


Inclusion Policy



Oaktree
Primary School

Compiled by:	Amy Milne, Ellese Phipps	
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At Oaktree Primary, our mission is to have children and families at the heart, creating a vibrant, multicultural community school. We aim to create a safe, meaningful and stimulating learning environment, where every day is a magical journey of learning and inquiry for children to grow and be challenged to be the best person they can be. #bethebest. At Oaktree Primary, we aim to provide child-centred, inclusive, innovative and inspiring learning experiences, developing lifelong learning skills. At Oaktree Primary, we believe that we can achieve more when we share a common direction and a sense of community. Our mission is to embed an ethos of respect for each other and collaboration, valuing student voice, parent voice and staff voice. #teamoaktree #oaktreefamily

Shared Vision:

At Oaktree Primary School, our vision is to nurture and challenge everyone in our learning community to be the best they can be. #bethebest

INTRODUCTION

At Oaktree Primary School we believe that all children are entitled to high quality education and that barriers to learning should be addressed, accommodated or removed for those who experience them, in a caring and supportive environment.

AIMS AND OBJECTIVES:

The purpose of the Inclusion Policy is to describe provision for Students of Determination and children with Additional Educational Needs at Oaktree Primary School. It describes how we identify children with Special Educational Needs and Disabilities (SEND), what provision is made for them and how we monitor the effectiveness of this provision.

The Inclusion policy will:

- detail how our school will support and challenge Students of Determination and children with additional learning needs.
 - explain the roles and responsibilities of everyone involved in providing for students of Determination and children with additional learning needs
 - detail procedures and routines involved in identifying and support Students of Determination and children with additional learning needs
 - ensure an inclusive ethos is maintained
 - comply with Federal laws and regulations of the UAE

DEFINITIONS

The 'UAE Revised Categorisation Framework for Students of Determination (2019-20)' 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 peers of the same age.

Students of determination are identified through one or both of the procedures listed below:

- through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder
- formally diagnosed by a qualified and licensed medical professional as having a long term difficulty, impairment or disorder.

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 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. 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 recognise their achievements in different fields.

Students with **additional learning needs** are Students of Determination or students who require additional support (including English Language learners and gifted and talented learners) to support them in overcoming identified barriers to learning and provide appropriate challenge to encourage them reach their potential. A student with additional learning needs requires provision different from or additional to that normally available to pupils of the same age.

LEGISLATION

This policy aims to ensure that Oaktree Primary School is compliant with:

3.1 UAE Federal Law 29 concerning the Rights of People with special needs

3.2 LINK UAE Federal Law 2 (2015) against Discrimination and Hatred

3.3 The Dubai Inclusive Education Framework (DIEF) (2017)

3.4 Federal Law (2) of 2006 concerning the Rights of People of Determination

3.5 Dubai Law (2) of 2014 concerning the protection of rights of people with disabilities

3.6 UAE Executive Council Resolution (2) of 2017 regulating Private Schools in the Emirate of Dubai including:

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

INCLUSION – PREAMBLE

School will endeavor to:

- 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.
- 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.
- find solutions to address disabling barriers to learning and participation to individuals with impairments.
- create, maintain and disseminate information about services and facilities available to People of Determination, Emirati students, students, alumni, visitors, parents and prospective staff and students.

INCLUSION LEADERSHIP AND ACCOUNTABILITY

Support for People of Determination is a duty of all stakeholders including staff, students, parents with a specific focus on promoting equality and inclusion.

The school expects staff and students to work towards:

- eliminating unlawful discrimination and harassment of People of Determination
- Promoting positive attitudes towards People of Determination
- Taking steps to meet the needs of People of Determination wherever possible and reasonable
- Identifying and analysing potential discriminatory practices and procedures in all aspects of the school's activities

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

Oaktree Primary has an Inclusion Support Team (IST) to promote the well-being of all students. The IST is made up of:

- The School Principal
- Inclusion Champion/Head of Inclusion/Leader of Provision
- Inclusion Support Teacher
- Inclusion Learning Support Assistants
- Inclusion Parent Representative .

