

Ambassador International Academy **Inclusion Policy**

Rationale

We aim to be an inclusive school and welcome Students of Determination, students identified as Gifted and/or Talented and students who may need additional English Language Support (ELL). The purpose of this policy is to identify students who may face barriers in teaching, learning and assessment and to remove or reduce these barriers. Parents should inform the school at the time of application regarding any additional learning support requirements for their child.

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.

1. Legislation and Guiding Philosophy

This policy specifically focuses on provision of support for Students of Determination (SOD). For provision for English Language Learners, please see the Language Policy. The rationale for this policy document is guided by the following key concepts/documents:

- UNESCO's definition of Special Needs Education: "Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an Education programme." (ISCED 2011, p.83, UNESCO)
- IB definition of inclusion: "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning Diversity and Inclusion in IB programmes, 2016)
- Dubai Inclusive Education Policy Framework (2017)
- Implementing Inclusive Education – A Guide for Schools (2019)

Ambassador International Academy therefore aims to be an inclusive school, welcoming all Students of Determination. It is our goal to take action to identify and reduce barriers to learning so that all students can experience success in keeping with their inherent abilities or strengths.

2. Aims of this Policy

Our Inclusion/Students of Determination policy and information report aims to:

1. Set out how our school will support and make provision for Students of Determination (SOD)
2. Explain the roles and responsibilities of everyone involved in providing for Students of Determination

Details included within these aims are:

- To ensure that the special educational needs of students are identified, assessed and provided for, starting with the new student Admissions process, and thereafter through the SOD referral process.
- To outline a learning environment that meets the special educational need of each student.
- To clarify the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in barriers to learning for all students, but especially Students of Determination.
- To enable all students to have full access to all elements of the school curriculum.
- To ensure that parents can play their part in supporting their son/daughter's education.
- To ensure that our students have a voice in this process
- 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 (Rights Based Model Of Disability).

3. Admissions Policy

Student of Determination – A Student of Determination is defined as a student with a long-term physical, mental, intellectual or sensory impairment; which, interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age. (Implementing Inclusive Education: A guide for schools, 2019).

A student will be regarded as a SoD if they have a learning difficulty or disability that calls for special educational provision to be made for them. A student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional** to, or **different** from, that made generally for other children or young people of the same age by mainstream schools.

Ambassador International Academy is an inclusive school and aims to support gifted and talented students, English Language Learners 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. We are fully compliant with the regulations stated in the Federal Law 29 (UAE) and the Dubai Inclusion policy (2017), however, there may be certain additional requirements for the admission of 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
- Any new applicant identified as a SOD will be referred to the Inclusion Team, who will in consultation with the Principal/Vice Principal study the reports, observe and assess the child to provide appropriate provisions.

4. Roles and responsibilities for promoting and supporting inclusion

4.1. 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.

4.2 School Principal

The principal, in partnership with the inclusion team will:

- 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.

4.3 Inclusion Champion

- 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.

4.4 The Leader of Provision for Students of Determination

- Together with admissions department the Leader of Provision coordinates the liaison with previous schools, organises appropriate support and ensures a smooth transition for Students of Determination.
- 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 programmes of intervention for individual and small groups of students.

4.5 Support Teacher

- Serving as a role model, coach and professional mentor for classroom teachers
- Engaging in activities that directly influence the inclusive competence of classroom teachers
- Forming positive and professional partnerships with classroom teachers to engage them in personalized professional development programmes
- Working directly with individuals or small groups of students in order to implement interventions and accelerate achievement
- Modelling effective data literacy to support classroom teachers to be able to analyse assessment information
- Identifying most appropriate teaching strategies, intervention approaches, learning activities, assessment methods, learning outcomes and collaborative approaches to ensure that all students become fully and actively engaged in the learning process
- Providing opportunities for the professional development of learning support assistants and give indications on how best to assist individual students
- Regularly monitoring and evaluating improvements in the teacher's practice, identifying its effect on student learning and outcomes and selecting the focus for further development

4.6 Teachers/Teaching Assistants

- Demonstrate and apply knowledge and understanding of the values and principles of inclusive education
- Assessing, evaluating, and reporting on students' progress
- Ensuring that the assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Providing a safe, welcoming, and motivating environment for learning
- Work with parents, teachers and external professionals to develop appropriate individual education plans/individual action plan/individual learning snapshot
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximize their students' achievement
- Taking part in the development of the IEP and its progress review
- Implementing goals set in the IEP
- Managing information about students and communicating this information to parents and other relevant personnel
- Supervising and coordinating work with the LSAs
- Promoting student interactions with their peers
- Whenever necessary, create opportunities that facilitate the meaningful participation of all students in the common learning environment.

4.7 Learning Support Assistants

- Ensuring that the students of determination have access to education by implementing small group or individual instruction.

- Collaborating with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.
- Promoting access to targeted support outside the classroom
- Developing social/emotional skills
- Following classroom policies developed by the teachers.
- Involvement in assessment processes, record keeping, lesson-planning, monitoring progress and resource development.
- Aiding the teacher in the development of a stimulating and productive learning environment.
- Encouraging the independence of the student throughout the school environment and during the school day.

4.8 Counsellor

- Establishing rapport with students during class-interactions, class-observations, informal visits and occasional meetings.
- Developing trust, confidence and conviction among students towards the wellbeing department.
- Through classroom interactions, inculcating students with positive personality traits, problem solving techniques, study skills, values, morals, good academic skills and overall success.
- Observing class dynamics, student's inter-personal and intra- personal skills, relationship with teachers, school & its property and class-room behaviour.
- Promoting healthy lifestyle among students for overall development (e.g. 5 minutes relaxation process, healthy sleep hygiene, etc.) through activities, discussions, assembly etc.
- Arranging 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.
- Organising 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.
- Giving 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.

