



# **Inclusion Policy**

August 2022

## Inclusion Policy

### 1 Introduction

RSGD has a strong commitment to the inclusion and support of each pupil and believes that every pupil has the right to high quality education. RSGD welcomes applications from all children and understands that some children require additional support or different access arrangements.

“At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.” (Dubai Inclusive Education Policy Framework, DIEP 2017, p10)

In line with this principle, RSGD encourages and supports all pupils, including those identified as having additional needs (often referred to as ‘pupils of determination’) and/or Able Gifted Talented to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential.

We fully support the inclusive aims of the Government of Dubai ‘My Community’ initiative, which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture, establishing Dubai as a fully inclusive, disability-friendly city by the year 2020.

Further, our policy and practice is aligned with the Directives and Guidelines for Inclusive Education (2020) and Implementing Inclusive Education: A Guide for Schools (2019).

### 2 Legislation

RSGD incorporate best working practice in line with relevant overarching legislation:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol
- Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- The National Policy for Empowering People of Determination (2017)

The School’s admission policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clause, 16 Article 23 clause 4) – summarised as follows:

**Article 4 Clause 14:**

To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

**Article 13 Clause 16:**

To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

**Article 23 Clause 4:**

To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;

### 2 Statement of Intent

RGSGD is strongly committed to inclusive education across all year groups. This means inclusive provision for all who attend the school including those identified as having additional needs and pupils of determination. Through our effective teaching practices, systems of assessment and support, the school is committed to recognizing the potential of all pupil. RGSGD will give them access to a broad, balanced and relevant curriculum, alongside a menu of enrichment activities.

### 3 RGSGD Vision for Building an Inclusive Community

This policy explains the approach to Inclusion, Special Educational Needs and Disability within the school and is in keeping with the school's aims, its academic and pastoral policies, and its policy on equality of opportunity. Our aim is to know each pupil well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

### 4 Inclusion Aims

As an inclusive school, RGSGD aims for all pupils, including pupils of determination to:

- "Be valued as learners with the potential to succeed and flourish alongside peers of the same age;
- Benefit from interventions that lower barriers and enable them to engage, participate and progress within relevant and meaningful learning activities; and
- Develop the resilience, self-belief and skills they require to reach their potential and develop a life-long passion for learning."

(Implementing Inclusive Education: A Guide for Schools - KHDA, 2019, p12)

### 5 Inclusive Admissions

RGSGD encourages and supports all pupils, including those enrolled and identified as having additional and/or Able Gifted and Talented, EAL and both National and International pupils to become confident, global minded, enthusiastic lifelong learners who strive to achieve their full potential. RGSGD welcomes applications for admission from pupils regardless of nationality, ethnicity, religion or learning need. It is our intention to create a harmonious and inclusive learning community where pupils can thrive socially, emotionally and academically. The RGSGD Admission Policy and Procedure can be found on the school website and aligns with the Dubai Inclusive Education Policy Framework (p19) and the Directives and Guidelines for Inclusive Education (2020).

RGSGD considers a number of influencing factors when considering enrolment applications so as to support the facilitation of a natural pupil population, our commitment to inclusion and the optimal provision of support for all pupils. The school makes every effort to ensure that no pupil is ever discriminated against. Where it is claimed that this may have taken place, the school will seek to mediate. Where necessary, the school will seek the guidance of the KHDA.

For further information, please refer to our Admissions Policy, EAL Policy and Able Gifted and Talented Policy

### 6 The Pupils of Determination Register

The Inclusion Team at RGSGD maintains a register and are accountable for regularly reviewing pupils who are deemed to have a special educational need/disability or who are known to be Able Gifted or Talented. The purpose of the register is to ensure a rigorous system of monitoring, evaluation and reporting. Further, the register is linked to the school's pupil information system to ensure that relevant staff are aware of all pupils of determination. The Inclusion register includes all currently identified pupils and information relating to their educational progress (including pupils who are not making adequate progress or meeting their age-related expectation and where additional support and provision is needed).

