

Inclusion Policy 2022/23

Star International School

Al Twar & Al Qusais



Approved by Principal:	Dolly Goriawala
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Introduction

Star International School Al Twar is an Inclusive school and fully embraces the UAE federal and Dubai based legal frameworks that have been developed to promote and regulate Inclusive Education in Dubai.

This policy is guided by:

- UAE Federal Law (29) 2006, articles, 12, 13, 14 and 15) and its updates in 2009 concerning the rights of people of determination
- Dubai Law No. 2 (2014) which protects the rights of people of determination in Dubai
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010) which is the legally binding international human rights treaty for people with disabilities (signed by the UAE in 2008 and ratified in 2010)
- Executive Council Resolution No (2) 2017, Article 4 (14), Article 13 (16, 17 & 19) and Article 23 (4) which emphasises the need for anti-discriminatory practices for students of determination

This policy is framed by the Dubai Inclusive Education Framework (2017); Revised Categorisation Framework for Students of Determination (2019), Implementing Inclusive Education: A Guide for Schools (2019) and Directives and Guidelines for Inclusive Education (2020) which details the standards necessary for the implementation of inclusion and equality in school. To:

- view and value student diversity as integral to the human condition
- recognise the learning potential of all pupils
- engage with theories of learning and differentiated approaches
- acknowledge that all students have a right to an education
- prevent marginalisation and discrimination
- reduce barriers to participation in learning by adapting, modifying curricular and teaching and learning strategies
- reject ability labelling in teaching
- facilitate an inclusive culture and be accountable through the programmes, practices and outcomes of the entire learning community

School Aim

“Ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs.”¹

At Star International School Al Twar, we aim to provide every possible opportunity for all children and young people to achieve the best possible educational outcomes by providing a broad and balanced curriculum and a comprehensive range of extra-curricular activities. All pupils at Star International School Al Twar and particularly our Students of Determination are offered an education that enables them to become confident young people with a growing ability to communicate their own views and ready to make a successful transition into the next phase of their life.

To ensure this happens successfully we will work tirelessly to remove barriers to ensure students with Special Educational Needs and Disability, English as an Additional Language and those identified as Gifted and Talented can have the same excellent experience of school and learning as their peers.

Star International School Al Twar is committed to providing all students with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling students to become active, responsible and caring members of the school and wider international community.

“The law provides for equal care, rights and opportunities for people of determination in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities.”²

