



# LITTLE FLOWER ENGLISH SCHOOL DUBAI

## INCLUSION POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. RAKHI
Role	SENDCO
Date of review	27-03-2024
Date of next review	27-03-2025
Signature	



**ALL CAN  
ACHIEVE  
BETTER IN  
LIFE WITH  
THE  
SUPPORT  
SUITED TO  
THEIR  
NEEDS**

**SUDENTS OF DETERMINATION POLICY [INCLUSION POLICY]**

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## STUDENTS OF DETERMINATION POLICY

[Formerly known as Special Educational Needs & Disability policy]

Students who were known as ‘SEND’ (Special Educational Needs and Disabilities) are now known as the ‘Students Of Determination’ as per the decree of His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai.

### Introduction

Little Flower English School in compliance with The Federal Law No. 29, 2006 and Dubai Law No. 2, 2014, promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school. The policy provides a guideline to ensure that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of Students of Determination.

We strongly support the inclusive aims of the Government of Dubai "My Community... A City for Everyone" initiative launched in 2013, which aims at turning Dubai into a disability-friendly city by the year 2020 through projects and initiatives that promote the participation and inclusion of persons with disabilities in the community, eliminating all obstacles that may stand in the way of them positively engaging in their environments, as capable individuals of society.

### Aim:

The aim of LFES is that all Students of Determination develop a strong sense of belonging from the school community, develop emotional resilience, and are well prepared for their next stages of education. We believe that each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Our school provides a broad and balanced curriculum for all children.

### Objectives

- Work towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach to identification and provision.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Raise attainment and progress for all students, regardless of their abilities.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the UAE Federal Law 29 (2006).
- Provide equal opportunities for education to students of determination in the school, maintain social cohesion and eventually eliminate the social exclusion.
- Ensure that all children placed on the Special Educational Needs and disability register have their needs met.
- Provide appropriate services to the students with special educational needs and disabilities, gifted and talented that meet their needs and enhance their abilities.
- Collaborate with parents of students with special needs and gifts and talents at every step of the educational process starting from the assessment phase to developing an Individual Education Plan and monitoring the progress of the student.
- Enable all students to have full access to all elements of the school curriculum.
- Follow a team approach with increased parental engagement.

### Definitions

**'Disability is an umbrella term, covering impairments, activity limitations and participation restrictions' (WHO).**

#### **DSIB and Federal Law definition of SEND**

Definition of Special Educational Needs and disability.

According to the Federal Law 29 (UAE), a Person with Special Needs is defined as: “Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing

the possibility of satisfying his ordinary requirements in the conditions of people without special needs.” In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) remains a priority for Dubai.

### **DSIB Definition of Special Educational Needs (SEN)**

“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.’

DSIB further states, Special education needs could mean a child has difficulties with:

- Reading, writing, number work or understanding information
  - Expressing themselves or understanding what others are saying
  - Making friends or relating to adults
  - Behaving appropriately in school;
  - Organizing themselves, completing tasks or focusing on activities OR
  - Some kind of sensory or mobility needs that may affect them in some or all school activities
- ‘Educational needs that are different from those of the majority of students, and which arise

from the impact of a disability or a recognized disorder’ (DSIB2015).

### Categorizing the SD

#### 1. Students of Determination

<b>Common Barriers of learning</b>	<b>Categories of disability (aligned with the UAE unified categorization of disability)</b>
<b>Cognition and learning</b>	1. intellectual disability 2. Specific learning disorders 3. Multiple disability 4. Developmental delay
<b>Communication and interaction</b>	5. Communication disorders 6. Autism spectrum disorders
<b>Social, emotional and mental health</b>	7. Attention Deficit Hyper Active disorder (ADHD)

	8. Psycho-emotional disorders
<b>Physical, sensory and mental</b>	9. Sensory impairment 10. Deaf-blind disability. 11. Physical disability 12. Chronic or acute medical conditions.

### 1. Students with Additional Educational Needs (At this time)

- Students who are currently performing behind age-related expectations in one or more areas of learning, without any identified SEND at this time.
- This additional need may be the result of low school attendance, changes in teachers or curriculum, or circumstances in the home
- These students are expected to catch up with their peers upon completion of a time-limited intervention plan (i.e. support is typically required for no more than one academic year).

