

## **Ambassador International Academy**

### **Inclusion Policy**

#### **Ambassador International Academy (AIA) - Mission Statement**

**Inspire** our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to **inquire** and **innovate** while proactively contributing in meaningful ways to the world.

#### **Vision**

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation through quality education.

#### **Our Values**

- A**ccountable for children's learning and development
- M**aintain quality standards across the entire organization
- B**roaden the horizons of our children's experience and knowledge
- A**ttend to the child's individual learner potential
- S**afe and collaborative learning community
- S**ensitive to the needs of students of determination
- A**dopt modern instructional strategies
- D**ocumentation to make learning visible
- O**utstanding teaching and commitment to research
- R**elevant real world education aligned to the child's life experience

#### **IB Mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active,

compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Admissions:**

Ambassador International Academy is an inclusive school and aims to support both gifted students and those with special educational needs. We offer additional learning support where we can help the child to progress. Parents should inform the school at the time of application regarding any additional learning support requirements for their child.

Whilst we endeavour to be fully compliant with the regulations stated in the Federal Law 29 (UAE) and the Dubai Inclusion policy, there may be certain admission procedures for Students of Determination at Ambassador International Academy, such as:

- Submission of the latest assessment documentation (less than 2 years)
- Expert's recommendations and type of support required
- Complete disclosure of medical history, etc.
- Child's readiness to be included in the main-stream school
- Parental support and compliances to specific recommendations from school

### **Aim of Inclusion Department**

At Ambassador International Academy we aim to inspire all students, including the determined ones, to be passionate lifelong learners through a curriculum with pedagogical integrity, which allows them to always inquire, innovate and contribute in meaningful ways to society. The learning environment encourages and supports the active involvement and inclusion of every student. It is the responsibility of the Inclusion department to ensure that each student receives the support needed for their physical, intellectual, social and emotional development.

The Inclusion Department has the duty of recognising that all students are fully participating as members of a community of learners and that the school follows the KHDA Social Model. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational program. The inclusion department will

ensure that full inclusion of the determined learners is facilitated through adherence to the Dubai Inclusive Education Policy Framework (2017).

## **Promoting and Supporting Inclusion**

### **1. Board of Governors**

- Committed to develop the knowledge, understanding and skills required to provide effective support and challenge to the school.
- Responsible for monitoring the performance of students and staff across the school in accordance with the agreed policies, procedures and school action plans.
- Designate school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan.

### **2. Pedagogical Leadership Team**

- Responsibility for making a school truly inclusive lies with the Principal and Senior Leaders of the school.
- School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits.
- School leaders need to provide teaching and non-teaching staff with the support and training they require so that inclusive approaches to teaching and learning are embedded within their practice
- Apply rigorous system of monitoring and review to track progress
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles

### **3. Inclusion Department**

- The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students with determination and their families.
- Together with admissions the Head of Inclusion coordinates the liaison with previous schools, organises appropriate support and ensures a smooth transition for students experiencing SEND.

- In partnership with the school's senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school, supported by the Inclusion Department and assigns learning support assistants to individual students.
- The Inclusion Department works in close collaboration with classroom teachers and other educational staff to support the education of students of determination in class or work with individual students or groups of students during lessons and break or lunch times to support students' learning and promote their well-being.
- On-going weekly team progress meetings are held to assess the effectiveness of each aspect and to inform future developments.
- Inclusion Team monitors and supports classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- Implements evidence-based programmes of intervention for individual and small group of students.
- Enable determined learners to achieve their potential in all the areas of development, by raising their level of progress.
- The Inclusion Head keeps an updated register of the Determined Learners and their needs.
- Learner Provision Map of every student is shared with and explained to the teachers and the specialists.
- Maintaining adequate records for each student receiving interventions with details of their case history, therapy logs, class observation logs, communication logs, IEPs, IBPs, IAPs, term reports, LSA records (if available), daily logs, etc.

#### 4. Teachers/Teaching Assistants

- Demonstrate and apply knowledge and understanding of the values and principles of inclusive education.
- Be proficient in inclusive education techniques, curricular modification, personalisation of learning objectives and assessment strategies.

- Collaborate effectively with parents, other teacher, specialised professionals and other service providers.
- Work with parents, teachers and external professionals to develop appropriate individual education plans/individual action plan/individual learning snapshot.
- Whenever necessary, create opportunities that facilitate the meaningful participation of all students in the common learning environment.
- Support the premise that all children belong and are an essential component of the school community.
- Education is enhanced by the creation of affirmative, responsive environments that promotes a sense of belonging, safety and self-worth.
- Considers learning from a strength-based perspective.
- Ensures that the assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
- Supervise Learning Support Assistants in the classroom routines.

