



AMA Inclusion Policy

Policy Issued	June 2021
Next Review	June 2023
Lead Professional	Miss Laura Murray
SGG Ratification	March 2023



Rationale

Our Vision

Aldar Academies is committed to inclusivity, an all-encompassing practice of ensuring that people of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. Aldar Academies seeks to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

Mission

Aldar Academies encourages all students to be aspirational, to be inspired and to flourish. We provide high quality learning opportunities in a safe, creative and stimulating environment. Aldar Academies acknowledges the right of all children to access a broad and balanced curriculum in a manner which promotes school connectedness, wellbeing, resilience and raises self-esteem.

Aims

These procedures apply to all schools within Aldar Academies. The aim of our procedures is to promote the welfare of all students and ensure individuals are appropriately accommodated, by acting in the following ways:-

- To identify People of Determination (formerly known as Special Educational Need or Disability (SEND) as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils, including People of Determination, to high quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
- To ensure that all children, including People of Determination, feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence. To encourage parental and pupil involvement in the identification, assessment and support for People of Determination and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate students, including People of Determination, wherever possible, alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.



Identification and Assessment

We recognise the importance of identification as early as possible, followed by intervention for any child who may have special education needs.

On application, the following measures are used to help assess the level of individual needs and to ensure that appropriate provisions can be made for each student. AMA will admit Students of Determination in accordance with all relevant guidance and legislation in force:

- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- Child's application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Foundation Stage students are assessed in a group environment in order to take into account social abilities and appropriateness
- Primary and Secondary students are asked to complete the CAT4 assessment, a standardized Mathematics and Literacy assessment (where required), alternative assessment tools are used where applicable and on a needs basis. Adapted assessment procedures are provided if necessary

If any of these measures indicate the student may have additional need requirements, the Head of Inclusion is contacted and a decision is made using the Level System as to the level of provision that will be required for the student.

Identification of Enrolled Students

- Specific concerns - a student may be referred through the online referral by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address.
- Data gathered from Standardised Tests, such as the Cognitive Ability Tests (CAT4). Students with a profile of concern that falls out of the norm range will be referred to the Inclusion Department for further assessment and identification of need.
- External Therapy agencies conducting Observations for Occupational therapy support, Speech and Language support, ABA Therapy support or counselling support. • On-going Assessments - Regular testing will assess progress. Students struggling to make expected progress may be referred through the online referral system to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need.
- Benchmark testing – all students undergo benchmark testing on entry which will identify British National Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need. The online referral is to be completed in this situation



Definitions

People of Determination (POD)

People of Determination (POD), previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education Council previously defined SEN as “any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student’s access to learning and educational performance” (ADEC, 2013).

Specific Learning Disability/Difficulty (SLD)

Learning difficulty sometimes referred to as a specific learning difficulty, means that the student has significantly greater difficulty in learning than the majority of students his or her age.

Disability (D)

Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.

Student with SEND

Student with SEND means a child or young adult who, by reason of any of the following, needs special education and related services. The POD Directory includes 13 categories, as follows:

- Autism Spectrum Disorder
- Complex Sensory Disorder
- Hearing Disability
- Visual Disability
- Mental Disability
- Physical Disability
- Multiple/Complex Disabilities
- Communication Disabilities (language and speaking)
- Acquired Brain Injuries
- Behavioural and Emotional Disabilities
- Learning Difficulties
- Health Disabilities
- Attention Deficit Hyperactivity Disorder.

Gifted and Talented (G&T)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more



areas of human performance. **Please see our Gifted and Talented policy**

Dual or Multiple Exceptionality (DME)

The term DME describes educationally vulnerable pupils who belong to both the SEND and G&T groups, with the features of SEND dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.

Assistive Technology (AT)

Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

School Action (SA)

School Action is delivered when there is evidence that a child is not making progress at school and there is a need for action to be taken to support or address these learning difficulties. SA may indicate that a student has a diagnosis but requires very little support. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy. Teachers may become aware of the need for intervention at SA where there is little progress in the child's ability despite targeted teaching, where there are difficulties in core areas, where there are persistent emotional and behavioural difficulties or where there are sensory or physical problems. School Action will continue until it is no longer needed, or it is decided that the child needs additional support at School Action Plus.

