



## Inclusion Policy for Staff and

### Students (Incorporating the Discrimination and Special Educational Needs Policies)

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## 1 SCOPE

This policy outlines The School's Policy on

- 1.1 Inclusion.
- 1.2 Disability.
- 1.3 Equality.
- 1.4 Discrimination.
- 1.5 Special Educational Needs.

## 2 DEFINITIONS

The *UAE Federal Law 29 (2006)* defines a **person with special needs** as every person suffering from a temporary or permanent, full, or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The *UAE School Inspection Framework* (p.117) defines a **Special Educational Need** as „Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder“.

A **Disability** is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion, or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

The definition of “**day to day activities**” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

### 3 LEGISLATION

- 3.1 This policy aims to ensure that The School is compliant with the terms of:
- 3.1.1 The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
- 3.1.2 [UAE Federal Law 2 \(2015\) against Discrimination and Hatred](#);
- 3.2 The School's admissions policy adheres to the stipulations of the **Dubai Inclusive Education Framework (DIEF)** (Published November 2017).
- 3.3 The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination
- 3.4 The School's admissions policy adheres to the stipulations of the **Dubai Law No 2** of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
- 3.5 The School's admissions policy adheres to the stipulations of **the UAE Executive Council Resolution No (2) of 2017** Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 Clause 19: To provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

Article 23 Clause 1: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;

Article 23 Clause 4: To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;

### Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability
Cognition and Learning	<ol style="list-style-type: none"><li>1. Intellectual disability (including intellectual disability-unspecified)</li><li>2. Specific learning disorders</li><li>3. Multiple disability</li></ol>
Communication & Interaction	<ol style="list-style-type: none"><li>5. Communication disorders</li><li>6. Autism spectrum disorder</li></ol>
Social, emotional and mental health	<ol style="list-style-type: none"><li>7. Attention Deficit Hyper Activity Disorder</li><li>8. Psycho-Emotional Disorders</li></ol>
Physical, sensory and medical	<ol style="list-style-type: none"><li>9. Sensory impairment</li><li>10. Deaf-blind disability</li><li>11. Physical disability</li><li>12. Chronic or acute medical conditions</li></ol>

The information below expands upon of the “12 categories of disability” (identified above).

1. Cognition & Learning
  - 1.1 Intellectual disability (mild, moderate, severe)
  - 1.2 Specific Learning disorders (dyslexia, dysgraphia, dyscalculia, dyspraxia)
  - 1.3 Multiple disability (number of severe barriers caused by more than one type of disability, disorder, or condition present)
  - 1.4 Developmental delay (global developmental delay, Specific development delay)
2. Communication & Interaction
  - 2.5 Communication disorder (Expressive Language Disorder, Receptive Language Disorder, Global Language Delay, Speech Fluency Disorder, Speech Sound disorder, Social Communication Disorder)
  - 2.6 Autism Spectrum Disorder (ASD) - (ASD-level1, ASD-level 2, ASD-level 3)
3. Social, emotional, and mental health
  - 3.7 Attention Deficit Hyper Disorder (ADHD) - Inattentive, hyperactive, combined type
  - 3.8 Psycho-emotional disorders- Depression, Bi-polar disorder, Oppositional Defiance Disorder (ODD), Obsessive/Compulsive disorder, post-traumatic stress disorder (PTSD)
4. Physical, sensory, and medical
  - 4.9 Sensory impairment- Visual impairment, hearing impairment
  - 4.10 Deaf-blind disabilities- combination of sight and hearing loss
  - 4.11 Physical disability- Muscular dystrophy, Cerebral Palsy, Spina Bifida
  - 4.12 Chronic or acute medical conditions

## **5 INCLUSION - PREAMBLE**

- 5.1 This Inclusion Policy sets out the school's commitment to students and staff with special educational needs and disabilities ("people of determination"), providing a framework to contribute to the ongoing development of an enabling environment for all members and users of the school.
- 5.2 The School will endeavour to
- 5.2.1 maximise accessibility to the school's services and activities for People of Determination, be they staff, students, alumni, visitors, parents, prospective staff, and students, and taking all steps to ensure that no-one is treated less favourably on the grounds of special educational needs and disability.
  - 5.2.2 Develop a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to considering access requirements and access arrangements in order to promote equal participation in the school's services and activities.
  - 5.2.3 Find solutions to address disabling barriers to learning and participation to individuals with impairments.
  - 5.2.4 create maintain and disseminate information about services and facilities available for People of Determination, students, alumni, visitors, parents and prospective staff and students.

