



INCLUSION POLICY

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Introduction

Deira Private School (DePS) is dedicated to the positive growth of its students in all areas of life. At DePS we believe that every child is special and our aim is to provide a well- rounded programme appropriate to the diverse intellectual, social, emotional and physical needs of students of determination (SoD). **We provide a caring, positive environment to ensure everyone is included.**

Educational inclusion is about creating a secure, accepting, collaborating and stimulating school in which everyone is valued, as the foundation for the highest achievement for all pupils.' We recognise that all children are unique and SoD students require additional support in order for them to fulfill their potential.

The Deira Private School Students of Determination Policy focuses on developing and implementing a clear whole school policy for SoD that:

- Describes how additional needs for SEN students are identified and met
- Explicitly details how children's needs are recorded and communicated to all other staff as well as parents and students as deemed appropriate;
- Explain the setup of Individual Educational Plans (IEP) and Advanced Learning Plans (ALP)
- Outlines arrangements for establishing and maintaining links with external agencies
- Explain how staff training needs in relation to SEN will be identified and met
- Explains the way INCLUSION is implemented
- Describes arrangements for monitoring and evaluating the effective provision for students of determination

Vision Statement

At DePS we believe passionately in the importance of inclusion of all our children and strive to make sure these values are at the heart of our inclusion practices and integrated values. We are an inclusive school that caters for all the needs of students with special educational needs and/or disabilities.

We promote an inclusive ethos that aims to support all children by removing barriers to their inclusion whether for individual or groups of children and respond to a spectrum of diverse needs by setting suitable challenges that are best placed to bring out the full potential from our children.

At Deira Private School we are guided by UAE Federal Law 2006 and Law (2) 2014: concerning the Rights of People with Special Needs. This policy is created in line with the Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015) the Dubai Inclusive Education Policy Framework (2017) and the Revised categorisation framework for students of determination Implementing Inclusive Education (2019-20). It also is in line with the Executive Council Resolution No.

(2) of 2017 – Regulating Private Schools in the emirates with focus on Article 4 (14) Article 13 (16, 17, 19,) and Article 23 (4).

Aims

DePS is committed to providing the most effective provision to meet the needs of all students of determination with the opportunity to achieve their best by:

- Providing equitable opportunities and high achievement for all students of determination.
- Identify a child at risk as quickly as possible and take early action to meet these needs.
- Enable and ensure that all students of determination realise their potential.
- Plan strategically to improve accessibility of the school's premises and curriculum for all students.
- Monitor progress and review goals regularly.
- Work in partnership with students, parents and external agencies (where applicable) to reach targets and goals.
- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students with special needs.
- Prepare students of determination for successful transition to secondary school.

Inclusion Policy Introduction: Statement of Intent

Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs”. Inclusive Education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community. (KHDA Policy 2019) (Please click [here](#) for the link to the KHDA Inclusion policy).

The purpose of the Inclusion Policy is to describe provision for children with Special / Additional Educational Needs. It describes how we meet the needs of individual students who may experience barriers including SEND, EAL and /or G&T and other barriers which prevent children from succeeding by embedding the vision of the KHDA Inclusion Policy (2017) into our schools Inclusion policy.

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.

Definition of Students of Determination

A student of determination are described in the current revised categorisation framework for students of determination (2019-20) *“as students with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age.”*

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.’ (Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015).

b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

i. Has an identified developmental delay

ii. Has a significantly greater difficulty in learning than the majority of others of the same age, or

iii. Has a disability that 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).

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 that is or has been spoken at home.

Disability:

“The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others”.

Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment.”

Categories of Need

The following is the UAE unified 12 categorisations of disability as defined through the KHDA revised categorization framework for students of determination (2019-20). It is used at DePS as an important structure to support the identification of students of determination.

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. Chronic or acute medical conditions

1 Intellectual disability (unspecified) is identified as a distinct category within the UAE unified categorisation of disability. However, due to the common 'barriers to learning' experienced by students with 'intellectual disabilities' both are combined for use by schools.