School Action Plus (SA+)

School Action Plus is implemented where SA has not been able to help the child make adequate progress. At SA+ the school may seek external advice from the specialist support services. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. SA+ may also include one-to-one support and the involvement of an Educational Psychologist. As well as the use of external services, SA+ requires more detailed planning of interventions for children whose progress has been limited. A child's progress at SA+ stage should also be reviewed regularly (i.e. at least twice a year) and usually an IEP is written to assist the child. Reviews consist of professional meetings, which includes all those working with a child, both within and external to the school, and includes an evaluation of progress, effectiveness of interventions, next appropriate targets. All students who require the support of an Inclusion Assistant and 50% levy should be listed as School Action Plus. School Action Plus will continue until it is no longer needed.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a tool by which schools can plan for pupils with SEND. The IEP will include information about:



- The short-term SMART (Specific, Measurable, Achievable, Realistic, Timely) targets set for or by your child (small steps that the child can achieve);
- The teaching strategies to be used;
- The provision to be put in place when the plan is to be reviewed;
- Success and/or outcome criteria; and
- Outcomes (to be recorded when the IEP is reviewed).

The class teacher and HoI will discuss the IEP or other arrangements to plan individually for the student's progress. Parents will then be consulted and a final IEP be developed. The school will review the IEP at least twice a year and ideally termly. Wherever possible the student should be involved in the review process and setting of new targets, or at a minimum have their views considered.

Advanced Learning Plan (ALP)

An Advanced Learning Plan is a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon identified strengths, interests, and social-emotional needs. They are critical in the transition of gifted students and are to be reviewed annually. Wherever possible the student should be involved in the review process and setting of new targets, or at a minimum have their views considered.

Access Arrangements & Reasonable Adjustments (AA/RA)

Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment, for example readers, scribes and enlarged or braille question papers.

Reasonable adjustments can be made where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

Roles and Responsibilities

All members of the school community contribute by:

- Sharing a commitment to inclusion;
- Respecting the right of all children and young adults to receive an education;
- Promoting equality; and
- Recognizing the value of diversity.

Aldar Education Board and Executive Management Team

- Support inclusion, equity and opportunity at all levels within Aldar Education; and
- Ensure school facilities are accessible and accommodate the needs of POD.

Aldar Academies Heads of Inclusion

- Lead strategic development of Inclusion within Aldar Academies;
- Coordinate team of School Heads of Inclusion and Counsellors;



- Conduct placement observations and make recommendations on provision needs;
- Provide support to families;
- Consult regarding matters pertaining to Inclusion;
- Monitor and maintain quality provision for students with SEND;
- Develop and maintain links with the community that promote access to services;
- Ensure appropriate CPD is provided to Aldar Education Staff; and
- Manage the ADEK approval process and provision of data for Inclusion.

School Principal

- Work in close partnership with the Heads of Inclusion;
- Where necessary liaise with parents and external agencies;
- Facilitate access for staff to CPD which supports provision for students with learning support needs, gifts or talents; and
- Maintain an inclusive educational philosophy within the school.

School Head of Inclusion

- Ensure the policy is implemented;
- Lead their Inclusion Team;
- Ensure that all pupils' special educational needs are addressed;
- Complete duties as detailed in the Inclusion Guidance supplement;
- Consult and collaborate with families, reviewing need and progress regularly;
- Provide professional support and guidance to teachers;
- Ensure that appropriate funds and resources delegated to SEN are used for appropriate resources;
- Coordinate the monitoring of progress using a response to intervention approach;
- Collate data to demonstrate effectiveness of intervention strategies; and
- Provide professional development.

In addition, the Head of Inclusion should:

- Co-ordinate the day to day provision of the school's Inclusion Policy
- Liaise with and delegate responsibility to Learning Support team
- Liaise with and advise colleagues
- Co-ordinate provision for children with special educational needs
- Maintain the school's POD register and oversee the records of all pupils with special educational needs
- Organise necessary reviews and referrals
- Liaise with parents
- Liaise with external agencies
- Contribute to the in-service training of staff

Special Needs Teacher / Learning Support / English as Additional Language Teacher

- Work under the direction of the Head of Inclusion;
- Be aware of current regional, religious and cultural sensitivities in UAE;
- Be familiar with the administrative processes within the school;
- Be involved in testing and recording data in order to support the POD Register;
- Work closely with all members of staff to identify pupils' needs throughout the



- school;
- Implement the delivery of suitable programmes for all identified POD students which promote progression within an inclusive setting;
- Develop IEPs and ALPs which inform learning and teaching;
- Monitor and review progress;
- Be involved in the Annual Review process; and
- Attend professional development training.

