



## Inclusion Policy

<b>Company/ Organisation:</b>	Star International School Mirdif
<b>Address:</b>	24B Street, Mirdif Dubai
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### [Inclusion Statement](#)

At Star International School - Mirdif, we aim to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation that a child might have. We understand the importance of the full participation of Students of Determination in all aspects of school life, academically and socially.

We fully support the vision for Dubai to become a fully inclusive city by 2020. The purpose of this policy is to provide a single point of reference for all stakeholders regarding the procedural information to assist in accessing programs and services provided for students of Determination (SoD).

This policy follows international and National rules and guidelines, and the most recent [Dubai Inclusive Education Policy Framework \(2017\)](#) standards and the guidelines of the [Implementing Inclusive Education: A Guide for Schools \(2019\)](#).

At Star International School, Mirdif the English National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through:

- Setting appropriate learning challenges
- Responding to the diverse needs of the children
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;

The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, abilities, gender or background.

We are committed to meeting the needs of all groups of children within our school including those with specific needs ( Academic, Social, behavioural, emotional and Physical).

The school is committed to providing an environment, within its resources and Health and Safety consideration, that allows the participation of all children. All classroom entrances are wide enough for wheelchair access and designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.

The school, where necessary, will modify the National Curriculum and its assessment arrangements. Star International school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. Star International School achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, Star International School also supports learning through the involvement of appropriate external specialists.

### [Inclusion Vision](#)

*At Star International School we aim to create and promote inclusive settings that value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards, by identifying our students' strengths and needs and removing any barriers to inclusion. We do this by taking account of pupils' varied life experiences, cultures and needs. We offer a broad and balanced curriculum and have high expectations of all our children.*

### [Terms and definitions](#)

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According to The UAE [Federal Law 2006 \(No.29\)](#) a **person with special needs** is a person suffering from a temporary or permanent, full or partial deficiency or infirmity in a physical, sensory, mental, communicational, educational or psychological ability/abilities to an extent that limits a person's possibility of performing the ordinary requirements as people without special needs.

The same law defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

A **Disability** is a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

The **The revised 'Categorisation Framework for Students of Determination (19-20)** definition of a Student of Determination: "A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age".

### [Categories of disability and barriers to learning](#)

At star we follow the UAE unified categorisation of disability:

<b>Common barriers to learning</b>	<b>Categories of disability</b> (Aligned with the UAE unified Categorisation of Disability)
<b>Cognition and Learning</b>	<ol style="list-style-type: none"><li>1. Intellectual disability (Including Intellectual disability -unspecified)</li><li>2. Specific learning disorders</li><li>3. Multiple disabilities</li><li>4. Developmental delay (younger than 5 years of age)</li></ol>
<b>Communication and Interaction</b>	<ol style="list-style-type: none"><li>5. Communication disorders</li><li>6. Autism Spectrum disorders</li></ol>
<b>Social, Emotional and Mental Health</b>	<ol style="list-style-type: none"><li>7. Attention Deficit Hyperactivity Disorder</li><li>8. Psycho- emotional disorders</li></ol>
<b>Physical, Sensory and Medical</b>	<ol style="list-style-type: none"><li>9. Sensory impairment</li><li>10. Deaf-Blind disability</li><li>11. Physical disability</li><li>12. Chronic or acute medical conditions</li></ol>

### [Legislation](#)

The Inclusion policy and procedures at star follow international and National rules and guidelines of various legislations and frameworks such as:

[The United Nations Convention for the Rights of Persons with Disabilities](#)

[Federal Law 2006 \(No.29\)](#)

[Dubai Law 2014 \(No.2\)](#)

[Executive Council Resolution No. \(2\) of 2017 – Regulating Private Schools in the Emirate of Dubai](#)

[Dubai Inclusive Education Policy Framework \(2017\)](#)

[Implementing Inclusive Education: A Guide for Schools \(2019\)](#)

[The revised 'Categorisation Framework for Students of Determination \(19-20\)](#)

Our policies procedures, and the school's Strategic Inclusive Education Plan are monitored and reviewed regularly to ensure that all children at Star:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
  
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
  
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully regardless of disabilities or medical needs.