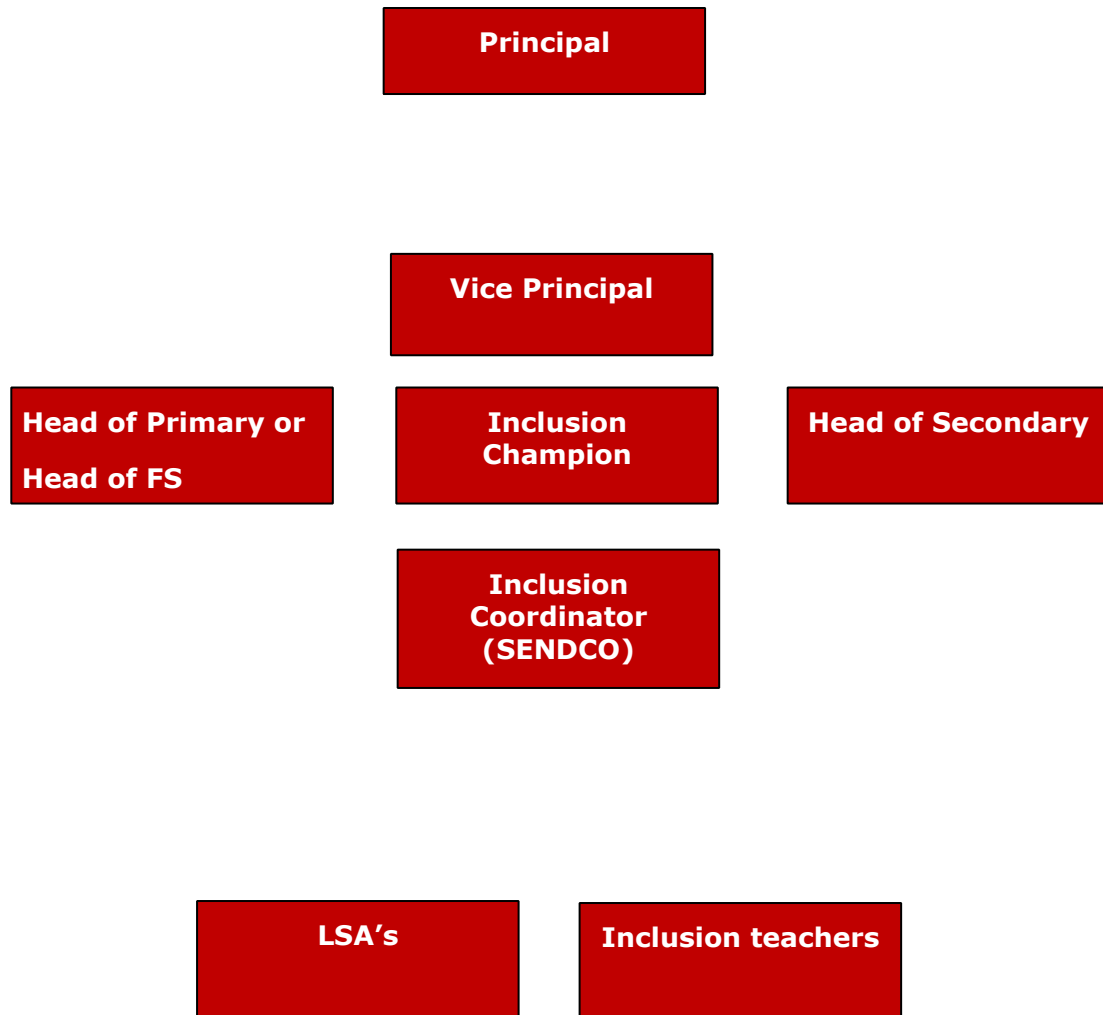
All leaders and teachers work towards these aims by:

- Promoting high quality learning opportunities by planning lessons that enable students to achieve their highest potential;
- Providing high quality curriculum design that meets the individualised learning needs of each student;
- Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning;
- Promoting an effective partnership that supports parents/ carers and the wider community as partners in the students’ learning experiences.

¹ Hameed Mohammed Al Qatamy, Minister of Education. Schools for All. Page 7 2
UAE Federal Law (29) 2006



**Inclusion Team Organizational Structure
2022-2023**



Meeting Diverse Needs: Rights of Persons with Disabilities²

At Star International School we recognise that in order to achieve aims we must actively seek to recognise and meet the very diverse needs of our students by:

- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

Our Commitment

At Star International School we have a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with Special Educational Needs, Additional Educational Needs, English as a Second Language, English Language Learners, High Achievers and Gifted and Talented Students. At Star, we offer an inclusive mainstream curriculum with additional support, intervention, differentiation and personalisation, where appropriate. The commitment to being an inclusive school is both a passion and a commitment of every member in the organisation from the Director and Governing Body, through the Principal and Senior Leadership Team to the teaching and non-teaching staff. It is a cohesive part of all student learning. All our students need to feel they belong and their happiness and progress in learning is vital to our value system.

What are special educational needs and/or disabilities (SEND)?

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she
 - has an identified developmental delay
 - has a significantly greater difficulty in learning than the majority of others of the same age,
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

² Aligned to Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

- d) A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

Identification and Categorisation

In accordance with KHDA, Star International School is:

“Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs³”.

1. Identification of SEND may have occurred prior to a student’s enrolment at school. Parents will provide the relevant documentation as per the Parent Contract and the Inclusion Coordinator will review and determine the appropriate provision.
2. When a concern is evident, a referral will be made to the Inclusion Coordinator who will then liaise with the teacher and parents/carers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/ carer seek external medical advice.
3. The identification process is an ongoing observation, assessment and planning (OAP) cycle. It begins when the student joins our school and involves staff, students, parents and carers. Data taken into account will include: □
Information from the external standardised testing (CAT4, GL)
 - Information from parents and carers, previous teachers or previous school records
 - Discussions with students
 - Identification by staff using professional judgments, classwork, test and assessment results.
4. Upon identification of a student’s difficulties, the school will seek to put in place additional educational provision and/or resources, which may require additional costs. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

