

Emirati Students Policy

Introduction

Deira Private School, DePS welcomes students with a wide range of abilities. Each student is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximise their potential.

“Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. (UAE Inspection framework, 2015)”

According to the KHDA’s *“In Search of Good Education”* document, the United Arab Emirates’ leaders have envisioned a future where Emiratis take the lead in building the country, as outlined in the UAE Vision 2021 (UAE, 2010) and the Dubai Strategic Plan 2015 (Dubai Government, 2007). This future vision includes aspiring to give Emirati children access to, and provision of, first-rate education so that they can develop into active and contributing members of society (UAE, 2010; Dubai Government, 2007). Improving the qualifications and educational attainment levels of Emiratis will help to produce the human capital needed to lead the economy and support the social stability of the UAE. Government strategies at both federal and emirate levels have also identified the importance of completing schooling, of providing students with resources to fulfil their potential and of integrating students with special educational needs into the mainstream school system (UAE, 2010; Dubai Government, 2007).

Deira Private School, DePS believes that every student is unique in his or her own way and is committed to developing our Emirati students by encouraging them to learn, grow, and reach their full potential.

Our aims to improve Emirati education will be met with purpose and meaning. DePS will institute systemic change to ensure that Emirati students are high achievers, successfully prepared for a competitive global job market. Our vision of a successful student is one who discovers a passion for learning and transforming their world, while maintaining the student’s unique culture, identity and language. By increasing opportunities, promoting self-determination, sustaining Emirati culture, histories, and languages we will improve academic outcomes and opportunities for our Emirati students. DePS is intent on creating a culture of success based on accountability and responsibility for student learning.

The role of the Emirati and Inclusion Support Team

The Emirati Support Team (EST) along with Inclusion Support Team (IST) lead initiatives to meet the needs of Students within the school. The EST and IST support staff in their identification and monitoring of Students both academically and pastorally. The EST and IST keeps up to date with information about resources and services, shares this information with colleagues and compiles and updates registers for SEND, Emirati, ELL and Gifted and Talented students. A crucial part of this role is to analyse progress and work with SLT to adjust provision to meet changing needs.

Level of Provision

Emirati student provisions will not be viewed as an isolated activity. To ensure that the correct level of encouragement is put in place for the students at DePS, we use the ‘Emirati Education Improvement Plan’ of Provision.

For this Strategic Plan **Emirati Students** will all be provided with an **Emirati Education Improvement Plan (EEIP)**. Emirati students will have a clear portfolio (**APPENDIX 1**) that will include, **EEIP** Snapshot for the class teacher **APPENDIX 2**, The student profile will also include details about their areas of strength, talents, and achievements keeping a folder of evidence for the child and how we at DePS’S are supporting this student.

All Emirati Students will be provided a **Teacher Mentor** to liaise with outside the class teacher and whose purpose is to monitor the student's social, emotional and academic progress. A Teacher Mentor along with the Emirati Coordinator in conjunction with the Inclusion department will help guide, track and support Emirati Students. Predominantly the **Head of Year** will be the mentor.

This **EEIP** will be monitored by the Head of Emirati Provision, Head of Year in conjunction with the Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress.

At DePS we work together to meet the needs of our schools' Emirati students, this will include using a broad range of qualitative and quantitative data to identify needs. Data from CAT 4 and Progress Test are utilised and monitored regularly. DePS will track all Emirati students data as an example in **APPENDIX 2**.

Teachers and Mentors will;

Teachers will use a range of strategies designed to meet the needs of Emirati students including;

- Teachers and the Emirati coordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai. Which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Emirati students.
- With the support of Inclusion, the team plans appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.
- Give Emirati students opportunities for leadership within the student SLT.
- Encourage Emirati students to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- Review pupil progress termly and report to parents at parent consultation meetings.

Over the past year, DePS has invested in increasing the enrolment of Emirati students and becoming a truly inclusive school. This is a major shift in practice for the school and much needs to be done in order to accomplish this in the most effective way to ensure a truly successful learning experience for our students.

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