### 2. Students with Wellbeing Concern (At this time)

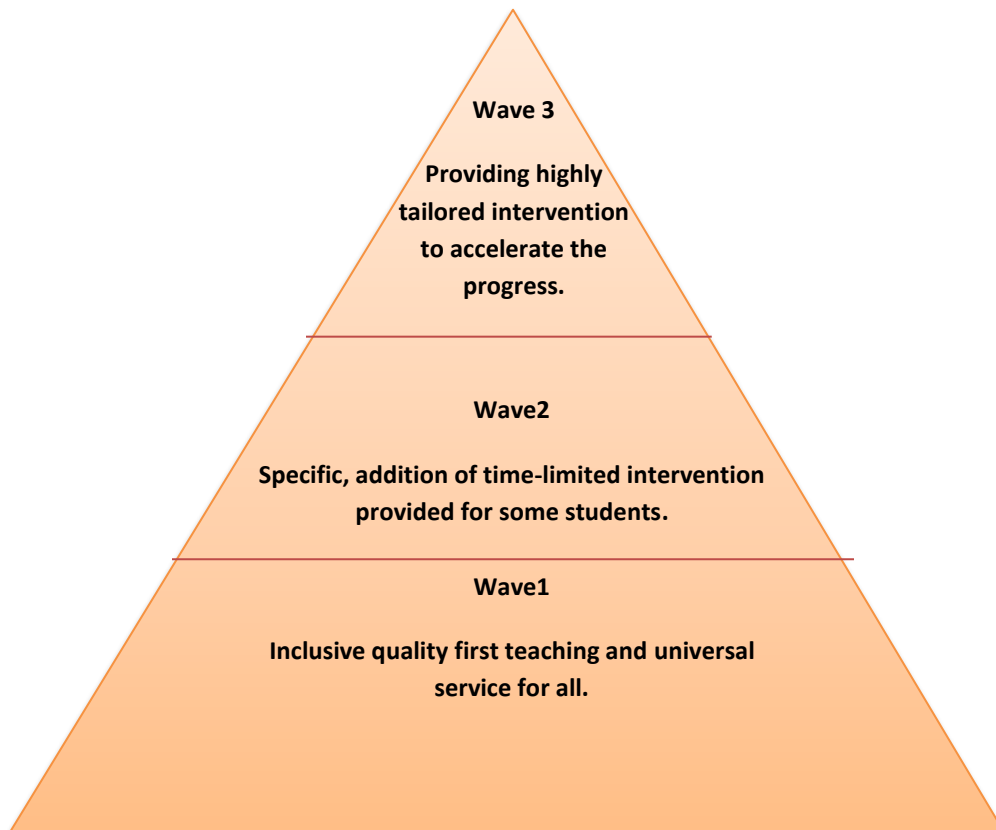
Students who have been flagged by parental report and/or teacher observation as a wellbeing concern. This may include poor attitudes to self and school, sudden changes in mood/behaviour, poor attendance, persistent behavioural challenges, lack of emotional control, or difficulty establishing and maintaining peer relationships without any identified SEND at this time.

### 3. Gifted and Talented

- **Gifted Students** are those with an innate ability, who present a natural outstanding aptitude or competence for exceptional performance.
- **Talented Students** are those who demonstrate special Talent and abilities in areas including art, music, sports or any of performing arts.

