developing the expertise of all staff in meeting the needs of Gifted and Talented students.

External Agencies

- The school seeks to build strong working relationships and links with external support services in order to fully support Gifted and Talented students and aid school inclusion.
- The Gifted and Talented policy is monitored by the Senior Leadership in INPS and the Head of Inclusion and reviewed on an annual basis.

Review of Policy

Document Title: Inclusion Policy	Created by: Inclusion Department	Revised and approved by: Ms. Fatima Yousef	Pages 19 of 19
Version: 8	Created on: 17/09/2016	Approved on: 14 February 2024	Property of INPS