2 An additional category 'chronic or acute medical conditions' has been added under 'physical, sensory and medical' to ensure a comprehensive coverage of student need.

Inclusion

Definition of Inclusion

Following the UN Convention on the Rights of Persons with Disabilities (2006), we strive to provide an inclusive educational environment for our students at all levels. Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enables inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

Our philosophy at DePS of implementing inclusion involves the following principles:

- The basic principle in the least restrictive environment includes a variety of options available and designed to meet the diverse and changing needs of students,
- Ensuring access to the students with disabilities to get services suitable to them in the places where students can learn successfully and flourish alongside peers of the same age.
- A least restrictive environment constitutes inclusion in the regular education classroom with community based and classroom supports.

Deira Private School strives to include students of determination with a wide range of individual needs in the mainstream classroom. However in some cases there may be a need to provide special education support and services from outside the regular classroom. A student with specific learning difficulties may receive individual support from the special needs teachers and/or counselors outside the classroom setting.

The following principles are the guidelines set by DePS to support this process:

1. Setting suitable learning challenges

- 1.1. Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- 1.2. Identifying any gaps in students' learning and making arrangements to deal with them
- 1.3. Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
- 1.4. Where students' attainments are significantly low, DePS will demonstrate that sufficient plans are in place with challenging work within each subject

2. Responding to students' diverse learning needs

- 2.1. DePs will demonstrate high expectations are set and provide opportunities for all pupils to achieve
- 2.2. Teachers need to demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- 2.3. Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively

2.4. Teachers should demonstrate that they have taken specific action to respond to students' diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning

3. Overcoming potential 'Barriers to Learning' and assessment

This section deals specifically with students of determination

3.1 Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child

3.2 Where appropriate there needs to be evidence that students have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists

3.3 Teachers should demonstrate that they have taken specific action to provide access to learning by:

- Providing for students who need help with communication, language and literacy
- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences
- Planning for students' full participation in learning and in physical and practical activities
- Helping students to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Inclusive Practices at DePS

DePS will ensure, in line with the principle of inclusion that:

- All students are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- They are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

Teachers should therefore:

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with students with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- When working with students from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism and bullying
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison.

Our Provision for Students of determination

Students of determination have a learning need that requires special educational provision to be made for them which is additional to, or different from, the differentiated curriculum provision made for students in the classroom.

1. Students with Formal Diagnosed Special Educational Needs

Students who start their education in DePs with formal documentation of a specific diagnosis will be supported by an Individual Education Plan, produced by the SENCO, within the first month of their arrival in the school.

Where appropriate, students will be encouraged to participate in their own IEP process.

2. Students who do not have a Formal Diagnosed Special Educational Needs

DePS recognizes the importance of early identification and intervention. DePS undertakes a Graduated Approach to the identification, assessment and support of students of determination. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Wave 1: Quality First Teaching

- The educational needs of the majority of students will be met in the classroom. The teacher tailors instruction to meet the student's individual needs while maintaining high aspirations for expected attainment.
- The teacher plans activities to support the students to enable progress to be achieved.
- The teacher may differentiate the content, the process, the products or the learning environment and/or may use on-going assessment and flexible grouping.

- Children identified at Wave 1 are monitored closely to ensure that progress is being made and any obstacles to learning are overcome.