## **6 INCLUSION - RESPONSIBILITIES**

- 6.1 The School is responsible for the well-being of People of Determination, together with actively enabling them to join the school. These responsibilities are delegated from the School's Executive and Senior Leadership Team to Heads of Departments and appropriate representatives on the staff and student side to ensure support for both disabled students and staff. In addition, certain departments, e.g., the SEND Department, have responsibilities to ensure that specific support is available in line with their active remit.
- 6.2 Support for People of Determination is expected to be a general duty of all staff and students with a specific focus on promoting equality.

6.3 Under these duties the school expects staff and students to work towards:

6.3.1 Eliminating unlawful discrimination.

6.3.2 Eliminating harassment of People of Determination.

6.3.3 Promoting equality of opportunities between People of Determination and other people.

6.3.4 Involving People of Determination in the formulation of actions.

6.3.5 Promoting positive attitudes towards People of Determination.

6.3.6 Encouraging participation by People of Determination in public life.

6.3.7 Taking steps to meet People of Determination's needs wherever possible and reasonable.

6.3.8 Identifying and analyzing potential discriminatory policies, practices and procedures in all aspects of the school's activities.

6.4 The School has an approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual People of Determination attempting to use the facilities or access education.

## 7 INCLUSION – EDUCATION SUPPORT TEAM

7.1 The School has an Inclusion Support Team consisting of representatives of

### 7.1.1 Superintendent at Dubai International Private School

- ✚ effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- ✚ conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement develop and implement a comprehensive and strategic inclusive education improvement plan
- ✚ ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- ✚ Provide an annual programme of continued professional development for all staff at all levels across the school
- ✚ apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ✚ Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.



### **7.1.2 Governor for Inclusive Education (Inclusion Champion)**

The governor for inclusive education is a nominated member of the governing board who is fully committed to, and proactive in, setting and prioritizing a clear vision of inclusion. He or she will, on behalf of the governing body, play a key role in providing support and challenge to the school as it works to achieve an inclusive system of education for students of determination.

Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches

- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time

### **7.1.3 Inclusion & SEND Lead -**

Working alongside teachers to observe, assess and identify special educational needs

- working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of individual education plans
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- implementing evidence-based programs of intervention for individual and small group of intervention

### **7.1.4 - Support Teacher**

- ✚ Develop the professional role of a “support teacher” who will assist teachers and other education professionals in the provision of instruction to students who experience SEND by spending not less than per cent of their time engaged in activities that directly assist individual teachers.
- ✚ Ensure the support teacher will allocate not more than 25 per cent of their time working directly with individual or small groups of students who experience SEND.
- ✚ Ensure the support teacher will use not more than 15 per cent of his/her time working on administrative duties.
- ✚ Ensure that the role of the support teacher must focus upon supporting teachers in an active and sustained manner across the year.
- ✚ All Support teachers all the time:
  - Apply formative assessment
  - Universal design learning
  - Differentiation

- Other learner-centred activities, so that students can pursue and achieve curricular-based learning goals
- Engage in coaching and co-teaching opportunities with support teachers and other colleagues to accommodate all students within an inclusive learning environment.

### **7.1.5 - Learning Support Assistant**

- ✚ Ensure, that when LSA's are employed by the parents of student who experience SEND, the school implements a memorandum of understanding (MOU) that clearly sets out the terms and conditions of employment within the school.
- ✚ LSAs will be required to:
  - Contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction
  - Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team
  - Prepare learning materials for use by student(s) under the direction of the teacher
  - Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team
  - Assist students who require personal care supports(e.g., eating, using the bathroom, dressing)
  - Facilitate peer interaction based on guidance from the teacher and Inclusion Support Team. Invite students to help each other and, as required, also engage in non-instructional tasks
  - The LSA guidance will be given to the teachers by their HOD's and collected by the HOD's

### **7.1.6 Parent Representative**

- The effective engagement of parents is a critical factor in ensuring that the identification of a disability does not result in unnecessarily low educational expectations. Schools should ensure that:
  - students and their parents can contribute to, and influence, the planning of provision
  - Students and their parents are provided with the information and support necessary for them to make informed choices about their chosen pathways and future opportunities.