[The Inclusion Support Team:](#)

At Star we value the collaboration between the different stakeholders to remove any barriers to inclusion, and to create the best plans that enhance the academic and social school experiences and outcomes for all students, this is done by:

- Identifying individual profiles of need
- Outlining and delivering specific strategies for learning
- Generate specific academic, social and behavioural targets

## Roles and responsibilities of the Inclusion Support Team

### The School Principal

- \*Enabling the school community to think and act in more inclusive manner
- \*Communicate a school Vision
- \*Conduct a school-wide review
- \*Ensure that all staff receive the required support
- \*Provide an annual programme of CPD for all staff
- \*Ensure that recruitment and induction prioritise inclusive practices as a key component of professional roles

### The Head of Inclusion

- \*Supporting teachers to identify and develop specific strategies to support all children
- \*Provide advice and guidance to teachers and parents
- \*Observe, assess and identify special educational needs
- \*Promoting high expectation for all students
- \*Develop and implement the school's Strategic Inclusive Education Improvement Plan "SIEIP"
- \*Collaborate with specialists (Therapists, counsellors, psychologists)
- \*Facilitating collaborative meetings to develop IEPs
- \*Supporting and monitoring teachers in the development and implementation of specific targets and strategies

### The Inclusion Champion

- \*Is the key advocate for the Inclusion of Students of determination:
  - \*Supporting the development of inclusion (ideas, practices, attitudes)
  - \*Positive relationships with the community
- Updating SLT

### The Learning Support Teacher

\*Coach and mentor for classroom teachers as they work to develop practices that of meet the needs of all learners

\*To spend no less than 60% in class

\*To spend up to 25% working with individuals or small groups

\**Develop the skills* required to apply the essential components of professional support which are:

-*Observation of teaching and learning* (initial class visits and review of students' needs in order to set goals)

-*Collaborative review of students' data*

-*Co-planning* (identifying strategies, intervention approaches, learning activities and assessment methods)

Modelling: To model strategies that can be used in class for both teachers and LSAs

-*Co-teaching*: In class support

-Collaborative reflection: monitor and evaluate improvements

-Gradual release from responsibility: As the confidence of the classroom teacher grows and enhanced practices become embedded

Teaching groups of children who need specific interventions.

### The Classteacher

\*Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom.

\*working with a collaborative team including parents, LSTs, LSAs and specialists.

\*planning whole class, group, and differentiated instructions and delivering them incorporating any needed modifications and accommodations to maximise their students' achievement

\*taking part in the development of the IEP and its progress review

\*implementing goals set in the IEP

\*managing information about students and communicating this information to parents and other relevant personnel

\*supervising and coordinating work with the LSAs

### The Learning Support Assistant (LSA)

- \*To work in collaboration with classroom teachers, and be involved in assessment processes, record keeping, lesson-planning, and resource development
- \*providing individual support to a specific student
- \*promoting access to targeted support outside of the classroom
- \*working on differentiated activities with groups of students
- liaising with the leader of provision for students of determination
- \*developing social/emotional skills
- \*working with teachers to monitor the progress of students
- \*supporting intervention or therapy sessions.
- \*Developing independence

### The Inclusion Governor:

- \*Developing the necessary skills, knowledge and understanding that are necessary to realise meaningful Inclusion
- \*Set strategic directions through a clearly stated Inclusion Vision
- \*Allocate financial investment (resources)
- \*Monitor the overall educational performance of the school
- \*Prioritise the development of a fully inclusive system.

### Parents' Representative and Students' of Determination Representative:

- \*To promote the school's Inclusive vision
- \*To advocate for Inclusion



## [Admissions, Participation, and Equity](#)

The entry assessment process for students of determination is in accordance with the UAE [Federal Law 2006 \(No.29\)](#) , [Dubai Inclusive Education Policy Framework \(2017\)](#) , and the [Directives and Guidelines for Inclusive Education](#).

The entry assessment focuses on identifying strengths and challenges to learning in order to allow the school to identify the best strategies and ensure needed provision is in place to admit the student.

No child will be refused a place at the school on the basis of Special Educational Needs or a Disability, and the admission of Students of Determination who are siblings of existing students is prioritised.

At Star International school we follow the social model, and educational provision is not dependent on any type of psychological diagnosis. We ensure that Students of Determination are able to engage and participate in quality learning experiences alongside their peers, and the support from an outside agency is only deemed important when our internal informal assessments prove to be insufficient to identify barriers and form individualised strategies.

Students of Determination are assessed by both the Phase leader and the Head of Inclusion. At the time of admission if submitted reports or assessments reveal that a child needs extra support that the parents are not willing to provide, a risk assessment will be undertaken by the school. If the school has evidence that there are health and safety concerns, or if the school does not have the appropriate resources to support the child, then the school will need to review all information and make a decision whether or not to accept admission. If there is a recommendation that the child needs a Learning Support Assistant (LSA) to support learning, the parents will be informed if this will fall under the Standard school Service or if the cost of this will be passed onto parents in line with the school fee policy.

If a child is receiving specialist services, such as Speech and Language Therapy, parents are responsible for providing the school with all relevant information, both at the admissions stage and once they have joined the school.