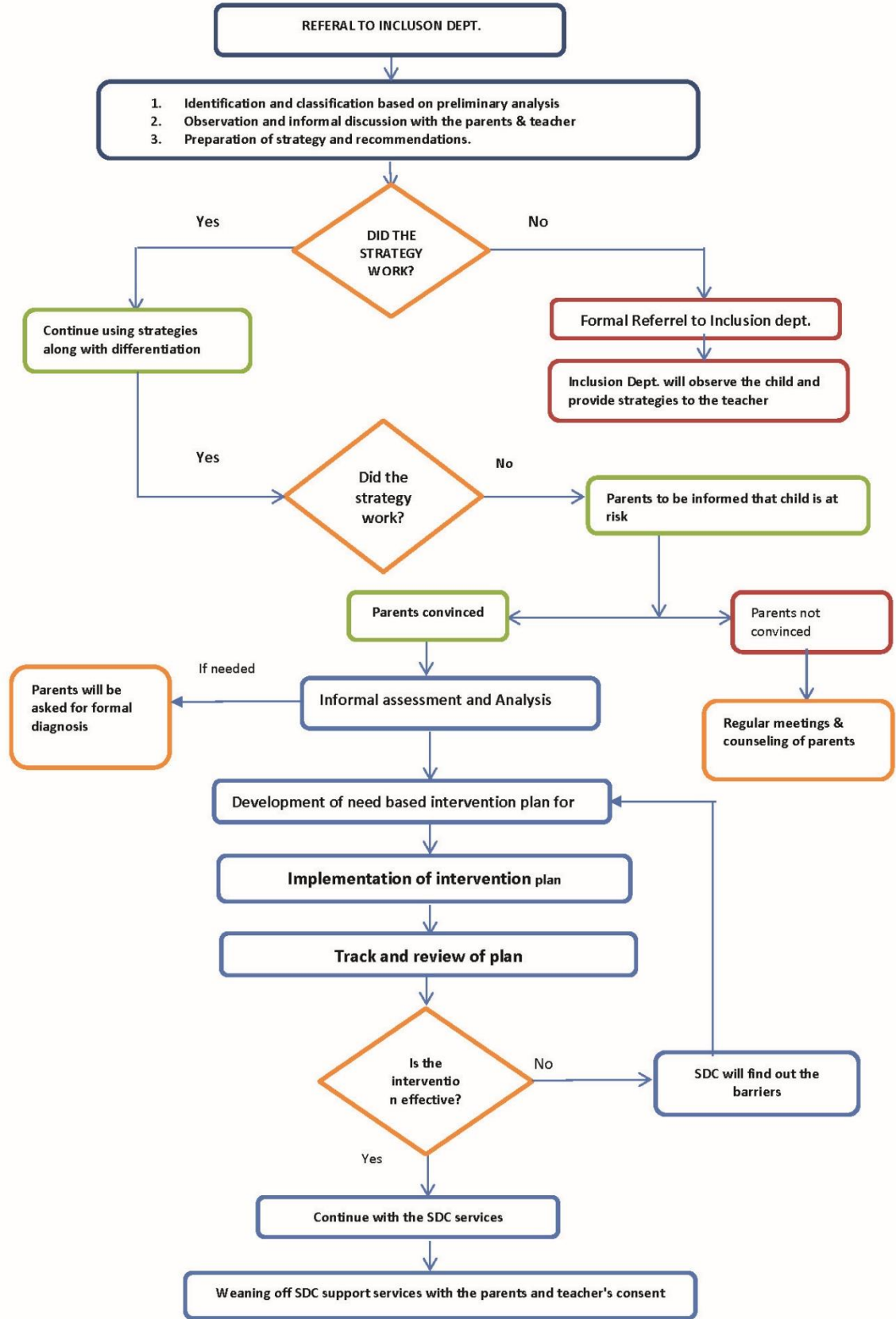
### Three Waves of Intervention

- **Wave 1** – Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behavior.
- **Wave 2** – Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.
- **Wave 3** – Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.





**PROCESS FLOW OF IDENTIFICATION AND INTERVENTION**



Little Flower English School has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.

#### 1. IDENTIFICATION:

- i. During admission – parent referral or identified by teacher
  - ii. Identified in the class by teachers due to behaviour or academic concerns
  - iii. Identified by screening –Entry level test, IBT
- Parent may directly approach teacher or school administration during admission and present the diagnosis and request for Resource Room services. (Parent referral)
  - Parents may choose to not disclose the child’s condition. Subsequently, teacher may identify in class and get in touch with the Inclusion champion. While being empathetic here, we help parents overcome denial. This may take few sessions for the special educator with parents.
  - Teachers may spot a child with Sd, parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness. (Teacher referral).
  - We can also identify students with additional needs by the following tests employed in school.
    - i. Entry Level Tests which are conducted at the beginning of term.
    - ii. Entrance test conducted for new admission.
    - iii. Observation of class grades.
    - iv. ISA from grade 3-6

## 2. REFERRAL

- i. Parent referral
  - ii. Teacher referral
  - iii. Admission Officer
- Parent referral will proceed for intervention by just signing the referral form.
  - Teachers may notice problems in terms of academics or behaviour.
  - Teacher will refer to special educator for further observation.
  - Special educator will take more observation to confirm /clarify if there is a genuine problem before approaching the parents.
  - If the student need support special educator will immediately contact with parents and call for a meeting with parents.