(List of current personnel is available in Appendix I)

Head of Inclusion

The Head of Inclusion will:

- Work with the Principal, IST and Inclusion governor to determine the strategic development of the Inclusion policy and provision in the school

- Have day to day responsibility for the operation of the Inclusion policy and the co-ordination of specific provision made to support Students of Determination and students with additional learning needs.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that Students of Determination and students with additional learning needs receive appropriate support and high quality teaching
- Be the point of contact for external agencies
- Ensure that the school keeps the records of Students of Determination and students with additional learning needs up to date

The Inclusion governor

The Inclusion governor will:

- Help raise awareness of inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusive provision within the school and update the governing body on this
- Work with the Principal and Head of Inclusion to determine the strategic development of the inclusion policy and provision in school.

The School Principal

The Principal will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the inclusion policy and provision in school
- Have the overall responsibility for the provision and progress of students of Determination and students with additional learning needs

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Head of Inclusion to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

ADMISSIONS

Oaktree Primary 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:

Applicants must declare known disabilities or specific learning difficulty at the time of application.

Existing students should declare any disabilities or specific learning difficulties that subsequently come to light at the earliest opportunity thereafter.

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.

We will complete an 'assessment of educational need' including, where necessary, consulting in partnership with external agencies to develop appropriate provision

The school will provide all reasonable support, interventions, accommodations and curricular modifications required to enable equitable access to educational opportunities

For more information see the School's Admissions policy.

INCLUSION SYSTEMS AND SUPPORT

Oaktree Primary offers education within the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of English.

The school follows the Graduated Approach model. This model takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

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 (Students of Determination) or additional learning needs:

1. All teachers are teachers of SEND.
2. Gifted and Talented students are supported and challenged appropriately.

The Inclusion department supports Students of Determination outlined in the revised Categorisation Framework for Students of Determination (which is based upon the UAE unified categorisation of need)

Cognition and Learning

- Intellectual disability
- Specific Learning Disorders
- Multiple disabilities
 - Developmental delays (younger than 5 years of age)

Communication and Interaction:

- Communication disorders
- Autism Spectrum Disorder

Social, Emotional and mental health

- Attention Deficit Hyperactivity Disorder
- Psycho-emotional

Physical, sensory, medical

- Sensory impairment
- Deafness or blindness
- Physical disability
- Chronic or acute medical condition

A student may require a 1:1 Learning Support Assistant (LSA) in order to support them to access all aspects of learning and school life. The student's parents will be consulted if the Inclusion department feels there is a need for part time or full time LSA support.

Costs of the 1:1 LSA are met entirely by the parents, in keeping with the details in the Oaktree Primary Memorandum of Understanding for LSAs. This document will be signed by the LSA, parents and Head of Inclusion.

LSAs are recruited by parents with the advice and support of the Inclusion departments.

Additional 1:1 LSA support will be regularly reviewed and if necessary adjusted in consultation with parents.

Criteria for English as an Additional Language (EAL) learners and Gifted and Talented learners are made explicit in separate policies.

IDENTIFICATION AND EARLY INTERVENTION

The Inclusion 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.

Our Graduated Approach is supported by a Learning Support Log. When a child is identified as having additional learning needs and/or potential SEND the class teacher in collaboration with the Inclusion department will open a Learning Support Log to record and support the assess, plan, do, review process.