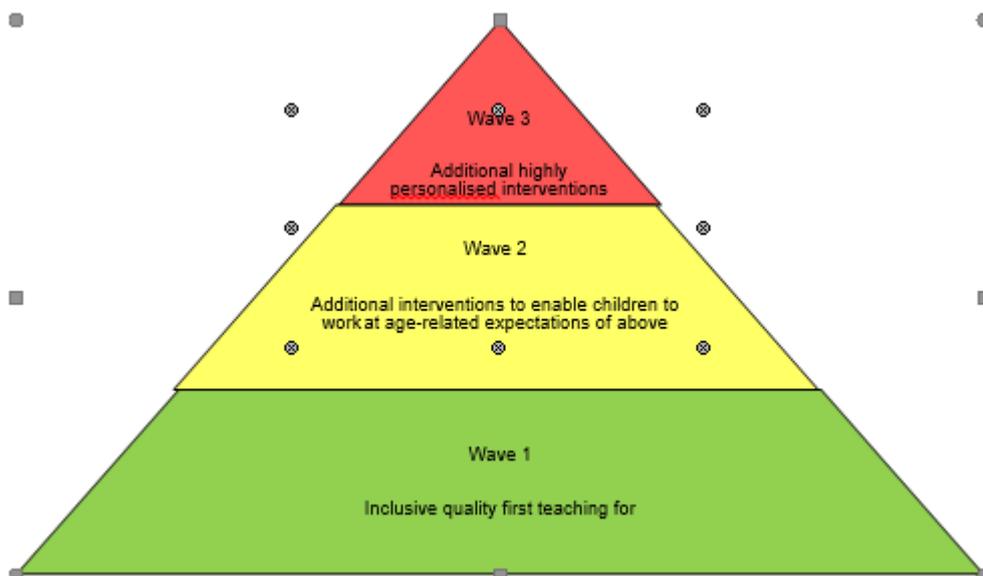
Wave 2: Additional Support

This stage is not exclusively for students with SEN and may include intervention methods such as Learning Support Plans (LSPs) and Behavioural Intervention Plans (BIP)

- An Individual Education Plan (IEP) will be formulated for students requiring a higher level of differentiation or accommodation for academic, behavioural or social/emotional concerns.
- The IEP will include the student’s area(s) of difficulty, the student’s strengths and areas of need and any accommodations that are in place to assist the student’s learning.
- There will also be a set of specific targets, each one accompanied by the teaching strategies that will be employed to support them.
- The IEP will be shared and approved by the parents
- The IEP will be reviewed on a termly basis, by the teacher, in consultation with the SENCO and the parent

Wave 3: External Agency Support

Where the student does not, after an appropriate period of time, reach expected levels academically or in behaviour, or where the school believes that the student has an undiagnosed special educational need, the parents will be advised to seek external agencies for the diagnosis and support of additional needs. The resulting diagnosis will be supported by an IEP, written by the SENCO in consultation with the parents, the student’s teachers and, where appropriate, the student.



Waves of Intervention Model

3. Gifted and Talented Students and an Advanced Learning Plan (ALP)

Gifted and talented students may be significantly ahead of the majority of their peers in one or more of the following areas:

- Those who show an exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Those pupils who possess a general academic learning ability, which is significantly greater than those of their peers.
- It is recognised that some children may have dual exceptionality.
- 'All rounders' are children who are both gifted and talented.

In DePS, students who have been identified as gifted and talented will be educated with differentiated learning tasks and a challenging curriculum. They will be provided with appropriate advanced learning opportunities and experiences to develop their potential and to satisfy their learning needs through the development of an Advanced Learning Plan (ALP).

The Individual Education Plan (IEP)

The IEP will be written by the SENCO in consultation with the student's teachers, parents and, where appropriate, the student.

- The IEP will include the diagnosed area(s) of difficulty, the student's areas of strengths and needs and any accommodations and/or modifications that are to be put in place to assist the student's learning
- The IEP will include a set of specific targets and the teaching strategies to support these targets, additional to those that children will receive through the normal differentiated curriculum, which will support the student and enable the student to progress in their particular area(s) of difficulty.
- The IEP will be shared with all school staff who work with the child.
- The IEP will be reviewed termly as a working document.

At the IEP review, decisions are made about the future actions that may be taken to meet the child's needs. These may be to:

- Reduce the amount of help, thereby weaning the student to become an independent learner
- Continue with the existing level of help with new targets being set
- Increase the level of intervention if there has been little progress

Parents' role in partnering with the school is crucial for the student's development and progress.

Behavioral Intervention Plan (BIP)

- Behavior intervention is provided for those with challenging behaviours.
- An Individualised Behavior Plan (IBP) assists the student in building positive behaviours to replace or reduce a challenging/dangerous behavior, providing effective strategies.
- The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are recorded to help plan the IBP.