Form Teachers, Class Teachers and Year Group Leaders

- Be aware of cultural sensitivities surrounding POD, additional needs, learning difficulties, mental health and special education in UAE;
- Keep up to date with information on the POD Register;
- Closely monitor pupil attainment and progress in line with policies and procedures to identify underachievement and facilitate appropriate intervention;
- Gather information through observation and assessment;
- Submit Cause for Concern documents when students require observation;
- Develop and promote an inclusive classroom;
- Ensure appropriate resources are available;
- Work closely with other staff to plan for learning and teaching and differentiate appropriately;
- Contribute to, manage and review IEPs and ALPs in consultation with the Head of Inclusion; and
- Work closely with and involve classroom assistants as part of the learning team.

Higher Level Teaching Assistants – Inclusion – HLTA-I (Employed by Aldar Academies)

- Work under the direction of the Head of Inclusion;
- Take responsibility for leading targeted interventions, mentoring classroom assistants as needed.
- Support by conducting assessments and observations of students.
- Lead School Action (wave 2) interventions in identified year groups.
- Implement the delivery of suitable programmes for identified POD students which promote progression within an inclusive setting;
- Work on targets articulated in IEPs and ALPs which inform learning and teaching;
- Complete lesson planning and reporting as required;
- Be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- Attend professional development training.

People of Determination Classroom Assistant – POD CA (Employed by Aldar Academies)

- Work under the direction of the Head of Inclusion and HLTA;
- Take responsibility for intervention programmes with groups and individuals;
- Implement the delivery of suitable programmes for identified pupils with SEND which promote progression within an inclusive setting;



- Work on targets articulated in IEPs and ALPs which inform learning and teaching;
- Complete planning and reporting as required;
- Be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- Attend professional development training.

POD Assistant – PODA

(Employed by Aldar Academies-salary contributed to by 50% parent contributions)

- Work under the direction of the Head of Inclusion and HLTA;
- Take responsibility for intervention programmes with groups and individuals;
- Implement the delivery of suitable programmes for identified pupils with SEND which promote progression within an inclusive setting;
- Work on targets articulated in IEPs and ALPs which inform learning and teaching;
- Complete planning and reporting as required;
- Be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- Attend professional development training.

Inclusion Assistant – IA

(Employed by Parents in Academies– salary fully paid by family, external to the school)

- Will liaise with and report to the school Head of Inclusion in consultation with parents and any external specialist providers;
- Will provide the child with individualised support, which will take the form of individualised 1:1 sessions to build core skills, small group sessions which promote learning in a social context and more generalised support within the class or wider school setting;
- Will attend essential and compulsory training and guidance through school sessions, however, will benefit from attending specialised external training as recommended;
- Will provide support and guidance to the child as required and in response to identified needs; and
- Will focus on helping the child achieve their next steps in learning, achieving IEP targets and promoting independence.

Classroom Assistant- CA

- Work under the direction of the class teacher to support students with additional learning needs;
- Be involved in planning and making resources to ensure students' needs are accommodated and supported;
- Look for positives by talking to the child about his/her strengths;
- Provide practical support, including close supervision when required;
- Listen to the child/speak to staff on the child's behalf;
- Explain boundaries and operate these consistently and fairly; and
- Share good practice.



Student

The child should where possible according to age, maturity and capability, participate in all the decision-making processes which occur in education.

This includes:

- Contributing to the assessment of their needs;
- Contributing to education plans by the setting of learning targets;
- Working towards achieving agreed targets; and
- Contributing to the review of IEPs/ALPs, annual reviews and the transition process.

Family

The relationship between the parents and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action. Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important. It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. It is the school's responsibility to invite parents of students with additional support needs to:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- contribute to and support their child to achieve targets on IEPs/ALPs.