Each admission at Star International is unique and the circumstances and context of each child (including Students of Determination) is also taken into account when making a decision. Although we aim to ensure that any child being accepted has the basic language skills required in order to be able to absorb the curriculum coverage being taught, there are extenuating circumstances that may affect our decision making process. At times children may require an Arabic assessment in order to gauge their true potential, this will be arranged. Additionally, we may also invite children to undertake an extended in-class assessment, in which the child in question will be monitored during a regular class lesson by an appropriate member of staff (either a member of SLT or the Inclusion Department). In allowing for in-class assessments, this takes into account the fact that on some occasions, children simply do not perform to their true potential in a one-off assessment scenario. As such, we believe that – where necessary – an extended in-class assessment allows for the fairest representation of a child’s overall abilities; thereby allowing us to make as much of an informed decision during any prospective admission as possible.

In year assessments will also follow the procedures above, with perhaps a small differential according to the age related expectations.

In exceptional circumstances, when the school denies the admission of a Student of Determination, KHDA’s Directives and Guidelines For Inclusive Education will be followed and the non-admission notification form will be shared with the KHDA and with the parents stating the criteria and rationale behind the decision.

Children transferring from other schools will be provided for with regard to the recommendations of their previous school, with amendments made if appropriate. The school does not specialise in one particular area, but aims to cater for the needs of all children. Admission Arrangements need to be followed as outlined above and in the Admissions Policy.

### [Systems and Support](#)

At Star our support services come under the Standard School Services as per the guidelines in [Implementing Inclusive Education: A Guide for Schools \(2019\)](#).

#### **The Standard School Service:**

The school’s basic tuition fee will enable students of determination to access the support of learning support teachers as well as a part time LSA if needed.

### **The Individualised Service agreement:**

As per the KHDA guidelines “Where individualised provision is required, and is not available through the standard school service, schools may, in partnership with the student’s parents, register an individualised service agreement”.

Should a student need the full time support of a LSA (the cost of this will be passed onto parents in line with the school fee policy). The following procedures will be followed:

1. **Assessing the Level of Risk:** The inclusion support team should use evidence such as progress data to prove that the student is at significant risk of not participating and making progress without access to specialist services or individualised provision.
2. **Engaging with Parents:** Sharing and discussing evidence and solutions with the parents.
3. **Collaborative Planning:** to collaborate with the parents and the student (where appropriate) to create a service plan.
4. **Agreeing the Individual Service:** Parents to sign an agreement that states the fees.
5. **Registering the Agreement:** The head of Inclusion will work with the principal to complete and submit the **individualised service agreement to KHDA** using the designated online form.

### **The role of the Learning Support Assistant (LSA):**

LSAs are employed by the school and in order to foster the independence and the confidence of students who need this kind of support, a student is supported by different LSAs throughout the year.

For some students an LSA can be employed by parents, the head of Inclusion interviews the LSA in order to ensure that the LSA is suitable for the student’s needs.

The role of an LSA who is employed by the parents is similar to school employed LSAs.

The classroom teacher is responsible, and ultimately accountable for, the impact and outcomes of the students' educational programme. The role of the LSA is to support this process by aiding the classroom teacher in the development of a stimulating and productive learning environment. The effective role of LSAs lies in enabling students to become independent and confident learners.

An LSA works under the general direction of a teacher in the classroom, and under the supervision of the Head of Inclusion. The Head of Inclusion sets out a vision for the role and purpose of LSAs defining the contribution they will make to learning. Teachers should inform the LSAs of the skills or knowledge the students they support should be developing, and the learning they want them to achieve by the end of the lesson.

**Teachers and LSAs work collaboratively to:**

Teacher Responsibility	LSA Responsibility
Plan and supervise student instruction	Support the student to participate in instruction
Keep the same frequency of interaction with the student who has special needs as with his/her classmates	Maintain proximity to the student with special needs only as much as needed in the classroom
Supervise and make modifications to the regular curriculum based on student need and ensure that accommodations are provided	Ensure that modifications of the regular curriculum are carried out and accommodations recommended are provided
Comment regularly to the LSA and the learning support teacher about the progress of the student	Be responsive to the suggestions of the teacher and LS teacher about the progress of the student

Report on student progress in terms of academics, behaviour and socialisation	Report on student progress in terms of academics, behaviour, daily living and socialisation and refer questions about student progress to class teacher, learning support teacher and head of LS
Collaborate with parents, LS teacher and LSA that is consistent with those of all students in the classroom	Develop a relationship with parents, subject/class teachers and LS teacher and refer conversations about the student to the teacher

- Support for students who are Gifted and Talented and Students who learn English as an Additional Language (EAL) is explicit in the Gifted and Talented Policy and the EAL Policy.