Exemptions

Provisions and exemptions may also be provided as per the need of the student. The following is the list of provisions available for students of determination

- Modified curriculum
- Modified assessment- tailored to concepts that the student has been taught / IEP targets
- Accommodations in the classrooms and at the time of assessments.
- Learning Support Assistants / Teaching Assistants in class to support the academic and behavioral needs.
- Exemption from languages- second language and Arabic from KHDA or change to Arabic (B) from Arabic (A). It is mandatory for parents to submit a psychoeducational assessment report to seek any exemption. The report has to be less than 2 years old.

Access to the Environment

DePS is a single-site school built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which has an additional ramp and therefore is suitable for wheelchair access. Classrooms are accessed by corridors from which are accessible to wheelchairs. There is currently no lift to the first floor, but there is an 'evac chair' for emergencies.

Assessment/Testing within the school for students of determination

- Teachers and SENCo need to discuss the needs of each student before assessments to ensure students of determination are given a fair test.
- For external tests, early discussion is critical so accommodations can be applied for.

Exam provisions

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of a reader (only read out). Part or whole question can be read out
- Use of writer/scribe to write answer paper
- Use of calculator
- Use of computer/laptop to write exam
- Condone spelling error
- Learning Support Assistant in class and during assessments

Transition

At DePS we endeavour to ensure a smooth transition for pupils between each primary phase: EYFS to Key Stage 1, Key Stage 1 and Key Stage 2 and Year 6 to Year 7. Students and parents need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that students can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

Implementation

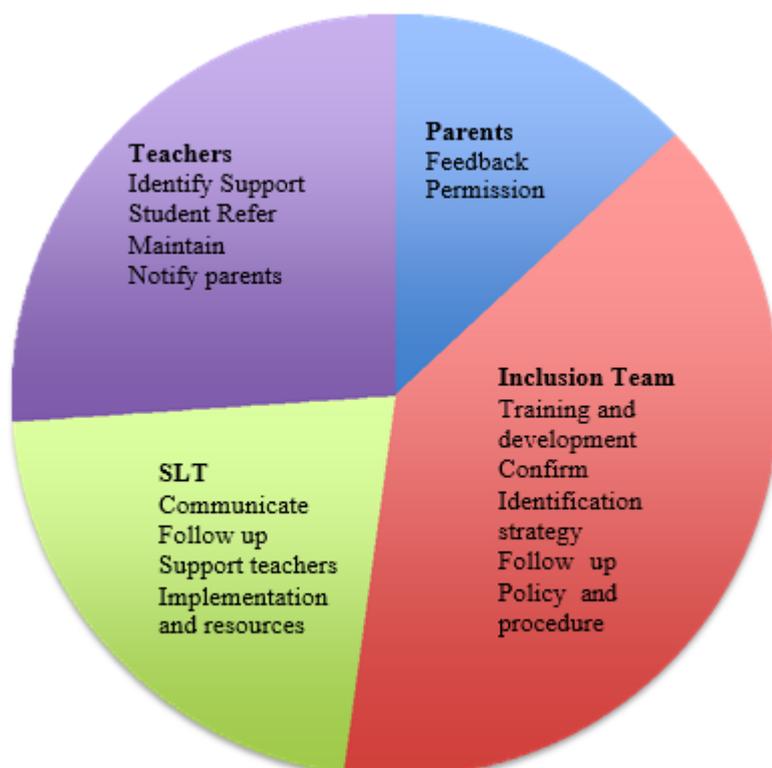
- Inform the parents and students about the transition process
- EYFS students are given several opportunities to visit the main school and the classrooms
- Assessments (including profiles) are shared with the new teachers
- New teachers to visit the students in the summer to observe them and build up a relationship
- Staff to meet and pass on records and assessments including discussions of the strategies to meet the students' needs
- Additional visits for Year 6 students of determination to their new secondary school
- Collaboration between teachers and SENCo from the primary school and post-primary schools to share best practice and expertise
- Pastoral support for students to develop the confidence, understanding and skills they need to become increasingly independent learners

Steps in the admission procedure for students of determination

1. Parents contact the school registrar.
2. Registrar forwards the admission request to the SENCo
3. SENCo contacts parents and asks for any evaluation or diagnostic reports, previous school/nursery report cards, therapy reports or any other notes.
4. Meeting is arranged with the parents.