### 7 Individual Education Plan

As an extension of the Inclusion register, Individual Education Plans (IEPs) are created in consultation with the pupil (where age and developmentally appropriate), parents, teachers, external specialists (as necessary); and, the Inclusion Team. IEPs are to be agreed upon by and shared with relevant stakeholders. IEPs include:

- The pupils skills, abilities, challenges and interests
- A description of the pupils educational strengths and needs
- Benchmark testing results and target goals: IEPs always make use of SMART objectives (specific intervention, measurable outcomes, attainable targets, relevant and results oriented activities and time sensitive measures)
- Accommodations, curricular adjustment, support provisions and strategies to lower barriers to learning
- Any specific challenges related to transition
- Agreed parental support goals
- Review Date

All confidential reports/files are stored securely in the pupil's file in the Inclusion Suite/ on the school pupil data system and are only shared with parental permission.

### 8 Diagnostic Assessment and Identification

Early identification is key to the progress of pupils of determination. The school uses the following to identify pupils of determination, whichever are appropriate:

- Information from feeder schools/nurseries during transition phase
- Information provided by parents and/or external agencies
- Information from staff, including evidence from observational assessment
- Information from internal assessments and/or standardised assessments
- Pupil self-assessment

Where any member of teaching staff has a concern about a pupil, a 'Pupil Services Referral Form' shall be completed. This form triggers a referral to the Inclusion Team where further information is collated, and parents will be consulted. Where parents have concerns about their child, they should contact the RGSGD Inclusion Team.

### 9 External Agencies

As necessary, the Inclusion Team works in collaboration with special centres and external professionals who work to support individual pupils. Such partnerships are essential to the needs of the pupils and their families to

## **Inclusion Policy**

ensure access to high quality inclusive education. Where additional information is necessary for the school to comprehensively support the pupil at school, the school will strongly recommend a referral to an external specialist. It is the responsibility of the parent to source, fund and transport their child to the appropriate external agency. Parents must provide a copy of any external assessment to the school that will assist to enhance the school's ability to support the child. Any reports received are kept in the pupil's confidential file and are available to relevant staff who are directly involved in supporting the child.

### **10 Meeting Additional Need**

#### **Differentiation for all pupils and levels of support**

Within the school there is a graduated system of support for pupils:

Level 1 - All teachers differentiate to meet a broad range of needs in their class. This is at the heart of effective teaching and learning which supports and challenges pupils. It is expected that a large majority of pupils of determination will be sufficiently supported through this level of support.

Level 2 – additional, specific and time limited intervention is provided to pupils who are falling behind age expected levels of performance. It is expected that the minority of pupils of determination will require access to level 2 support services.

Level 3 – individualised and specialised provision. This may include fulltime support by a LSA. It is expected that very few pupils will require access to level 3 support service.

#### **Access Arrangements**

Access Arrangements will be based on a pupil's normal way of working to remove barriers. The school will consider the full range of provisions allowed by exam boards. The Head of Inclusion and Examinations Officer will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams.

### **11 Roles and Responsibilities**

RGSGD is designed to enable all pupils to access all areas of learning. This is paramount as a demonstration of our belief that every pupil has the right to access a high-quality education. As such, leadership and staff roles in developing and supporting integration are clearly scripted in line with the KHDA document: Implementing Inclusive Education: A Guide for schools, p22-29.

#### **The Role of Leadership**

The proprietor and governors hold the Principal and Leader of Provision for Pupils of Determination to account for the quality of provision and the outcomes for pupils with additional needs. Inclusion is a standing item on the agenda for each governing body meeting. A member of the governing body is nominated as the Inclusion Governor.

#### **The Role of Inclusion Governor**

The governor for inclusive education is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice.

## **Inclusion Policy**

### **The Role of the Principal**

The Principal is responsible for the development of a comprehensive understanding of inclusive approaches to education and clear strategies required to embed these approaches across RGSGD.

### **The Role of the Leader of Provision for Pupils of Determination**

The Head of Inclusion is the Leader of Provision for Pupils of Determination. They hold deep knowledge about barriers to learning experienced by pupils, the associated challenges for teachers and the impact on learning, development and outcomes.

### **The Role of the Inclusion Support Team (IST)**

RGSGD ensures the formation of an Inclusion Support Team (IST) to assist the principal in achieving a vision of inclusive education in practice. The inclusion support team is led by the school principal and includes school staff with specific roles in developing inclusive education.