#### 5. Learning Support Assistants

- Ensure that the students of determination have access to education by implementing small group or individual instruction.
- Collaborate with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.
- Follow classroom policies developed by the teachers.
- Involvement in assessment processes, record keeping, lesson-planning, monitoring progress and resource development.
- Aid the teacher in the development of a stimulating and productive learning environment.
- Encourage the independence of the student throughout the school environment and during the school day.

## 6. Counsellor

- Establish rapport with students during class-interactions, class-observations, informal visits and occasional meetings.
- Develop trust, confidence and conviction among students towards the wellbeing department.
- Through classroom interactions, inculcate students with positive personality traits, problem solving techniques, study skills, values, morals, good academic skills and overall success.
- Observe class dynamics, student's inter-personal and intra- personal skills, relationship with teachers, school & its property and class-room behaviour.
- Promote healthy lifestyle among students for overall development (e.g. 5 minutes relaxation process, healthy sleep hygiene, etc.) through activities, discussions, assembly etc.
- Arrange for periodic workshops and interactive sessions, by external professionals for students on different topics like friendship, self-discipline, developing own value system, self-esteem, study-skills, anger-management, bullying, memory, mind-mapping, time management, communication and social skills, etc.
- Arrange for workshops and interactive sessions, by external professionals for parents on topics like stress free parenting, effective communication, positive parenting, parenting in nuclear family, behaviour management of common growing up problems, helping children with different developmental needs etc.
- Training teachers with classroom management skills, effective handling of ADHD, anger management, behaviour, social & emotional concerns, dyslexia, autism spectrum disorder, oppositional defiance disorder, conduct disorder & other special educational needs, effective communication, work ethics etc.
- Give timely recommendations to teachers and parents to support their students/child for more effective practices at school & home respectively.
- Personal counseling for staff members to deal with stress and improve their efficiency and performance.

- Short or long-term case work with individual students, teachers, families regarding issues including mental health, poor academic performance, low self-esteem, behavior, emotional, substance abuse, physical abuse, rehabilitation, social adjustment, child care, and/or medical care

### **Process of Identification**

- A student may be referred by the members of the school community and/or parents to receive support from the Inclusion Department if they notice challenges in terms of physical, intellectual, social and emotional development.
- Teachers will provide differentiated activities, make their observation, anecdotal notes for two to three weeks depending on the student's requirement.
- Observation by the Inclusion Team will be done to confirm the challenges reported.
- Inclusion team may suggest parents/guardians that an assessment should be conducted by an outside agency, such as by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist.
- Some students may already have been identified by external agencies on entry to the school.

### **Graduated Approach to intervention**

The diversity of need experienced by the students of determination requires a graduated approach to intervention.

#### **Level 1: Universal**

- High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour.
- Effectively differentiated classroom practice.
- On-going and timely assessments which inform any further provision needed.

#### **Level 2: Targeted Support**

- In-class support and/or curriculum modification/differentiation/accommodations may be provided to enable a student to engage with, and participate in, appropriately challenging learning experiences.
- Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations.
- Awareness is promoted through professional coaching and monitoring.
- Interventions and progress are monitored by the Inclusion Department with other school staff.

### **Level 3: Specialist Support**

- Individualised programmes to accelerate progress or enable students to achieve their potential.
- These students may have specific and/or exceptional needs that require the support from outside professionals for specialist interventions.
- IEP (Individualised Education Plan) is prepared which will provide detailed support for differentiation, modification and accommodation.

### **Review**

At the end of each term, meeting with the team comprising parents, teachers and members from the inclusion department is scheduled to evaluate student progress based on the IEP/IAP/IBP/ILS.

### **Training**

#### Teachers

- Whole school CPDs are conducted at the beginning and end of each term to impart awareness on the Inclusion policy and details related to challenges they may face in the classroom along with the intervention process & strategies.
- Meetings are held between the individual teacher and Inclusion Department on a need basis other than the scheduled ones to help with any challenges like behaviour, accommodation, modification.