Students of determination are identified through one or both of the procedures listed below:

- ***through the work of a specialist and/or knowledgeable school team, as displaying all of the characteristics of a particular category of impairment, delay or disorder***
- ***formally diagnosed by a qualified and licensed medical professional as having a long term difficulty, impairment or disorder.***

³ KHDA 7 Years on.. Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19

Common barriers to learning	Categories of disability (aligned with UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (including intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper-Activity disorder 8. Psycho-emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

Inclusion Provision

Star International School follows the inclusion action cycle of Assess, Plan, Do, Review to identify and remove barriers to learning in order to put effective special education provision in place.



We use the descriptors from the Directives and Guidelines for Inclusive Education (2019) to guide the graduated system of support offered to students of determination. The levels of need and support are detailed below:

Level 1 - General Support

A large majority of students will benefit from:

Teachers accommodate individual differences in ability, learning style and behaviour.

There is high quality learning through the provision of high quality teaching; both formal and informal.

Effectively differentiated classroom practice suited to individual needs.

On-going and timely assessments which inform any further provision needed.

Level 2 – Targeted Support

A minority of students may benefit from:

Additional, specific and time-limited intervention for students who are falling behind age expected levels.

Personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations.

Interventions and progress are monitored by the SENCo in consultation with other school staff.

Level 3 – Individualised Support

A few students will benefit from:

Individualised and specialised provision, which is different from that provided to most other students of determination. This may include full time support by a learning support assistant.

Individualised Education Plans (IEP) will be implemented to accelerate progress or enable students to achieve their potential.

This provision is 'additional to' or 'different from' the provision provided to other students and is likely to include the use of specialist approaches, intervention or support services.

The IEP's are individually developed and are focused upon reducing the student's experience of significant and sustained social, emotional and academic barriers to learning.

There will be a major focus placed upon increasing the student's level of independence with participation and learning.

English as an Additional Language

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English. We also recognise that in a multi-cultural and linguistically rich international environment the learner may also be fluent in several other languages or dialects, and therefore EAL learners have a diverse profile of needs and linguistic competencies.

We aim for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults. The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.

EAL Identification and Assessment

Students who are EAL are identified prior to admission according to the above criteria as being an English First Language or EAL learner. If it is clear that a student's language skills (reading, writing, listening, speaking) are low then they will be assessed using the EAL Levels of proficiency in English.

The five proficiency bands A-E used in the assessment framework are based on the 'Dfe proficiency in English scales' which will therefore ensure all EAL children have been correctly assessed for Census purposes.

EAL Assessment of Proficiency in English

A	NEW TO ENGLISH
B	EARLY ACQUISITION
C	DEVELOPING COMPETENCE
D	COMPETENT
E	FLUENT

Provision for EAL students

- The EAL teacher meets all new admissions and will liaise with class teachers and subject specialists if a new student has English as an additional language.
- Teachers and other adults utilise effective EAL practices and differentiated approaches within lessons and throughout school life.
- EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English speaking student as appropriate.
- Classrooms are highly visualized environments – dual-language texts, labels and visual support within lessons.

EAL Teacher responsible for:

- Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL students.

Gifted and Talented

Star International School is committed in their mission to support the needs of all students so that they may realise their full potential. The definitions of gifted and talented students as cited from The United Arab Emirates School Inspection Framework 2016/17 and take into account the 'Differentiation Model of Giftedness and Talent' and align with international best practice

Gifted: The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.'

Talented: The term talented refers to 'a student who has been able to transform their giftedness' into exceptional performance'.