### **7.1.7 Student representative**

### **7.1.8 Parent representative**

7.2 The list of current personnel is found in Appendix 3 Paragraph 20 below.

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## **8 INCLUSION AND PUBLIC EXAMINATIONS**

8.1 The School uses American and International Examination Boards and therefore in addition must comply with elements of USA and other international equality legislation in order to be a recognised Examination Board. Thus, the School will ensure that the students and staff at SMS have access to appropriately qualified specialist assessors.

8.1.1 Access Arrangements allow students with special needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual student without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the USA Equality Act 2010 and other international legislation to make 'reasonable adjustments.'

8.1.2 Any assessment makes justifiable and professional judgments about the student's potential to complete successfully the examinations/ assessments and achieve the qualification(s).

8.1.3 Where appropriate, the curriculum will be modified so that the learner can facilitate access to examinations/assessments.

8.1.4 Additional support in the form of additional time, reader, scribe, assistive technology is substantiated with documentary evidence held on file for any inspection.

## **9 INCLUSION - STAFF RECRUITMENT AND DEVELOPMENT**

9.1 The School aims to recruit, train, develop and retain staff irrespective of any disabilities outlined in the definitions above. The school monitors self-declaration of disability at both application and appointment stage.

9.2 The School offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration of the needs of staff with disabilities. All staff with specific access requirements attending a training program can request reasonable adjustments or outline requirements that need to be accommodated.

9.3 All managers who conduct the annual review of their staff pay attention to the developmental needs of People of Determination together with discussing any reasonable adjustments which may be identified.

## 10 **INCUSION - STUDENTS OF DETERMINATION**

- 10.1 DIS welcomes applications from students of determination and those with specific learning difficulties. In order that they can be made aware of possible entitlements and the support that is available to assist them to achieve their potential in school
- 10.1.1 Applicants should declare known disabilities or specific learning difficulty at the time of application.
  - 10.1.2 Existing students should declare any disabilities or specific learning difficulties that subsequently come to light at the earliest opportunity thereafter.
- 10.2 Information provided to the school is held in confidence and shared with relevant colleagues. Disability is in no way linked with academic decisions regarding offers of places.

## 11 **INCLUSION – MAKING ADJUSTMENTS FOR PEOPLE OF DETERMINATION**

- 11.1 The School will endeavor to adjust when a Person of Determination may be placed at a substantial disadvantage in comparison to a person who is not disabled. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:
- 11.1.1 Teaching, including classes, lectures, seminars, practical sessions.
  - 11.1.2 Examinations and assessments.
  - 11.1.3 Field trips and outings.
- 11.2 Adjustments may include specific examination arrangements, provision of additional support for learning, adjustments to assessment practices, accommodation arrangements, and specific access issues.
- 11.3 Similarly, the School will endeavor to adjust for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:
- 11.3.1 Reallocation of duties.
  - 11.3.2 Altering working hours.
  - 11.3.3 Changing work location.

11.3.4 Modifying equipment (e.g., providing an adapted keyboard or telephone).

11.3.5 Consideration of other roles.

## **12 ACCESS TO FAIR ASSESSMENT AT MIDDLE and HIGH SCHOOL**

12.1 The School is committed to providing continued support to learners with needs or requirements on a non-discriminatory basis.

12.1.1 We are committed to making appropriate adjustments, where required, to facilitate learners in completing the course/programme as independently as possible.

12.1.2 Our staff is committed to contributing to this practice and the overall aims are to assist students in managing their individual situation and create a more accessible learning and assessment environment for all. For this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage in collaboration advice given from the specialist assessor in the SEND Department.

12.2 In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

12.2.1 Ensure the access to fair assessment provision in the Assessment Policy are understood and complied with by any staff involved in assessment and by students

12.2.2 Promote equality in relation to the provision of the programmes and courses of study on offer.

12.2.3 Promote equality in relation to all assessment(s) pertinent to the programmes and courses offered by the school.

12.2.4 Adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g., Common Core, California Standards)

12.2.5 Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.

12.2.6 Request permission for the implementation of specific adjustments from the awarding bodies where required.

- 12.2.7 Ensure appropriate equipment/staff (technological equipment or any assistant personnel, ie. reader, scribe, practical assistant, etc.) is available for selected adjustments and appropriately trained.
- 12.2.8 Use assistive technology, and staff, within the reasonable adjustment's framework, as outlined by awarding bodies, without disadvantaging others who are not affected by particular requirements.
- 12.3 It is ultimately the responsibility of the School's Senior Leadership Team, to ensure that this statement and related procedures are published and accessible to all personnel, students and any relevant third parties. However, the relevant Key Stage Leaders and/or Subject Leaders are responsible for ensuring this information is fully understood by their respective team and by the students who commence programmes/courses in their area.
- 12.4 Students/Parents have the right to raise any issues related to the implementation of support across school and/or access arrangements or make a formal complaint via the School Appeals and Complaints procedure outlined in the Assessment, Reporting and Appeals Policy (Article 10), if they are not satisfied with the outcome of the decision in relation to the access arrangements applied.
- 12.5 The procedure for Access Arrangements can be found in Appendix Four.

### **13 PREAMBLE**

- 13.1 The School is committed to encouraging equality and diversity among its staff. It is equally committed to eliminating unlawful discrimination in all aspects of workplace relations beginning at recruitment.
- 13.2 The School, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and wider public.
- 13.3 The School is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.

### **14 PURPOSE**

- 14.1 The policy's purpose is to provide equality, fairness, and respect for all employees regardless of whether they are on full-time, part-time, permanent or temporary contracts.
- 14.2 The School endeavours that its staff will be truly representative of all sections of society and for each employee to feel respected, safe and secure so that they are able to give their best.

### **15 COMMITMENT**

- 15.1 The School commits that all will be treated equally, "irrespective of their, or their parents' religion, belief, sect, faith, creed, race, colour or ethnic origin" (UAE Federal Law No 2 of 2015 against Discrimination and Hatred, Article 1).
- 15.2 The School commits that it will not discriminate unlawfully because of age, disability, gender, marriage, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief.
- 15.3 The School commits that it will oppose and avoid all forms of unlawful discrimination. This includes in
  - 15.3.1 Pay and benefits,
  - 15.3.2 Terms and conditions of employment,

- 15.3.3 Dealing with grievances and discipline,
  - 15.3.4 Dismissal,
  - 15.3.5 Redundancy,
  - 15.3.6 Leave for parents,
  - 15.3.7 Requests for flexible working, and
  - 15.3.8 Selection for employment, promotion, training or other developmental opportunities.
- 15.4 The School commits that it will encourage equality and diversity in the workplace as they are good practice and make business sense.
- 15.5 The School commits that it will endeavour to create a working environment free of bullying, harassment, victimization, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.
- 15.5.1 This commitment includes training managers and all other employees about their rights and responsibilities under the equality policy. Responsibilities include staff conducting them to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimization, and unlawful discrimination.
  - 15.5.2 All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, students, external stakeholders (e.g., parents) and the public.
- 15.6 The School commits to take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, external stakeholders, visitors, the public and any others during the organization's work activities.
- 15.6.1 Such acts will be dealt with as misconduct under the organisation's grievance and/or disciplinary procedures, and any appropriate action will be taken.
  - 15.6.2 Particularly serious complaints and/or acts that amount to gross misconduct could lead to dismissal without notice.
  - 15.6.3 In addition, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations.



## 16 IMPLEMENTATION AND MONITORING

- 16.1 To better facilitate adherence to the articles stipulated in this policy, The School will:
- 16.1.1 Make opportunities for training, development, and progress available to all staff via the school's Appraisal (or other relevant) mechanism. Staff will be helped and encouraged to develop their full potential, so their talents and resources can be utilised fully to maximise the efficiency of the organisation.
  - 16.1.2 Review employment practices and procedures when necessary to ensure fairness and update them and the policy to take account of changes in UAE law.
  - 16.1.3 Monitor the make-up of the staff body regarding information such as age, gender, ethnic background, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in the equality policy where reasonable and viable in the context of the UAE.
- 16.2 Monitoring will also include assessing how the equality policy is working in practice, reviewing them at agreed intervals (usually annually), and considering and taking action to address any issues.

## 17 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OVERVIEW

- 17.1 The School offers education within the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of English.
- 17.2 The School offers formal support for students with **Special Educational Needs**.
- 17.3 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have a Special Educational Need or Disability (SEND)
- 17.4 All teachers are teachers of SEN.
- 17.5 Gifted and Talented criteria are explicit in the [Gifted and talented policy document](#).

## 18 THE REMIT OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY DEPARTMENT

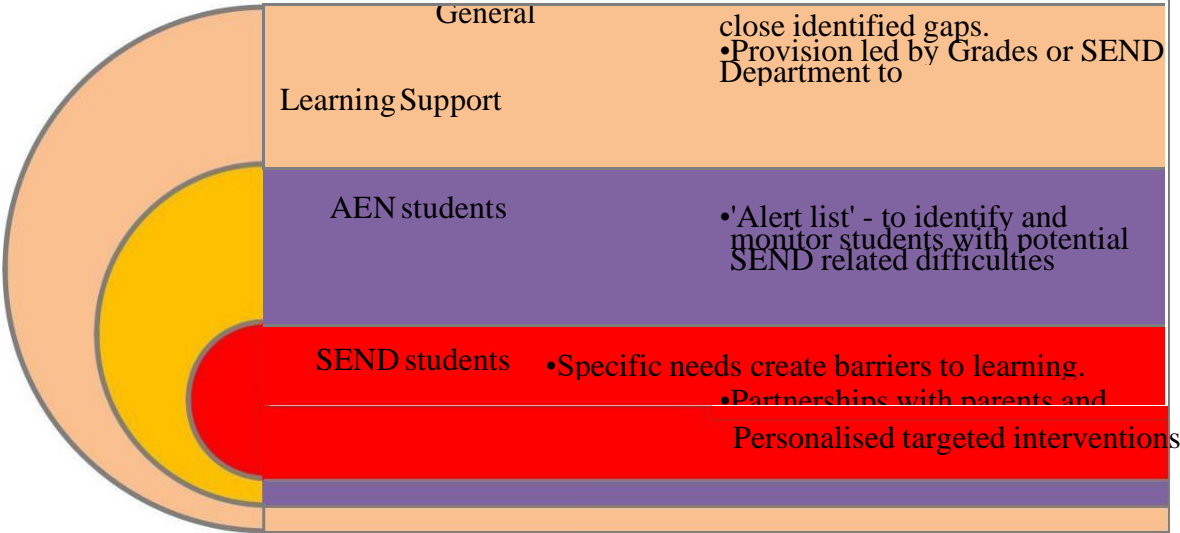
- 18.1 The SEN department supports students with **Specific Learning Difficulties** identified in the UAE Inspection framework (p.118 - see paragraph 4.3 above).
- 18.1.1 ***Dyslexia – reading*** - Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
- 18.1.2 ***Dysgraphia - writing/spelling*** - Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
- 18.1.3 ***Dyscalculia - using number*** - Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
- 18.1.4 ***Dyspraxia – fine and gross motor skills*** - Dyspraxia goes by many names: Developmental coordination disorder, motor learning difficulty, motor

planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

- 18.2 The SEND department supports students with a range of **Educational Needs and General Learning Difficulties** identified in the UAE Inspection framework (p.118 - see paragraphs 4.1 and 4.2 above):
- 18.2.1 Behavioral, Social and Emotional.
  - 18.2.2 Sensory (Visual and Hearing Impairment).
  - 18.2.3 Physical Disability.
  - 18.2.4 Medical Conditions or Health-related Disability.
  - 18.2.5 Speech and Language Disorders.
  - 18.2.6 Communication and Interaction.
- 18.3 The SEND department identifies and supports students who need extra time for internal and external examinations.
- 18.4 The SEND department acts in a consultancy role to work with class teachers, specialist teachers, parents and students to draw up cross-curricular targets which aim to support the student and outlines proposed strategies for learning.
- 18.5 The SEND department maintains the SEND section on the School Data base; summarizes the student's needs and outline learning strategies.
- 18.6 The overall purpose of the SEND department is to develop in students the learning and life skills necessary to access the wider curriculum, to help to extend the most able and to raise each student's confidence and self-esteem.

19 THE SEND REGISTER

- 19.1 The SEND Department maintains a tiered list of students with identified learning needs. Identification of needs requires sensitivity and discretion, ensuring effective relationships (with students and families) and maximum impact of support.
- 19.2 Our graduated response model; is complimented by a continuum of identification processes. Students may be identified as receiving; general learning support or as having **Additional Educational Needs** (AEN) and **Special Educational Needs and Disability** (SEND) provision.
- 19.3 LEVELS of identification.



19.4 The following levels will indicate priority on the **SEND** register. Only students on the

<b>SEND Department Register Identification</b>	<b>SEND Descriptor</b>
<b>Level 1</b>	High quality teaching where teachers accommodate individual differences in ability, learning style and behavior, through effectively differentiated classroom practice.
<b>Level 2</b>	Personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age- related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.
<b>Level 3</b>	Individualized programs to accelerate progress or enable students to achieve their potential. This provision is ‘additional to’ or ‘different from’ the provision required to meet the needs of most of students within the school and is likely to include the use of specialist approaches, intervention or support services.

**20 APPENDIX ONE – KEY PERSONNEL**

Inclusion Champion (Whole School)	
Parent Representative	
Inclusion Lead	
Inclusion Education Support Team (IEST)	School Superintendent

Qualified Special Educational Needs Staff	





## 21 APPENDIX TWO - PROCEDURE FOR ACCESS ARRANGEMENTS

- 21.1 **Stage 1:** During Key Stage 3, or at admissions, all students access baseline assessments (e.g. CATS, GL Assessments etc.) that provide a snap shot of potential cognitive abilities. Where a student presents with a learning difficulty, or disability which calls for additional educational needs to be provided, the qualified assessor, along with parents and/or outside agencies will paint a picture of need to determine any condition or reason(s) affecting the student's scholastic potential. Parents are requested to divulge any historical report or investigation in order that the student's needs can be met in a timely manner. It should be noted that the School's students have access to appropriately qualified specialist assessors who can provide up-to- date standardized scores for a range of needs. They are not qualified to provide diagnosis, however.
- 21.2 **Stage 2:** The qualified specialist assessors communicate across school with teachers, Form Tutors and Heads of Departments to determine apparent or specific additional needs. Parents are included in any communication and new outside agency reports may be requested. In-school assessment may take place to provide teachers with a picture of need and to determine appropriate access arrangements for internal assessment. For Access Arrangements any provision must be the student's normal way of working, for which evidence over time is collated and the specialist assessor determines, with the student, the preferred way of working. Area of Need, Strategies and Access Arrangements are logged on the student's SEND register profile.
- 21.3 **Stage 3:** Once evidence has been collated and evaluated, provisions are put in place to meet individual student needs. These usually follow the format indicated below:
- 21.3.1 Centre-delegated provision such as Rest Break, Individual Room, Word Processor (for GCSE) should always be considered first as an appropriate arrangement. This arrangement is in place for a disabled candidate preventing him/her from being placed at significant disadvantage as a consequence of persistent and significant difficulties.
- 21.3.2 Where a student's needs are identified as being more pronounced the following Access Arrangements are deemed appropriate: additional time of 25%, and/or a Reader (when reading is not being assessed), and/or A Scribe, and/or Word Processor (Key Stage 5).
- 21.4 The School, as an examination center, is obliged by the Examination Boards to collate relevant evidence that paints a picture of need.
- 21.4.1 All Access Arrangements are made before any assessment.
- 21.4.2 If Access Arrangements are requested by the student and/or parent and the School cannot support the request with significant data a mutually agreeable

provision may be sought, e.g. individual room or application for Temporary Difficulty.

21.4.3 If Access Arrangements are provided and the student and/or parent decline the provision a signed statement declaring why the provision is not acceptable will be kept with the specialist assessors' documentation.

21.5 Support for Temporary difficulty is permissible after published deadlines, when authorized by the Senior Leadership Team.