- CPDs and meetings are conducted for the teachers, and other educational staff, to train them in inclusive education techniques, or if not, develop a personal learning plan to acquire this knowledge and skill within a time bound period.
- Staff demonstrates confidence and proficiency in fulfilling his or her professional responsibility towards each student in an inclusive setting with appropriate resources, coaching and support.
- Teachers have access to and use new technologies, including information and communications technologies, mobility aids, devices and assistive technologies considered essential for meeting the needs of individual students.

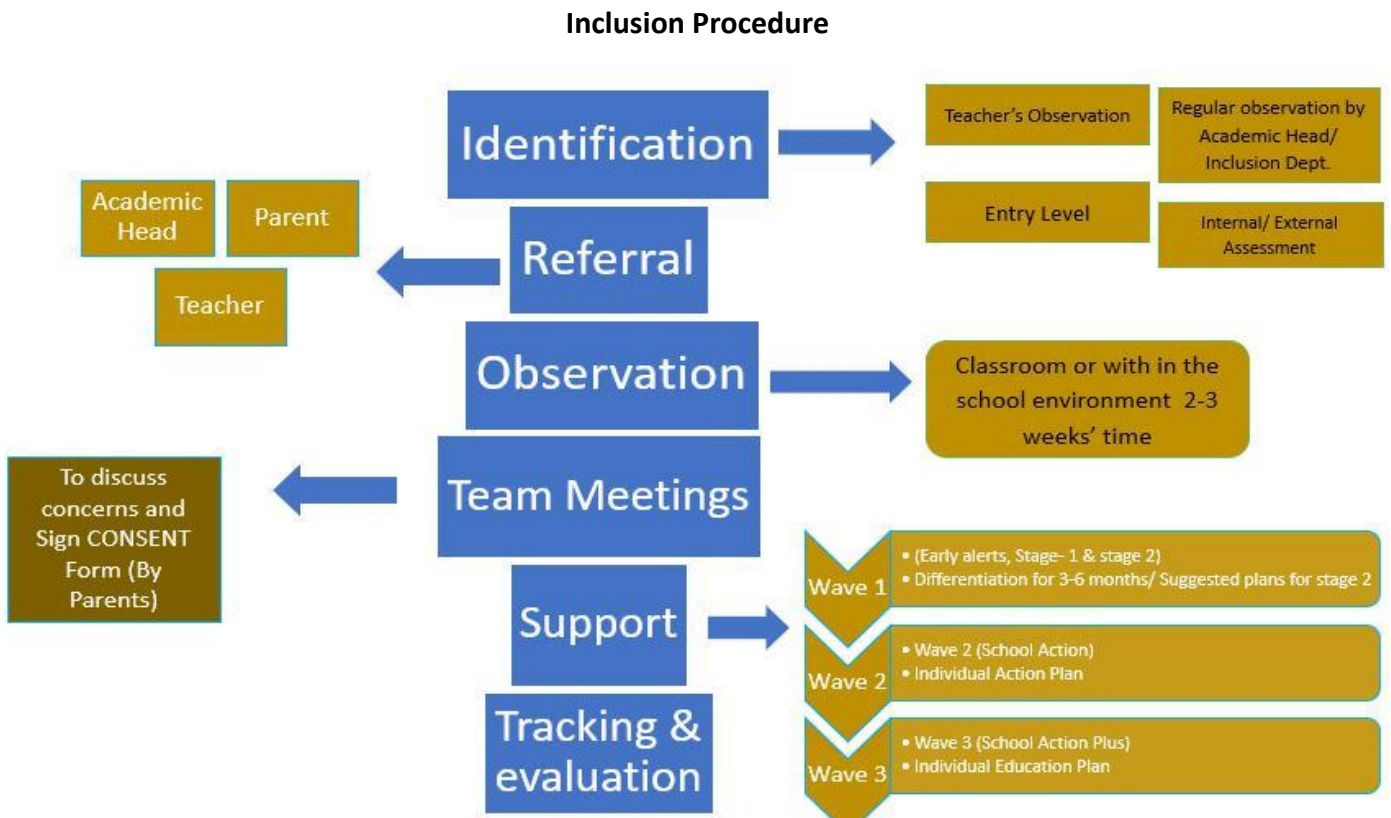
#### Support for LSAs

- Regular meetings with LSAs to discuss the challenges faced by them in the classrooms and helping them with the resources and links according to each child's needs.
- Peer Mentoring for LSAs through classroom observations for learning specific techniques of behaviour management.
- Modelling the LSAs for smooth transitions in the classrooms and to make them understand about fading and prompting.
- Mentoring on progress tracking and data collection in relation to the child.