### **The Role of the Inclusion Champion**

The Inclusion champion is a Learning Support Teacher and key advocate for the inclusion of pupils of determination. The Inclusion Champion is a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.

### **The Role of the Support Teachers**

Support Teachers are accountable to the Leader of Provision for Pupils of Determination and assist teachers and other education professionals in the provision of instruction to pupils who have additional needs by spending not less than 60% of their time engaged in activities that directly assist individual teachers; not more than 25% of their time working directly with individual or small groups of pupils who experience additional needs; and not use more than 15% of his/her time working on administrative duties. Support teachers are a major resource to ensure the highest and most effective levels of inclusive practice. They play a key role in breaking down and removing real or perceived barriers to learning. Support teachers increase the capacity of classroom teachers and other education professionals to be fully inclusive.

### **The Role of Learning Support Assistant (LSA)**

RGSGD employ a team of LSAs to support the work of pupils with additional needs. Each LSA works to an agreed job description and have undergone training relevant to their role.

From time to time, there may be instances where Learning Support Assistants are employed by the parents of pupils have additional needs. This may only be undertaken with the express and written permission of the Principal and the school must approve the appointment. In such cases, the school implements a memorandum of understanding (MOU) that clearly sets out the terms and conditions of employment within the school. This includes information about professional induction, monitoring and training requirements, line management procedures, the code of conduct, expected levels of professional practice, assessment, marking and feedback procedures, confidentiality and levels of accountability.

### **The Role of Parents**

At RGSGD, parents/carers play a critical role in the education of their child and as such, triangulation between the parent, school and child is essential. RGSGD welcomes parent partnership.

### **The Role of Teachers**

Classroom teachers are responsible for the learning, progress, and outcomes of all the pupils in their classroom. They may be the first to raise a concern about potential learning difficulties within their pupils. The classroom teachers' duties involve working with a collaborative team including parents, support teachers, LSAs, and specialists.

### **The Role of Heads of Department**

Each Head of Department liaises with the Leader of Provision for Pupils of Determination. There is communication between the subject area, the learning support team, form tutor and head of year/section.

## Inclusion Policy

Subject departments are expected to address this curriculum needs in relation to SEND pupils directly within schemes of work and departmental policy.

### 12 Additional Support Fees

In the majority of cases, additional support costs to support children in the classroom are borne by the school and are included in the standard school service (as per the Directives and Guidelines for Inclusive Education p.26). In a minority of cases, a pupil may require high levels of specialist provision, for example one-on-one support from a LSA, or access to specialist therapeutic services. In such cases, the costs will be financed by the parents.

### 13 Able Gifted and Talented Pupils

When discussing these two categories, we use the following definitions from the UAE School Inspection Framework.

Gifted	The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human activity'. These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
Talented	The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Please refer to our Able Gifted and Talented Policy.

### 14 English as a Second Language (EAL)

The EAL Department has been set up to support those pupils who do not have the level of English required to access the mainstream British curriculum successfully.

Please refer to our EAL Policy.

### 15 Emirati Pupils

RGSGD is positively welcoming to pupils of Emirati heritage. Our aim is to advance, support and retain Emirati pupils. Emirati pupil achievement is tracked and monitored by the Head of Inclusion to ensure that Emirati pupils gain the skills, knowledge and qualifications they need.

### 12 Inclusion Support Team

Inclusion Support Team	Name
Inclusion Governor	Lizzie Varley
Leader of Provision for Pupils of Determination	Laura Evans

## Inclusion Policy

Principal	Clare Turnbull
Nominated Support Teacher	Siobhan Terrington
Supporting EAL and Inclusion Teacher	Lana Turner, Nikki Grant
Nominated Inclusion Champion	Siobhan Terrington
Nominated Emirate Champion	Sana Hassan and Laura Evans
Nominated Learning Support Assistant	Samantha Dignan
Supporting Learning Support Assistants	Nellie Hamza, Sana Hassan, Joylyn Pascua, Nida Michael

## Inclusion Policy

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Audience	Staff, Parents, Pupils

<b>Consultation (if appropriate)</b>	
Consultees	

<b>Related documentation</b>	
Related RGSGD documentation	Admissions Policy, EAL Policy, Able Gifted and Talented Policy
Related external documentation	

<b>Connections</b>	
Connection with inspection framework	
Connection with national agenda	n/a