Al Zuhour Private School

Inclusion Policy

Policy Name	Inclusion Policy
Stakeholder	All
Reviewed by	Julian Williams
Approved by	Asma Abu Sheikha - Principal
Approved Date	1st September 2024
Monitoring Cycle	Annually

Al Zuhour Vision:

AZPS is a community of lifelong learners that strives for academic excellence, prepares students for global challenges, and maintains cultural identity.

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AZPS Mission:

To provide a quality international education while maintaining the cultural identity. To celebrate diversity, encouraging leadership, responsible citizenship, moral values, and the development of lifelong learning skills.

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What is Inclusion?

Al Zuhour Private School (AZPS) takes the responsibility to treat staff and learners equally. The school strongly believes that equality of outcome can be obtained by making sure that everyone is supported to have access to resources and to be recognized, valued, and respected. Our school is dedicated to meeting the statutory duties ofthe Equality Act 2010. This policy comprises information about fulfilling our duties and providing guidance about our approach to promoting equality and diversity.

Legislation

This policy aims to ensure that AZPS is complaint by being;

- Fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.
- Taking actions that are in line with the United Arab Emirates (UAE) government's legal and statutory requirements concerning the rights and protection of ALL LEARNERS.

These are in line with the requirements of the bodies which are responsible for ensuring and maintaining high quality education in Sharjah's private schools.

- Federal Law No. 29 of 2006 and Law No.2 of 2014
- UAE National Agenda 2021 on Education
- UAE School Inspection Framework
- SPEA Guidelines on Inclusion

Vision of Inclusion

Al Zuhour Private School recognizes that providing equality of opportunity, valuing diversity, and promoting aculture of inclusion are vital to our success.

We want our parents, governors, staff, and learners to reflect on the diversity of the regional, national, and international communities that we serve and influence. We aim to be a place where people can be free to bethemselves no matter what their identity or background.

By creating a working, learning and social environment in which individuals can utilize their skills and talents to the full without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential.

At AZPS, all learners are equally valued, and all staff strive to provide for the individual needs of learners in a way that recognizes their specific talents, individualized learning styles, backgrounds, and culture. Thus, it is our aim to overcome potential barriers to learning, to provide quality education for all.

School Philosophy

Al Zuhour Private School (AZPS) takes the responsibility to treat staff and learners equally. The school stronglybelieves that equality of outcome can be obtained by making sure that everyone is supported to have access to resources and to be recognized, valued, and respected.

Our school is dedicated to meeting the statutory duties of the Equality Act 2010. This policy comprises information about fulfilling our duties and providing guidance about our approach to promoting equality anddiversity.

- AZPS is committed to creating an environment for the school community that exhibits shared AZPS corevalues of respect, inclusion, career pathways and international mindedness.
- AZPS is committed to meeting the educational needs and raising the achievement of all learners. Theschool recognizes that all learners are not the same i.e., Learners of Determination may require supplementary support to fulfill their potential.
- The school, in its provision of educational services and facilities, is also committed against unlawfuldiscrimination of its learners, parents, staff and the wider public.
- The school is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discriminationand Hatred.
- The school actions are in line with the United Arab Emirates (UAE) government's legal and statutory requirements concerning the rights and protection of all learners.

Identification and Assessment

AZPS welcomes applications from Learners of Determination. In order that they can be made aware of possibleentitlements and the support that is available to assist them to achieve their potential in school. Currently, the premises at AZPS are not supportive of learners with physical disabilities due to the lack of elevators in other phases of school except high school. Also, AZPS is not ideally suited to accept such learners. The current schooldevelopment plan aims to address this at a future point in time.

For every learner who might have special educational needs, we recognize the need of early identificationfollowed by assistance. Various evaluations are used for identification.

Through Admissions

- Parents contact the registrar expressing their wish of admission for their child at AZPS.
- The registrar's office communicates with parents all the necessary documentation required for the learner's file (prior school results / school history, medical reports or psychological reports that may berelevant for SEN provision). Applicants should declare identified needs or disabilities at the time of application, the head of inclusion will be informed and review the documentation to assist the teacher and provide recommendations for placement.
- The school will provide all reasonable support, interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across allphases of schooling.