#### Identification procedures

- A student is identified as possibly having a learning difficulty (LD) through a referral by teachers or parents.
- Assessment results review (CAT4, GL, informative and summative assessments). Class teachers are responsible for identifying children with SEND.
- In the first instance, teachers are responsible for making differentiated arrangements within the class for all children. When these arrangements do not result in sufficient progress, the class teacher will refer the child to the Head of Inclusion using the referral process.
- When a student is referred, the Head of Inclusion will observe the student in class and in the first instance, offer advice in order to support teachers.
- If, after a period of time ( not more than 4 weeks) in accordance with the “School For all document/ General Rules for the Provision Of Special Education Needs services” the student’s needs cannot be met in class, the Head of Inclusion, will carry out a screening test after seeking parental consent.

- The results of the screening test will be shared with the teachers and parents, and if a student is found to be eligible for Learning Support services the student will be added to the SoD register and an IEP will be developed, as well as a student's profile, showing recommendations and strategies for all teachers. Strategies to support the student at home are also shared with the parents.
- The IEP targets should be SMART: Specific, Measurable, Achievable, Relevant, Time limited. The IEP will document strategies used to support the child. When an IEP is written, parents and the student- if appropriate- are invited to discuss the IEP and their views and feedback also feed into the provision. IEPs are reviewed termly for progress against agreed outcomes.
- In some cases, parents will be advised to seek the opinion of an external agency (Educational Psychologist), or therapist, in order to fully understand the student's strengths and needs, and to ensure that the student is receiving the extra needed support outside school, for example, behavioural therapy sessions, speech and language sessions, or occupational therapy sessions.

#### Intervention:

In order to cater for the needs of all students and to provide specific support to meet the needs of our Students of Determination, at Star we follow a graduated system of support:

#### Wave 3:

Students of Determination who require **Individualised Support provision**. Students will need an Individualised Education Plan (IEP).

#### Wave 2:

Students of Determination who require **Targeted Support Services** for students who are falling behind age expected levels of performance. At wave 2 Interventions are specific and time-limited. Some students in Wave 2 may require enhanced support through an IEP.

#### Wave 1:

High quality differentiated teaching in the classroom **General Support Services**. This requires classroom teachers to collaborate with support teachers, learning support

assistants and other professionals to implement strategies that promote engagement and lower barriers to learning.

Students' attainment and progress will be assessed regularly by staff to provide the right support. Needs can be identified at any time and referrals are made to the Inclusion Team as soon as a possible need is identified. The school aims to identify and provide for a child's needs as early as possible.

### [Access to Fair Assessment](#)

Throughout their time in school, information about possible need for examination access and concessions will be gathered by classroom teachers. If a pupil needs special concessions we will begin by applying those concessions in assessments and examinations during KS3. This is so that we can identify the correct concessions and it can become their Normal Way of Working (NWOW) Some concessions which might be granted would be:

- Extra time of up to 25%
- A Laptop or computer
- Use of a scribe
- Use of a reader or 'reading pen'
- Access to a quieter environment

Pupils who are given these concessions would need to be externally assessed in year 10 so that their concessions can be approved by an external assessor and the JQC (Joint Qualifications Council) These concessions are agreed with pupil and parent and trialled through year 10 and the year 11 mock examinations.


### [The Individualised Educational Plan \(IEP\)](#)

- The IEP is a key component in the intervention process for SoD
- An IEP should be implemented within six weeks of a student being admitted into school
- IEPs are created in collaboration between the class/ subject teacher, the learning support teacher, the student (if appropriate), the parents, the LSA (if applicable), and any external therapists (if applicable)
- IEP meetings are led by the Head of Inclusion and attended by all stakeholders as mentioned in the above point

- The key subjects that are supported by an IEP are : English, Maths, and Science, a student might also have targets related to social and behavioural development
- The IEP targets are tracked weekly by the class teacher, the Inclusion Support teacher and the Learning Support assistant (if applicable)
- IEPs are reviewed termly, IEP targets may be changed before the review date if the targets are achieved earlier
- Parents are informed about any change in the IEP targets, and a meeting is held for each review.
- IEPs must be signed by parents to signify their involvement and authorisation of the associated educational programme.

Summary

At Star International School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

<b>Prepared/Revised:</b>	Ms. Rachel Rebecca Brown Head of Inclusion	RRB	<b>Date of Signature:</b>	20/06/2023
<b>Approved &amp; Authorised:</b>	Neal Oates Principal		<b>Date of Signature:</b>	22/06/2023