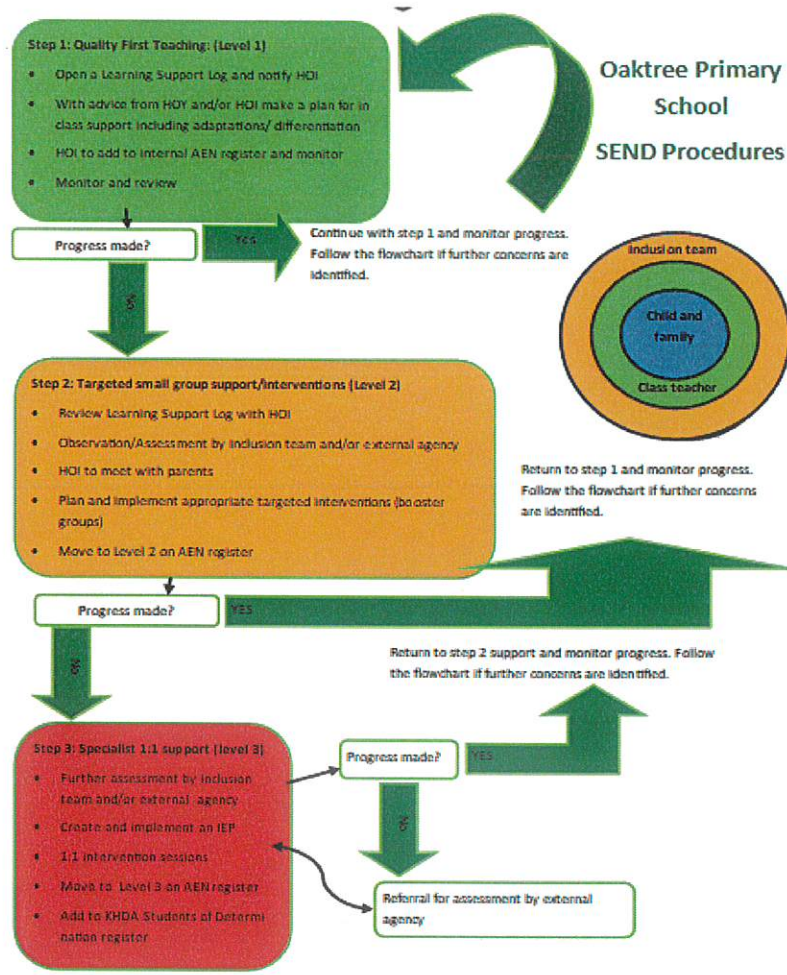
Our internal Additional Needs Register records the identified learning need as well as their SEND stage:

SEND Stage	Description
3c	Externally identified and receiving level 2 or 3 support
3b	Externally identified receiving level 1 support
3a	Internally identified and receiving level 3 support
2	Learning support maintained; level 2 intervention in place
1	Learning Support Log opened; monitoring; high quality teaching in which teachers accommodate individual differences in ability, learning style and behaviour through effective quality first teaching.

Students identified as SEND Stage 3 are added to the KHDA Students of Determination register and formally identified to KHDA. Students at SEND stage 1 and 2 will not be formally identified to KHDA.

Levels of support/intervention: The School provides 3 levels of support for Students of Determination and students with additional learning needs:

Level of support	Description
1	Learning support log opened and initial concerns recorded. Inclusive Quality First Teaching/Universal support for all children without any additional intervention. Effective differentiation and class teacher monitoring of strategies and outcomes recorded in Learning Support Log.
2	For children who are underachieving but may or may not have SEND and may be able to catch up with their peers, evidence based small group intervention. All students at level 2 will have a Pupil Passport detailing in-class support strategies and intervention targets. Parents will receive details and targets for these interventions as well as a post – intervention evaluation and next steps.
3	Additional support for those who have been identified internally or externally as have SEND who may have longer term needs and require individualised intervention. All students accessing level 3 support will have an IEP with individual targets to be reviewed half-termly basis.



Class teachers and specialist staff have access to Pupil Profiles and IEPs. The Head of Inclusion and Inclusion team are always available to support and advise teachers on how to best to meet specific individual needs.

Where practical and appropriate students are involved in individual target setting for IEPs. Pupil Passports are written in collaboration with students.

Outside Agencies:

If a child is receiving support from an outside agency the Inclusion team will ask to make contact with the support provider in order to work together in the best interests of the student. Outside providers will always be invited to IEP meetings.

Oaktree Primary has a partnership with LifeWorks to provide in-school 1:1 and small group specialist support from speech and language specialists, occupational therapists and ABA therapists. These sessions will be organised by the Inclusion department in consultation with parents. The cost of these sessions will be met entirely by the parents.