Categories of Special Education Needs Disabilities and barriers to learning

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ([1]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. [2]*Chronic or acute medical conditions*

Identification for intervention of enrolled learners

- **Specific concerns**
  A learner may be referred to through the online referral by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address.

- **Data**
  Then, data is gathered from Standardized Tests, such as the Cognitive Ability Tests (CAT4), Internal and external assessment data etc. Learners with a profile of concern that falls out of the norm range will be referred to the Inclusion Department for further evaluation and identification.

- **On-going Assessments**
  Learners' Progress will be evaluated on a regular basis. If the subject or class teachers are concerned that a particular or general need is the cause of a Learner's failure to make the expected progress, they may report the learner to the Inclusion Department through the referral form.

- **Assessment for Learning**
  It is the duty of every member of the school staff to recognize learners who might have specific special needs. A member of the Inclusive Education Action Team will watch and evaluate the learner after the recommendation has been made.

- **Provision of learners at risk of under-achieving**
  Effective inclusive provision needs a strategic approach to teaching and additional intervention designed to minimize underachievement for all learners.

Level of support at AZPS

- **Level 1**
  In Tier 1, learners are moderately or slightly below grade level expectations and require some level of differentiation or accommodation for academic, behavioral, or social/emotional concerns. Within the first-tier learners are identified by the teachers as requiring basic additional support. Following modified and specific teaching strategies as per the learner's difficulty, interventions are provided within the regular classroom setting by the teacher and effectiveness is monitored by ASCs.

- **Level 2**
  Tier 2 support is for learners who are still behind grade level expectations after being provided Tier 1 support. These learners then require additional, concentrated support from learning support teachers due to academic challenges or skills deficits. Teachers will provide detailed evidence and reports of the support they have provided the learners in Tier 1. Within the second tier of intervention, those learners are placed on an Individualized Learning Plan (ILP). An ILP is prepared by the class teacher or subject teacher as per the child's difficulty and provided to the relevant ASCs for review. After ASC's reviewing, the ILP files will be submitted to the Head of Inclusion monthly. The ILPs should be signed by the classroom teacher, subject teacher, ASCs, Head of Inclusion, support teacher, and parents. A copy will be kept in the Inclusion department as well as in the teachers' files.

- **Level 3**
  This tier aims to assist those learners who were admitted with formal assessment reports or who have been referred to outside agencies for additional assessments to better meet their needs. Learners on tier 3 require:

  i. Assessment reports are provided to the school by the parents, or by the external agency.

  ii. A meeting with all concerned parties: teacher, parents, learning support teacher, administrator, and possibly learner if developmentally appropriate.

  iii. An IEP using the information in the report and mutually agreed upon goals with all the concerned parties.

  iv. Individualized strategies to be implemented to best support the learner on a variety of levels.

  v. Support through one-to-one sessions by the learning support teachers.

  vi. A follow-up meeting is scheduled to review the progress that the learner is making and to make any necessary changes.

Learning Support team

Be composed of the principal, members of Senior Leadership Team, Lead for SEN for learners of determination, support teacher(s), Champion for inclusive education, as well as have learner, parent, Learning Support Assistants (LSAs) and other representations.

Members of Inclusion Team

- School Principal
- Vice Principals
- Head of Inclusion
- Academic Subject Coordinator
- Social workers
- Inclusion Support Teachers
- Inclusion Support Assistant
- Parent Representative

Role and responsibilities

The provision of SEN requires the collaboration of several separate role players. Below is a brief list of the primary providers required for adequate support and an explanation of their differing roles and responsibilities

➢ **Senior Leadership Team**

- The Principal and Senior Leaders of the school are responsible for ensuring that the school is trulyinclusive.
- School leaders also make sure that the inclusion principles are used in all activities that learnersparticipate in at school activities.
- School leaders need to provide training to educators at all levels to increase their awareness aboutSEND and enable them to best support these learners.
- School administrators ensure that AZPS has access to personnel who are suitably qualified andexperienced.
- To ensure that the work of both teaching and non-teaching staff promotes the best outcomes

➢ **Head of Inclusion**

- To facilitate active communication and collaborative support between all role players (parents, teachers, learning support staff, outside agencies, and administration) to best support learners withspecial educational needs.
- Overseeing the day-to-day operation of the school's SEN policy and coordinating provision for learners with special educational needs.