Identification

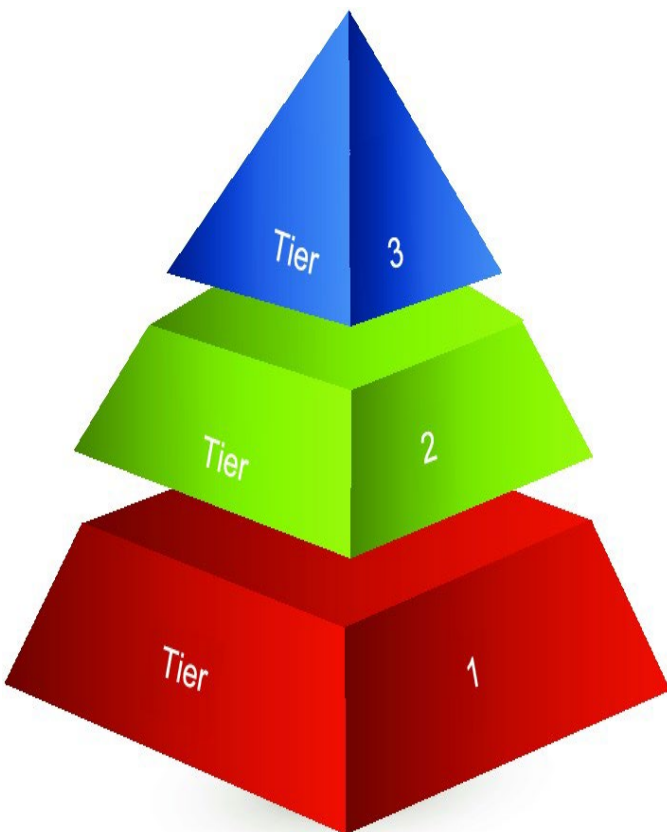
- School assessment data
- Standardised assessment scores (such as the GL Assessment series, NGRT)
- PASS data (Pupil Attitudes to Self and School)
- CAT 4 assessment data (129 or above/Stanine 9)
- Informal observation and heightened awareness of 'other behaviours' of more able students □
Referral by teachers of students with potential.
- Observational checklists
- Anecdotal information, especially relating to arts, sports or out of school activities.
- External Assessment results
- Staff nomination
- G&T Register will clearly show what subject(s)/area(s) the student is gifted or talented in.

Once identified, the provision for Gifted and Talented students will be delivered through a three tier system. This supports all students striving for excellence and ensures that gifted and talented students have a full range of opportunities to maximise their abilities.

The role of the Inclusion Coordinator in supporting Gifted and Talented Students

- Evaluate provision.
- Maintain and update annually the G&T register.
- Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities
- Ensure that G&T students and others as appropriate, aware of local and national opportunities.
- Foster an attitude within the school to promote challenge within and beyond the classroom

Monitoring and impact assessment



Wider Opportunities (Tier 3)

- Links to UAE Vision 2021
- Wider community impact and intention
- Broad range of opportunities to work with external organisations such as World Scholars' Cup, Model United Nations (MUN), UK Math's Challenge, BSME
- Charitable opportunities such as the Ashoka Changemaking STEM challenge 2021.
- External accreditation (such as HPL and DofE).

Additional, and different, in-school provision (Tier 2)

- Extra-curricular activities for all students
- School Council
- Development of student leadership skills
- Where appropriate, the school will support students and parents by inviting outside agencies to provide additional provisions
- Develop school links to provide additional opportunities for students to interact with students who share the same interests/ have similar subject strengths
- Opportunities to develop enhanced higher levels of entrepreneurialism and social responsibility.

Quality-First Teaching (Tier 1)

Tier 1 recognises that quality-first teaching, uses strategies such as:

- The use of groupings and roles within groups to support G&T students
- Adding breadth (e.g. enrichment through broader a range of tasks)
- Increasing depth (e.g. extension through complexity)
- The promotion of higher order thinking skills
- Opportunities to transfer skills across curriculum areas and within real life contexts
- Differentiation and questioning to ensure stretch and challenge of all students

The outcomes of effective identification and provision for the G&T students are likely to be a combination of qualitative and quantitative assessments, and long term monitoring. However, the following methods will be used to measure the effectiveness:

- Improved exam results for identified students (results v prediction) and improved 'achievement score'.
- Attendance at enrichment opportunities – registers can monitor these, as can take- up statistics □
Improved skills levels – pupils and staff evaluations
- Greater independence of students in learning and research – teacher evaluation/parental comment
- Higher self-esteem for G&T student – student evaluation/counsellor feedback
- Improved teaching – lesson observation forms
- Representation at local, national and international level.