All parents are encouraged, and have the right, to be active members of the team supporting their child and are invited to contribute to, and challenge if necessary, the provision and educational choices recommended by the school. Working closely with the Inclusion Team, parents will be kept informed and consulted throughout the year and are encouraged to seek guidance or clarify any issues to understand the rationale for recommendations relating to their child. We aim to ensure that parents are fully confident that their child is receiving the most appropriate and necessary intervention and support.

Processes

Inclusive Environment

Educators at Al Mamoura Academy use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.



Admission

Children of all abilities are accepted into Al Mamoura Academy and families interested in having their child attend will be given an equal opportunity for admission. A waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for the school to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

Placement

The placement of students identified as POD is carefully considered, taking into account the needs of the individual and the capacity of the class, teachers and year team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned.

It is the responsibility of the HoI and school Principal to ensure an equitable distribution of students identified as POD across the Academies' schools. It is the responsibility of the school HoI and school leadership team to ensure an appropriate distribution of students with SEND across classes, year groups and the school to ensure that the needs of staff and students are appropriately considered.

Transition

Transition refers to the movement of students from one year group, phase or environment to the next. Key transitions include Nursery-Foundation Stage, Foundation Stage-Primary, Primary-Secondary and Secondary-Post 16/Further Education/Workforce, however, also includes transitions between schools (internationally and nationally) or from a higher need setting to one of our schools.

Central to ensuring a successful transition is the sharing of information to allow time and opportunity to prepare appropriate accommodations and support in advance. Sharing of information occurs through the transfer of documents relating to a child (within Aldar Academies), sharing of specialist reports (with parental consent) and through observations and meetings with the family. A successful transition sets the tone for how well a student settles into their new environment and as such it is critical that students receive emotional and social support throughout this time to facilitate a successful transition. Transition may occur over a gradual move between settings – depending on the needs of the student.

When a student is transitioning within Aldar Academies, be it from one school to another or from primary to secondary, the HoI from both schools will meet and complete a thorough handover of documents and information pertaining to a child. An additional meeting will be held with parents and both HoI to clarify expectations



and needs, explore support and intervention required and recommend strategies for home to ease the transition.

Confidentiality

Confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Principal, HoI and the child's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school (external to Aldar Academes) without first receiving the written permission of the parent/guardian. This excludes the responsibility held by all members of our school community as mandated reporters of suspected child abuse and neglect.

Collaboration and Other Professionals

Many POD with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. Aldar Academies and Al Mamoura Academy welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the HoI, child's teacher and the service provider work collaboratively to determine the best strategies to support the student.

Professional Development and Support for Staff

An extensive range of professional development sessions are available to all staff at Al Mamoura Academy, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate.

Provision Mapping

Students' provision is mapped according to needs and the targets outlined in the IEP. This is reviewed regularly to assess students' attainment and progress.

Progress and Attainment Data

The needs, progress and attainment of students identified as POD will be maintained using school based programmes such as Target Tracker and Engage. Furthermore, HoI will use information generated from baseline assessments, standardized assessments including MAP, CAT, NGRT tests to monitor progress over time and progress as compared to peers. It is expected that the school HoI will prepare a presentation and report attainment and progress data to the school Principal on a termly basis through the "Inclusion Dashboard". This data will also be presented at



the Aldar Academies SEN Network meeting and shared with the Aldar HoIs. This will enable Academies wide data to be maintained to support schools during inspections and to enable academies wide tracking.

Individual Education Plans – Advanced Learning Plans

IEP's and ALP's are developed in consultation with student, parent, class/subject teachers and the HoI. They are informed by a child's academic, social, emotional, physical and behavioural strengths and areas of identified need. Targets are set and reviewed on a regular basis. As per ADEK guidance IEP's will be uploaded to ESIS for our Wave 3 students.

Policy Review

This policy will be reviewed annually or sooner if deemed necessary. Once the policy is reviewed it will be ratified by the SGG and then updated in the "AMA Staff Policies" Teams area and for parents updated on the Parent Portal.

Inclusion Policy is Informed by:

- ADEK People of Determination Directory (ADEK 2016).
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).