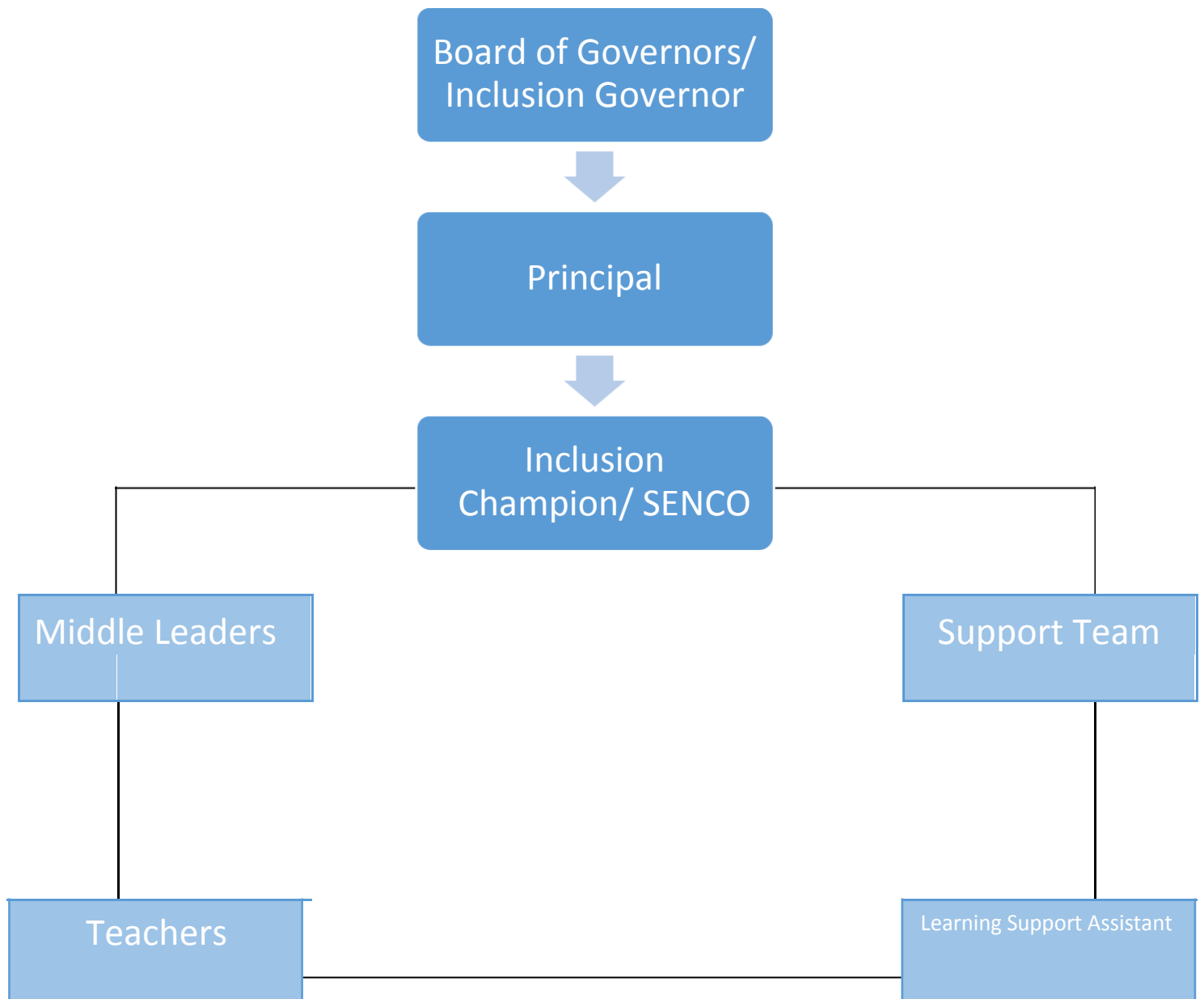
#### Parents

- We strongly advocate the role of productive parental involvement in the education of their students. Parents are welcome to approach the Inclusion Department at any point in time other than the scheduled meetings, with a prior appointment preferably.
- It also provides us with opportunities to provide a triangular support to the students. It is a step in this direction with the intent of meeting periodically to work towards the following objectives:

- i. Enhance the progress of students through better understanding of the processes implemented;
- ii. Develop mutual support systems for the parents that will be facilitated by professionals in school;
- iii. Share and seek information which will facilitate student.



## Organisation Structure on Inclusive Education Support Team



Review of policy: July 2021