- Overseeing the records of all SEN learners.
- Liaising with and advising parents, learning support teachers, shadow teachers, class/subject teachers and external professionals.
- To generate IEPs for each SEN learner.
- Ensuring that appropriate records are kept for all learners and that confidentiality is maintained.

➢ **Academic subject coordinators**

- Help the class teachers create their teaching methods so they can start using them with learners withconcerns.
- Accurately capture data, evidence and record strategies and observations of referred learners.
- Visit all classes, especially those with Level 3 and Level 2 learners on a weekly basis and check on thewellbeing of the learners and the class teacher.
- All Heads of Department to weekly communicate with the Inclusion department.
- If there is any concern, they will fill in referrals and pass them on to the head of Inclusion.
- Attending care and support professional development opportunities sessions.
- Attending Individual Educational Plan meetings for Level 3 learners.

➢ **Social workers (SW)**

The SW undertakes a variety of tasks which include:

- Helping to devise ways of best supporting the learners he/she works with and developing BIPs.
- Observing the well-being of learners within social settings and spending time within classes or in conferences working with individual learners.
- Working alongside staff and learners to promote positive relationships for all learners throughout the school day, including break and lunchtimes.
- Undertaking individual or group work with learners whose behavior gives us cause for

➢ **Class teachers (CT)**

- To be aware of the school's Special Education Needs Policy and to abide by it.
- To be responsible for meeting the special educational needs for the learners in their care.
- To have high aspirations for every child and set clear progress targets for them to help them toachieve their full potential.
- To keep detailed and accurate records about individual learners, which includes the generation andmonitoring of IEPs and learner progress.

- To be responsible in meeting the special educational needs for the learners in their care.
- To participate in the effective implementation of IEPs.
- To provide additional support or accommodation for SEN learners, when required.

➢ **Inclusion Teachers**

- Specialist SEN Teachers are assigned to Literacy, Numeracy and Arabic Support.
- The SEN teachers will offer special support to the learner who required special small group orIndividual support to reach their full potential.
- Specialist Teachers will maintain the record of the additional support provided by them to thelearners to set further targets.

➢ **Learning Support Assistants**

LSA's are employed by the parents to help address the essential learning requirements of learners with a high level of additional needs.

- LSA will be recruited and employed by the parents, in consultation with parents, and parents will be billed (in advance) monthly.
- LSA provision form part of the SPEA-approved parent-school contract
- LSA works under the direction of the class teacher and collaborates to support learners with an IEP.
- LSA support arrangements are regularly reviewed, and adjusted as required, in consultation withparents.

➢ **Parental Involvement**

- The involvement of parents is a key factor to the success of the provision for learners with special and/or additional educational needs.
- Ongoing parental engagement is encouraged. Parents are an important part of this process, and we keep in contact with parents.
- Parents are contacted by email, phone calls, messages.
- Weekly plans are shared regularly with parents to keep them in loop regarding their child's academic learning journey.

➢ **Inclusive Assessment**

We promote equal access opportunities for all students during assessment by following the systems and comprehensive inclusion procedures. Individual Educational Plans, Modified curriculum, Assessment accommodations, additional time, modified test papers and special seating arrangements are the facilities provided to SOD at AZPS.

- **Related Documents**

This policy should be read in conjunction with the following documentation/policies and procedures:

- Admission Policy
- Safeguarding & Child Protection Policy
- Wellbeing Policy
- Behavior for Learning Policy
- Intimate & Personal Care Policy
- IEP
- Lesson observation
- Referral form
- Learner support timetable