## 3. OBSERVATION

- Before we set out to provide intervention the student's level is determined by observation by the special educator, parent and teacher feedback.
- The Resource Room has adapted checklists for learning difficulties, autism and ADHD

## 4. TEAM MEETINGS

- We recognize that for our special needs students to achieve their maximum potential, the key is to establish and build on successful partnerships with the team - Principal , Inclusion Governor, Parents, SENDCo, Support Teacher, teachers and Learning Support Assistants
- We have scheduled meetings with the team for IEP (Individualized Education Plan)/BIP (Behaviour Intervention Plan) /IAP (individualized Accommodation Plan) planning by two to three weeks at start of term and end of term review meeting.
- Scheduled meetings with teachers and SLTs are also held to ensure best support in classrooms.

- We work closely with parents and teachers by providing information on provisions and arrangements for special educational needs, including ways in which they can participate in the process.
- CPDs are conducted for staff on related topics.

#### 5. SUPPORT

- Resource room support.
- Plans and accommodations.
- Modified curriculum and lessons.
- Modified exams.
- Behaviour intervention .

#### 6. REVIEW

- At the end of term, scheduled IEP meeting with the team (parents, teachers, special educators, LSA) student progress is evaluated and goals are either reset or carried on for maintenance or new ones are introduced.

### Roles and Responsibilities

#### 1. School Governing body

- **Chairman**
- **Principal**
- **Vice Principal**
- **Stakeholders**

Ensures that SD provision is an integral part of the School Development Plan and the school's self-evaluation process.

- Provides best provision for all students with special education needs and disability.
- Principal / governing head provides information about provisions for SD to Head of the department and to all teachers to coordinate with SD Dep.
- Ensures that all teachers in school are aware of the importance of identifying and managing students who have special education needs and disability.
- Make sure that notifications are provided to parents about SD provision planned for their child.

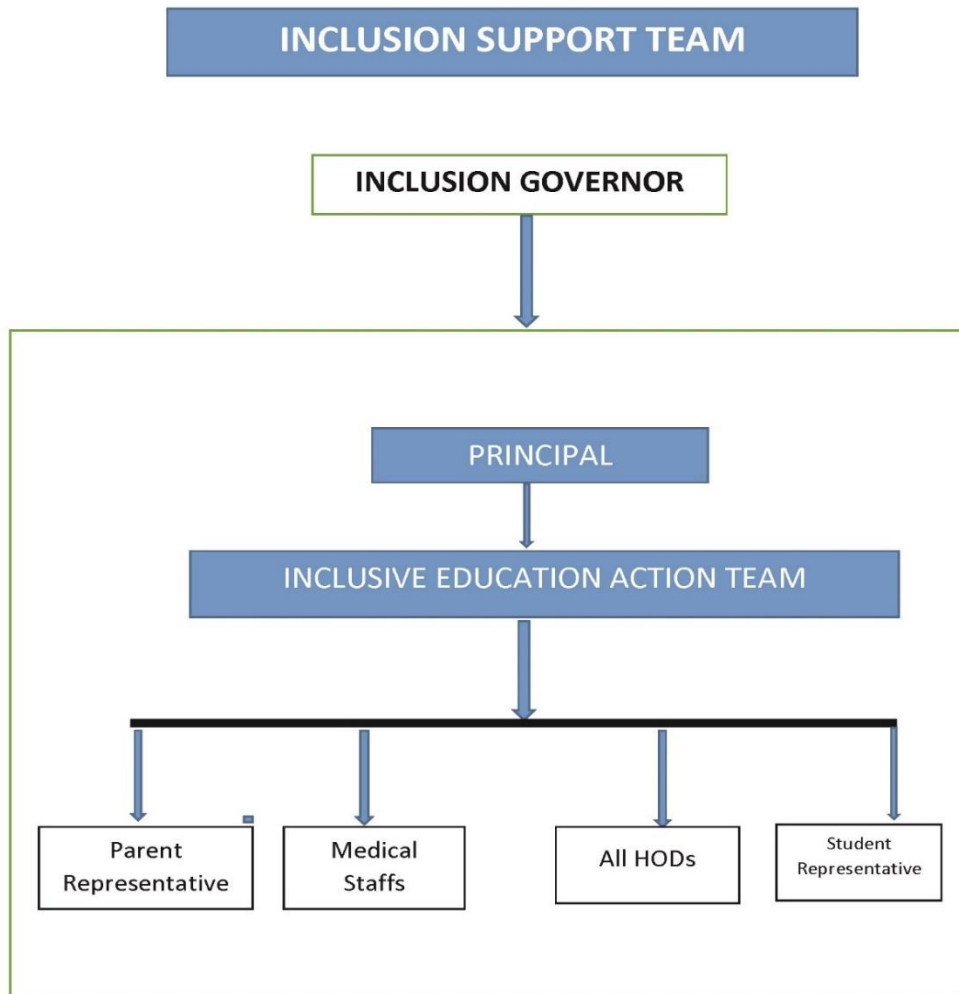
- Ensures inclusion of children with special needs during extracurricular and curricular activities, also ensures equal participation and access to resources and all facilities as to all other children.
- Aware of Dubai Inclusive Education Policy Frame Work, KHDA recommendations and Federal law 29 to monitor the implementation of the same.
- Provide facilities for training programs for teachers and professionals helping children with special needs for updating professional competency.
- Maintain a SD policy written incorporating set rules and regulations and processes for operation of the department.
- State about SD policy in the school prospectus and school's profile.
- Governing body needs to update themselves about SD policies and developments in resources etc., during the course of time.
- **According to school Inspection Supplement we appointed an Inclusion Champion and A Governor for inclusive education.**