5. Parents are inducted into the services and support offered at school.
6. An observation of the social, emotional, behavioural skills and ‘assessment of educational need’ is then conducted with the prospective student.
7. Parents are then informed of the nature of services and support that will be required by the student based on the outcome of ‘assessment of educational need’.
8. Parents complete the admission process.
 - All placements are subject to availability of seats
 - Parents must fully disclose in detail, during the admission application process, any educational, social-emotional, physical, sensory, medical diagnosis or medical needs along with copies of all written reports and/or any additional academic support the child is receiving or has received in the past.
 - **Sibling priority:** Priority is given to siblings with special educational needs and disabilities
 - At the time of entry level assessment if a student is facing challenges and the parents appear to be unaware of their child’s additional needs, then the admission team arranges an interaction with the Inclusion Lead.

Roles and Responsibilities



1. Special Education Needs Coordinator (SENCO):

The SENCO will support teachers to provide direct and timely assistance to students with additional learning and support needs. Many of these students come from diverse cultural and linguistic backgrounds.

Emphasis in the role of the SENCO will reflect school priorities and regional priorities and programs that support students with additional learning and support needs in schools.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The SENCO will:

- Be responsible for overseeing the daily running and operations of programs for students of determination
- Ensure that the welfare needs of students are met
- Consult outside agencies to gain advice and support for students
- Monitor and periodically evaluate the files and documentation of students
- Plan, monitor and review IEPs and ALPs in collaboration with the class teacher and parents
- Liaise with the medical team to ensure the needs of identified SEN students on the medical list are being met.
- Provide professional support to learning support assistants (LSAs) and class teachers
- Provide professional specialist advice, support and mentoring to classroom teachers on:
 - How best to cater for the diverse learning needs in their classrooms, and
 - How to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Provide professional specialist advice and assistance to the school Principal, Asst. Principals, Head of Departments and any other relevant staff to support students with additional learning and support needs
- Facilitate access for Learning Support Assistants to professional learning, skills training, current research and educational technology
- Promote and support the development of learning and support teams within the school
- Support student of determination teachers and class teachers in the development and implementation of adjusted educational programs for students with additional learning and support needs
- Liaise with all staff to ensure coordinated delivery of support for students with additional learning and support needs
- Consult with parents
- Participate in and support identified relevant school programs
- Participate in on-going professional learning and dialogue relating to learning and support and contribute to the professional learning of others, including LSAs, class teachers, Head of Departments and Asst. Principals.

2. Learning Support Assistants (LSAs):

The LSA will, through the guidance of the SENCO, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural and linguistic backgrounds.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The Learning support assistant will:

- Work collaboratively with the classroom teacher to support assessment for learning
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour
- Assist with professional learning for class teachers

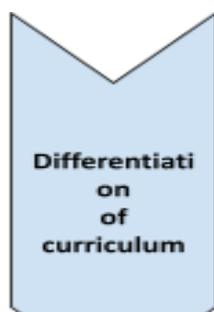
3. Teaching Staff:

- Teachers are responsible for accommodating, modifying and/or differentiating the curriculum for students who have a formal diagnosis of special needs.
- Teachers are responsible for differentiating the curriculum for students who are not reaching expected levels academically or in behaviour.
- Teachers are responsible for bringing students who are not reaching expected levels academically or in behaviour to the attention of the SENCO.
- Teachers are responsible for ensuring that student progress reports clearly identify modifications and services a student is supported by, if they have moderate special needs, or are gifted and/or talented.

4. Parents:

- Parents must provide the school with all information and documentation relating to their child's diagnosis.
- Parents must work in partnership with the school to provide support for their child
- Parents must attend meetings with the class teacher and/or the SENCO to discuss the educational and personal progress of their child.
- Parents must attend meetings to participate in the formulation and review of their child's IEP.