Roles & Responsibilities

Governor for Inclusion

The school's governing board plays a critical role in providing systematic support for the development of Inclusion at Star International School Al Twar and our Governor for Inclusion offers the support and commitment in ensuring we can offer a highly inclusive experience for every student.

Principal and Senior Leadership Team

The Principal and Senior Leadership Team are committed to making Star International School Al Twar a truly inclusive school. We aim to promote inclusion through all of our policies, systems and practices.

Inclusion Champion

Our Inclusion Champion Miss Kaylie Lewis, is also part of the Senior Leadership Team and line manages the Inclusion Coordinator. In partnership with the Inclusion Coordinator, other senior leaders and the Principal, the Inclusion Champion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

The inclusion champion plays an important role in:

- promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time

Leaders of provision for students of determination

The Inclusion Coordinator (whole school) Miss Wenchelle Villondo, is responsible for ensuring that every student can fulfil the Star International School ambition of developing the full potential of each child and coordinates the work of: SEND, ELL/EAL, Gifted & Talented and line manages the Inclusion teachers and Learning Support Assistants.

The leaders of Inclusion manage a team of committed and highly trained Inclusion Support Teachers and Inclusion Support Assistants who ensure that every child in every classroom is able to thrive. They do this by liaising closely with each student's teachers, parents/ carers and external agencies and follow the guidance of the Dubai Inclusive Education Policy Framework in delivering best practice inclusive support:

- working alongside teachers to observe, assess and identify special educational needs

- working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of individual education plans
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

Class teachers

Teachers have overall responsibility for the planning and delivery of learning to their class through Quality First Teaching, and seek to create learning opportunities which will appropriately challenge all pupils, irrespective of need. Differentiated learning opportunities are evidenced in their lesson plans with individual pupils having targets particular to their specific needs. Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class in consultation with the Inclusion Support Teachers.

Inclusion Support Teachers

Our Inclusion Support Teachers work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of the support teacher is directed by the class teacher during lessons. Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Coordinator. To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all. In order to best utilise their support for students' learning, the deployment of Learning Support Assistants within the school is strategically managed by the Inclusion Coordinator in consultation with the Inclusion Champion and other members of the Senior Leadership Team.

Learning Support Assistants

Learning Support Assistants (LSAs) are highly valued and experienced members of the Inclusion Support Department: they work with individuals or groups of pupils either in class or on a withdrawal basis. This is managed by the Inclusion Coordinator.

Occasionally a 1:1 Learning Support Assistant may be employed, as part of a home-school agreement, in order to support students with individual needs in addition to the standard school service. 1:1 LSAs, under the direction of the class teacher and Inclusion Support Teacher are employed to ensure that the student is able to maximise their learning opportunities within the classroom.

School Counsellor

The school counsellor offers additional personal support to students who may benefit from the opportunity to work with a professional counsellor. This confidential service helps promote the psychological well-being of students, enabling them to make the most of the opportunities offered for their social and academic development.

Staff Training

In consultation with the Inclusion Champion, the Inclusion Coordinator will lead in-house training for staff at all levels. All teaching staff have access to or have completed CPD linked to SEND and diversity. The school also encourages all staff to attend relevant local courses and webinars. All staff are given training on working with Students of Determination and Inclusion Support Teachers and the Inclusion Coordinator are there to offer bespoke support to ensure teachers are skilled in differentiating the curriculum appropriate to need.

The Inclusion Champion and Inclusion Coordinator have a wide network with other schools locally and are closely involved with the Dubai SEN Network to share good practice and support for the benefit of all students of determination across Dubai.

Physical accessibility

The school has been planned as a fully accessible school and includes lifts, ramps and toilet facilities for wheelchair users. The school aims to provide equal access to all school activities including sporting and recreational activities, for pupils with disabilities, and invite parents and prospective parents of Students of Determination if they wish to have a full tour of the school to satisfy themselves of the access arrangements for members of the school community.

Access arrangements for public and other external exams

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to exam centres; others require prior JCQ awarding body approval. Students must reach the recognised criteria to be awarded approved access arrangements which include but are not limited to: extra time, rest breaks, use of a reader, a prompt, a scribe, word processing.

Monitoring and Review

The Principal and Inclusion Champion will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements