



مدرسة أوك تري الابتدائية
Oaktree Primary School

INCLUSION POLICY

2023-24

Principal: Ms. Shirley Atkar

1. Visions, values and aims.

In line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Section 2 of this policy, Oaktree Primary School is proud to cater for a range of students with varied Special Educational Needs and Disabilities, as well as those who are Gifted and Talented. Oaktree welcomes applications for admission from children with special educational needs and disabilities, and will work to provide the necessary adaptations, modifications and differentiation to ensure that each student can progress in a school environment.

At Oaktree, every teacher is a teacher to all students, including those with a special educational need or disability (SEND), those with English as an Additional Language (EAL), and those who are gifted and talented (G&T). Lessons and curriculum are adapted where necessary to meet the needs of each of our students. Identification, monitoring, and support plans at Oaktree Primary School are coordinated by the Inclusion Support Team, led by the Head of Inclusion.

Our vision is to assist each of our students in reaching their full potential in an academic, social, and emotional capacity, in an environment where they feel secure and valued. At Oaktree, we place value on a culture of respect for each student and their learning journey.

The purpose of the Inclusion Policy is to outline provision for students with SEND at Oaktree Primary School. Information pertaining to Gifted & Talented (G&T) and English as an Additional Language (EAL) students can be located in separate policies. This policy will outline how we identify children with Special Educational Needs and Disabilities, provisions that are made for them, and how we monitor the effectiveness of this provision.

2. Definitions and legislation

2.1 Definitions

“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.”

(Dubai Inclusive Education Policy Framework, p.53)

The “*UAE Revised Categorisation Framework for Students of Determination (2019-2020)*” defines a student of determination as a student 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 similar-aged peers.

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, restriction, or exclusion 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 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, communicational, educational, or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs. Under the National Policy for Empowering People with Special Needs, people with special needs or disabilities will be referred to as **people of determination**, to signify their achievements in different fields.

Special Educational Needs are defined as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder” [KHDA, School Inspection Framework, 2015-2016, Dubai, United Arab Emirates].

A student has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Because of his/her disability/learning difficulty, He/She can't achieve the educational objectives that might be achieved by their peers in the normal conditions. If a student has significant problems (physical, emotional, psychological, medical, etc.) that hinder or prevent him / her from benefiting from the normal education provided for the majority of his / her peers so we have to offer him special education through special teacher, modifying curriculum & special activities.

2.2 *Legislation*

Oaktree Primary School is committed to working in line with the following legislation:

- Dubai Inclusive Education Policy Framework (2017)
- UAE Federal Law 29 on the Rights of People with special needs
- LINK UAE Federal Law 2 (2015) against Discrimination and Hatred
- Federal Law 2 (2006) concerning the Rights of People of Determination
- Dubai Law 2 (2014) concerning the protection of rights of people with disabilities
- UAE Executive Council Resolution 2 (2017) regulating Private Schools in the Emirate of Dubai (Article 4 [14], Article 14 [16], Article 13 [17], Article 13 [19], Article 23 [4])

At Oaktree we follow the KHDAs Human rights-based model of disability: Since Inclusive education is not a project or an initiative as 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 “Dubai Inclusive Education Policy Framework, 2017”. The school has adopted the human rights-based model and it is adhered to:

- Recognizing a student of determination's right to access the same quality of education as other students.
- Identifying the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success.
- Shifting from viewing the disability within the person to recognizing that disability is created from

influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems.

- Developing more effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs

3. Identifying and Supporting Students of Determination

3.1 The purpose of identification

Students at Oaktree undergo regular assessment to ensure appropriate progress is being made in their learning journey. Through regular and holistic assessment, barriers that may have an impact on a child’s learning are identified by teachers or senior leaders, including the Inclusion team. Identifying SOD will allow us to work with students, parents, teachers and external agencies to implement action plans, interventions, and support strategies. This will assist us in addressing barriers that may impede progress in a child’s learning, socialisation, or general well-being.

3.2 Categories of SOD

Categories of disability and barriers to learning

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (¹including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	<ol style="list-style-type: none"> 7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. <i>Chronic or acute medical conditions</i>

The following difficulties are considered as needing possible intervention at Oaktree Primary School:

- Below age-appropriate/year group-appropriate expected level of attainment
- Specific difficulties in literacy (Dyslexia)
- Specific difficulties in mathematics (Dyscalculia/Acalculia)
- Specific difficulties in spelling, reading, and/or writing (not resulting from Dyslexia)
- Dyspraxia/Developmental Coordination Disorder
- Speech and Language Difficulties
- Significant lack of academic progress over a period of time
- General cognitive abilities well below the level of their peers
- Attention Deficit Hyperactivity Disorder (ADHD) or traits of such (limited attention span, poor organisational skills, impulsive behaviour, sensitive to noise)
- Processing difficulties
- Difficulties arising from previously disrupted education
- Autism Spectrum Disorder
- Sensory Processing Disorder/Differences
- Specific Learning Difficulties
- Social, Emotional and/or Behavioural barriers to learning
- Medical reasons that impact learning ability
- Physical disability that may impact learning ability

3.3 *Graduated approach to identification and support*

SEND Stage	Description
3b	Externally identified and receiving level 2 or 3 support
3a	Internally identified, receiving level 3 support
2	Learning support maintained; group or individual support provided;receiving level 2 support
1	Learning support log opened and monitored; teachers informed and differentiated lessons in place

Level of support	Description
3	Additional support for those who have been internally or externally identified as SOD who may require individual intervention due to long-term learning needs. Each student accessing level 3 support will be in receipt of an IEP, to be reviewed on a half-termly basis.
2	<p>Pertaining to children who are underachieving but may or may not have SOD diagnosis, but are able to catch up with their peers.</p> <p>Pupil passport detailing in-class support strategies and intervention targets.</p> <p>Parents will receive details and targets for intervention as well as post-intervention strategies and next steps.</p>
1	<p>Learning Support Log opened and initial concerns noted.</p> <p>Effective differentiation and class teacher monitoring of strategies in place.</p>

3.4. **Response to Intervention (RTI):**

Response to intervention (RTI) is a process used by the school personnel's to help students who are struggling with a skill or lesson. RTI is a step-by-step tiered process that includes systematic, research based instruction and interventions for struggling learners. It starts in kindergarten (and in some cases, preschool) and continues through the grade levels to ensure that no child falls behind.

The first tiers of the process all take place in the general education classroom with the general education teacher. It is a safe and familiar setting for students. The RTI process has two completely different aspects. There is Academic RTI, which is designed to help students with academic difficulties succeed, and there is also Behavioral RTI, sometimes called Behavioral PBIS to help the students with behavioral issues that hinder their academic progress.

Tier (1): Core Intervention: The focus of Tier I Instruction is to organize and provide instruction for all students such that most students achieve (80%) to (90%) proficiency on grade level skills and/or concepts and score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as wide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting.

Tier (2): Targeted Intervention: For students identified as falling below the 25th percentile on benchmark assessments or those students who have not responded to core instruction as evidenced by four consecutive data points below the goal line from Tier I progress monitoring. The focus of Tier II Instruction is to provide supplemental instruction for students who are performing below grade level expectations and have not responded to core plus differentiated instruction and/or classroom interventions. This should comprise approximately 10% to 15% of students in a grade level. The instruction is delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The instruction is given in a small group format consisting of students with similar difficulties. The intervention(s) and progress monitoring tool(s) must match the area of concern and be monitored for student growth, as well as for fidelity.

Tier (3): Intensive Intervention: For students identified as falling below the 15%ile on benchmark assessments or those students who have not responded to Tier II supplemental instruction as evidenced by four consecutive data points below the goal line from Tier II progress monitoring. Research-based programs, strategies, and/or procedures designed to supplement Tier I and Tier II and target skills that require intervention in order to make toward mastery of grade level UK curriculum Standards. The focus of Tier III Instruction is to provide intervention in addition to core instruction and Tier II group time for students with the most significant difficulties. Students identified as requiring level 3 support will be added to the formal SOD register and identified to the KHDA. Students identified as requiring level 1 or 2 support will be listed on an internal register and will not be formally identified to the KHDA.

If a child is receiving support from an outside agency, the Inclusion team will ask to make contact with the service provider to ensure a holistic and combined approach to the student's progress. Outside providers will be welcome to join IEP meetings.

Aims of Inclusion:

To identify and assess students of determination as early and thoroughly as is possible and necessary and to fully involve students, parents and staff in the identification, assessment and IEP's/BIP's.

- To meet the needs of all the students of determination by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To educate the students of determination, wherever possible, through modifying the normal school curriculum to suit and meet the students' individual needs and requirements.
- To ensure full entitlement and access for students of determination to high quality education within a broad, balanced and relevant curriculum including access to the school curriculum so that they can reach their full potential and enhance their self-esteem.
- To strive for close co-operation between all agencies concerned and for a multi- disciplinary approach to the resolution of pertinent issues.
- To produce an inclusive environment and raise the aspirations of and expectations for all the students of determination.
- Staff sharing the responsibility and ownership to remove barriers to learning and achievement for all students regardless of age, gender, ethnicity, special needs, attainment and background to fulfil their potential
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- To improve the school environment to suit the students of determination.

4. Managing students on the Special Educational Needs Register

4.1 Individual Education Plans (IEPs)

Students who meet the criteria will be offered IEPs, which will be used to assess, plan, implement and review any identified SOD provision. IEPs are used as a guide for working to remove barriers that may be impeding the student's learning. All members of the support team will be included in the development and implementation of the child's IEP.

4.2 Provision

The level of provision is decided by the Head of Inclusion, the school support team.

Each student has a different need and a different level of required support. Support provided by Oaktree Primary School includes:

- 1:1 in-class support
- 1:1 pull-out support
- Group sessions.
- Small group intervention
- Dyslexia intervention
- Adapted or modified curriculum
- Specialized subject curriculum
- Literacy/numeracy intervention groups
- Social skills group
- Use of technology
- Class accommodations
- Exam accommodations

5. Supporting students and families

5.1 Internal Support

Students can be referred to the Inclusion team via the Head of Inclusion by parents or teachers. Support provided at Oaktree Primary School includes the following:

- Referral by the teacher/parent
- Initial observation and data gathering
- Baseline assessment
- Personal intervention as appropriate
- Continued monitoring and intervention as appropriate

5.2 Family Support

Parents are requested to share any assessments completed externally and contact details of external agencies supplied to the Head of Inclusion. The involvement of parents is a key factor to the success of the provision for SOD. We encourage parental engagement and the Inclusion team offers regular review meetings and operates an open door policy. Where possible, the Head of Inclusion will attend whole school functions to remain as accessible as possible.

5.3 External Support

Where applicable, parents may be guided towards external professionals by the Head of Inclusion and Inclusion Team. The school will liaise with external professionals with regard to the Safeguarding Policy and Confidentiality. Parents are requested to share external assessments and contacts of external agencies should be provided to the Inclusion Team.

6. Monitoring and evaluation of SOD

Children with SOD are monitored consistently and evaluation of provision offered to these students is conducted by obtaining:

- Staff views via staff SOD questionnaire
- Student views via student SOD questionnaire
- Learning journeys
- Parental feedback
- Observations of lessons
- Tracking evidence of students in receipt of IEPs and Learning support logs

Regular monitoring and evaluation promotes an active learning process that leads to improvement of provision for all students.

7. Training and Resources

7.1 Training

The Head of Inclusion will lead training provisions in the field of SEND to ensure that all staff are cognizant of the various learning needs of SOD students and how to best support them. Staff CPD and whole-school training sessions will take place to ensure all staff are up to date with the most recent strategies for working with children on the SOD register.

7.2 Induction of new staff

The Head of Inclusion will meet with new teachers during their induction at the beginning of their contract, whereby they will be informed of the SOD provision and practice.

8. Roles and responsibilities of staff in relation to children on the SOD register

The Principal, Vice-Principal, Head of Inclusion, Inclusion Champion, Support Teachers, Learning Support Assistants and Classroom Teachers will adhere to the responsibilities laid out in the Dubai Inclusive Education Policy Framework Implementation Guide of 2019.

8.1 The Head of Inclusion

Day-to-day provision for SOD is the responsibility of the Head of Inclusion, all leaders across the school, and the individual class teachers. The role of the Head of Inclusion is primarily:

- Ensure the correct implementation of legislation outlined in Section 2.2, including the implementation of an inclusive education support team.
- Work alongside all members of the student's support team to provide effective provision, training and support.
- Ensure accurate recording of data on an effective tracking system.
- Ensure that planning and learning strategies are consistent with whole school educational policies and practices.

8.2 *Class Teacher*

Class teachers are expected to plan students' learning to be directly related to their student's Learner Profiles and/or specific needs as stated in the KHDA Inspection Handbook. Individual or small group teaching may be incorporated and may involve specialist teachers or learning assistants.

8.3 *Learning Support Assistants (LSAs)* The role of the LSA is to:

- Work under the direction of the Head of Inclusion (as line manager)
- Collaborate with the class teacher to support students on the SEND register
- Work 1:1 and within the classroom setting to support students with identified learning needs
- Encourage and support activities outside of lessons to ensure full participation, e.g. mentoring, support programmes, movement about the building and accompanying students on school trips.

8.4 *Learning Support Specialists and Support Teachers*

The role of the Learning Support specialist and support teacher is to:

- Work under the direction of the Head of Inclusion
- Support classroom teachers to plan and deliver high quality lessons
- Work alongside teachers to support differentiation in the classroom
- Support in-school training
- Facilitate small group support groups

9. Storing and Managing Data

Per the Data Protection Act, SEND information is stored confidentially on the school management system.

10. Reviewing the Policy

The policy will be reviewed annually with the Head of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practices.

11. Dealing with complaints

Complaints should be made in writing directly to the Head of Inclusion and/or Senior Leadership Teams.