Procedural Flowchart



Class teacher initiate differentiation of the core curriculum based on students strengths and areas of improvement
 This may include looking at 1 or all of the following areas: Presentation of instruction, Approach to learning and Response techniques
 Teacher records differentiation techniques being used.



The SENCO observes the student in and out of the classroom targeting their academic, social and emotional behaviours.
 Once student observations are complete the SENCO will meet with the class teacher to discuss.
 Recommendations will be raised at review meetings
 Group IEPs/ALPs may be written for students presenting with similar areas of need.
 A casefile will be developed if deemed necessary.



If, after trying various strategies of differentiation and suggestions from the SENCO, little progress has been made, the SENCO and class teacher will develop an IEP
 EPs and ALPs will be reviewed every 5 weeks by the class teacher and SENCO if needed to make adjustments as necessary.



Once an IEP/ALP has been established, a meeting with the parents will be organised to discuss with them the additional strategies and support systems the school is putting in place for their child and recommended home strategies.
 Parents are encouraged to contribute to their child's IEP/ALP and be involved in it's review.



- Twice a year, formal reviews are scheduled and conducted to monitor progress set review targets
- Parents, teachers, SENCO and any other relevant personnel attend the formal review to assist in managing the students IEP/ALP.

Early Intervention

DePS recognizes the importance of early identification, assessment and intervention for any child who may have special educational needs. The EYFS department play a pivotal role in early screening and identification of special needs. By adopting such an approach, DePS seeks to be more proactive in identifying and responding to special needs through early intervention.

Partnership

DePS recognizes that in order for students of determination to achieve their maximum potential the key is to establish and maintain on-going partnerships with a number of parties.

Specifically, such partnering members include the following:

1. *Partnership with Other Staff Members within the School*

All departments and staff members within the school collaborate to ensure that the needs of the students are met. This collaboration is extremely important especially with the class teachers who remain responsible for working with the child on a daily basis.

Partnership with other personnel in the school will enable students of determination to have access to psychosocial, health, canteen, sports, and transport facilities. Such personnel include:

- Asst. Principals
- Head of Departments
- LSAs
- School Medical Team
- Transport staff
- School Maintenance Staff
- Administration staff

2. *Partnership with Parents*

DePS always seeks to build a positive relationship with parents and care-givers of students of determination and the students themselves in numerous ways:

- Provide advice and information to parents about SEND provisions and arrangements for students of determination
- Obtain parents input as well as that of the student in the framing of the IEP\ALP targets while also ensuring that the parents receive a copy of the child's IEP
- Invite parents to review progress towards the targets at review meetings.
- Encourage parents to be actively involved with the school to help support students of determination
- Work alongside parents in preparation to approach professionals from outside agencies for expert assistance.
- Assists parents in scheduling appointments for external assessments.
- Conduct workshops for parents on related topics for increased sensitivity and understanding.

3. *Partnership with External Services*

DePS realises the importance of maintaining close ties and engaging the knowledge and skills of a multidisciplinary team through external services to meet the additional needs required by students of determination. The multidisciplinary team may include speech and language

therapists, behavior therapists, occupational therapists, educational psychologists and/or psychiatrists.

External services may be used to:

- Provide advice on intervention and strategies to better meet the needs of SEN students in the school and home environment.
- Offer training to the school staff providing various strategies to meet the needs of students of determination

4. *Partnership with Other Mainstream and Special Education Facilities*

DePS aims to develop inclusive links with other mainstream schools and special education facilities. These links have mutual benefits for both staff and students including:

- An opportunity for the sharing of best practice in meeting the needs of all students.
- Sharing of curriculum differentiation expertise from other institutions which assist students to access suitable curriculum for them.
- Establishing a pool of shared resources
- An opportunity for the wider student body to gain a greater understanding of students of determination through partner programs.
- Community service exposure for students.

Training or Professional Development Training

DePS understands the need for teachers to be updated on latest practices and strategies and the enhancement of skills for working with students of determination. Appropriate training will be offered to teachers with the aim of ensuring that all staff can develop their existing skills and competencies to confidently meet a wide range of students' learning needs. DePS aims to provide training in various forms:

- The Inclusion Department and/or teachers conduct in-house workshops and share good practices and strategies with each other
- Specialists are invited to provide an insight into specific areas of interest
- Teachers attend training conducted by external agencies

The training content will aim to focus on:

- Identifying needs of students in children (educational, behavioural and socio – emotional)
- Strategies in differentiation
- Latest practices and trends in special education
- Personal development
- Sharing of practices that work

Monitoring the Success of the Inclusion Policy

Evidence of the effectiveness of this policy regarding progress in learning or improvements in SEN students will be shown by:

- On-going teacher and Inclusion department observations of the child in their regular learning environments.
- Differentiated planning done by all teachers in collaboration with the SENCO
- Records and evidence of the students work showing progress towards curriculum outcomes

- Evidence of progress towards targets at the IEP/ALP reviews
- Discussions at an appropriate level with the student about their progress
- Discussions with parents about students progress

Evaluating the Success of the Inclusion Policy

The success of the policy will result in the needs of all students of determination being met by:

- Having systems in place to identify students of determination as early as possible.
- Making use of good practice in planning for, teaching and assessing students of determination
- Regularly reviewing the students' progress against targets set.
- Providing additional intervention if progress is not adequate.
- Having a positive and effective partnership with parents.
- Encouraging a multidisciplinary approach whenever possible.

Gifted and Talented Students

The term "gifted and talented" applies that a student has been identified as one who is "more able" and/or of a "higher learning potential" than their peers. At DePS we believe these students have special learning needs that are as important as any other group, and as such, require access to specific programs that enable their potential to be nurtured and realized.

A gifted and talented student may present in one of many ways. They may be:

- An "all-rounder", someone who excels in all areas of learning
- Have a distinct, specific gift or talent
- A student whose abilities stand out
- Someone who tries to conceal their abilities for social reasons
- A student who shows exceptional skills early or later in their school life

These students need to be involved in enriching learning experiences that enhance their abilities and do not just provide them with more of the same experiences.

Aim

The aim of the policy is to put into place strategies that will identify, support, challenge and monitor progress of the gifted and talented students at DePS.

Vision

Through the implementation of a gifted and talented policy the learning needs of students will be met so they too can see and reach their potential.

Mentors

At DePS we hope to provide enriching learning experiences to all our students and to assist those identified as having exceptional learning abilities. We feel they will benefit from access to a mentor in their area of interest to support them. These mentors may be from within the school or from an external agency (University, resource center, particular interest club). They will provide an opportunity to foster their gifts and/or talents.

Refer to "DePS Gifted and Talented Policy" for more information

The following are provided as contacts and are not specifically endorsed by the school. It is recommended you contact them to find the most suitable service for you.

Child Early Intervention Medical Centre

FZLLC Al Razi Building, Block B, Suite 2010, Dubai HealthCare City, P O Box 505122 Tel: 04-4233667

Stepping Stones

Tel +971 4 3635433

Web: www.steppingstonesca.com

Reach out

Tel +971 4 4489173

Senses

Tel +971 4 394 8765

Genesis Dubai

Tel: +971 4 335 5578

+971 50 4853160

Special Families Support (SFS)

Tel: 04 360 5654/04 3349818

Web: www.sfs-group.net

Rashid Paediatric Therapy Centre

Tel: +971 4 3400005

Kids In Motion Therapy Services (Learning Support Assistants) Block C, Building # 64 Street # 20, Oud Metha Road - Dubai Phone: 04 422 9147

Documents to support Inclusion policy

- Admission policy and procedure
- Professional code of practice
- Safeguarding Policy
- Gifted and Talented Policy

Document	Inclusion Policy
Date written	April 2019
Last reviewed	March 2022
Next Review	August 2023
Version	Working Document