## 2. Inclusive Education Action Team

- Inclusion Governor
- Inclusion champion/ SENDCo
- Special Educator
- Learning support Assistants

## 3. INCLUSION SUPPORT TEAM

- **Principal**
- **Vice Principal**
- **Governor for Inclusive Education**
- **Inclusion Champion/**
- **SENCOs**
- **School Counsellor**
- **LSA**
- **Subject coordinators**
- **Teacher**
- **Parents**



The SEND Coordinator (SENCO), in collaboration with the Supervisors, and management plays a key role in determining the strategic development of the SD policy and provision in the school in order to raise the achievement of children with SD. The SENCOs, with the support of the teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

SEND coordinator Role:

- Manages the day-to-day operation of the policy;
- Take possible actions to eliminate all the obstacles that may stand in the way of special needs children.

- Develop and implement individual accommodation plans. (IAP)
- Identifies and diagnoses the students who have special educational needs and disabilities.
- Develops tools and techniques of assessment.
- Coordinates with parents and teachers regarding student's needs
- Develops IEP's, advanced learning plan (ALP), Behaviour intervention plan etc.
- Observes the lessons and ensure the quality of support given to the students of Determination.
- Manages the records of all children with special educational needs and disabilities.
- Monitors and evaluates the progress and attainment of each child and reviews the IEPs
- Conducts workshop/ seminars for the teachers regarding Inclusion.
- Guide and Counsels the parents of determined students.

#### Teachers respond to children's needs by:

- Taking appropriate actions to remove all barriers which impose educational and, ultimately, social exclusion
- Providing additional support for children who need help with communication, language and literacy;
- Provision for children's full participation in learning, physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely

#### Partnership with parents

- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- We have regular meetings to share the progress of Students Of Determination with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

- Parents with any complaint regarding the provision made at school with Students of Determination should put the complaint in writing and follow the normal complaints procedure.
- The school encourages staff to participate in In-service training in relation to Inclusion of Determined Students.

### The role of the school

The school does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The school ensures that all teachers are aware of the importance of providing for these children and report annually to parents on the success of the school's policy for Students of Determination.

The school has decided that Students of Determination will be admitted to the school in line with the school's agreed admissions policy.

### Conclusion

- All children are given the opportunity to achieve their full potential.
- Ensure the removal of obstacles by implementing the IAP.
- Teachers use a range of strategies to meet children's special educational needs.
- Multi-sensory learning is promoted
- Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.
- Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation.



The school reviews this policy every year and considers any amendments in the light of the annual review findings.

**ADDENDUM:**

**THREE LEVELS OF SUPPORT**

**Level 1** – classroom teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. This could include a teacher aide working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children’s personal classroom targets.

**Level 2** – any child needing additional support, the child would have an individual education plan and this provision goes beyond the “normal” classroom. This may also possibly involve some external assessment and possible cost of support such as withdrawal in small groups to support core subjects. And providing modified syllabus, Modified question papers.

**Level 3** – any child needing additional support/assessment who requires a one-to-one Learning Support Assistant in order to access the curriculum. The child would have an individual education plan. There may be withdrawal from lessons for specialist therapist support on a one to one or small group basis. They will be having more pullout session compared to level 1 student.