5. Identification and Assessment of Need

5.1 Identification

The KHDA guide on Implementing Inclusive Education (2019), identifies three specific indicators of concern. These are:

- When students make significantly slower progress than their peers starting from the same baseline.
- When a student fails to maintain or improve on previous progress rates.
- When a student's attainment gap widens, in comparison to same-aged peers.

Ambassador International academy employs both formal and informal means of identifying special educational needs. Students are identified as requiring additional learning support through one or several of the following means:

- Formal educational diagnostic assessments (CAT scores or GL Progress tests)
- Screening tools
- Summative attainment results
- Parental concerns, via appropriate channels. This may include meetings or emails shared with the Principal, Vice Principal, MYP Coordinator, PYP Coordinator, Subject Heads or Leaders of School sections, Student Counsellor, Inclusion Department, subject or specialist teachers.
- New students with supporting documentation of a diagnosed learning difficulty or provision of additional support from a previous school.
- Psychological or medical diagnosis

5.2 Referral Process

Teachers follow the referral steps outlined below when indicators of concern are present in terms of physical, intellectual, social and emotional development.

- Teachers will provide differentiated activities, make their observation, and record anecdotal notes for two to three weeks depending on the student's requirement.
- Consultation with the Inclusion team and student's other teachers to collaborate on possible strategies to address the identified need.
- Should no progress be noted, the class/subject teacher contacts parents to discuss making a referral for additional support.
- Referring teacher completes the SOD referral form and submits it to the Inclusion leader.
- Observation by the Inclusion Team will be done to confirm the challenges reported.
- Inclusion team may suggest to 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.
- A collaborative team meeting decides the level of intervention required.
- Intervention is implemented, and progress monitored.

5.3 Level of Intervention and Provision of Support

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

Level 1/Wave 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.
- Parent's will be kept informed of their child's progress and are invited to contribute to termly review.
- The Inclusion & Well-being Department will be available to offer advice on home plans, strategies and interventions to both the teachers and parents.

Level 2/Wave 2: Targeted Support

- Targeted support plans (IAP/IBP) for each student provides strategies to the teachers to work with the student.
- 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.
- Withdrawals for sessions will only be considered if the support deemed necessary cannot be delivered within the classroom environment or if the student has intervention program from an outside agency.
- 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/Wave 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.
- If required, in-class support will also be provided by the LSA

5.4 Targeted Support Plans/Individualised Action Plans, Individual Education Plans, Individualized Learning Plans and Behavior Intervention

Targeted Support Plans/Individualised Action Plans are designed for students on Level 2 intervention support. These are typically in-class or withdrawal support based on targeting a specific area, that may be a temporary barrier to learning, for example, foundational gaps in curriculum or phonics intervention. They are intended to be for a specific period only. Should a student not make enough progress despite the targeted support plan, teachers, parents and the learning support teacher/leader of provision may need to consider further evaluation for transitioning to an IEP.

Individualised Education Plans are for students of determination on Level 3 intervention. They are consistently of high quality, format and function across the

Ambassador Group. The KHDA Inclusive Education Policy Framework and Guidance documents (2019) have been adhered to with a focus on terminology, practical application and teacher accountability. SMART (Specific, Measurable, Achievable, Realistic and Timebound) learning targets will be set on the IEP, the progress of which will be monitored and tracked by teachers.

ILP – Individualized Learning Plan - The middle school students may have an ILP in addition to IEP which aims to provide organizational and study skills. The Inclusion Department will coordinate the plan along with the student, parents and subject expert teachers.

Behavior Intervention is provided by the counselor to those with the challenging behavior. At primary school level an Individualized Behavior Plan (IBP) is provided which will provide strategies to handle the behavior. In middle school, a Behavior Contract is worked along with the student. The A-B-C (Antecedent-Behavior-Consequence) factors and the frequency of challenging behavior are recorded to help plan the IBP.

5.5 Assessing and reviewing student progress

Progress of SOD will be determined by the same methodology and testing as all students against age-related and subject/curriculum area expectations. The responsibility for assessing this progress is the class/subject teacher, supported where necessary by the Inclusion team and Learning Support Teachers with input directly from the student and parent/carer, where appropriate.

Additionally, and importantly, progress will also be measured by the students' achievement against their personal targets set in their Individual Support Plan or IEP/IAP/IBP/ILS/ILP. This is measured through a progress tracker embedded in their Individual Support Plan. Based on this premise, a student is making expected progress if s/he is achieving their targets within the appropriate timescale. S/he is making better than expected progress if s/he is exceeding personal targets and/or achieving stretch targets, both in terms of competency and within (or faster) timescales.

Expectations of parents

The school works closely with parents to support students of determination. Active partnership through an on-going dialogue with parents is encouraged. Parents are also expected to fund any external support services their child may need. Parental consent is sought for communication between the Learning Support team and the external support service provider. Regular meetings are held to share the progress of students with their parents.

Expectations of Students

Students are encouraged to take responsibility for their learning and to work with teachers and parents to ensure their successful interaction with the learning environment. Students are involved at an appropriate level in setting targets in their IEPs and in the term IEP review meetings. Students are encouraged to make judgements about their own

performance against their IEP targets. Their success in achieving their IEP targets is appropriately acknowledged.

5.6 Monitoring and Evaluating the need for additional support

Students will no longer receive additional learning support if their progress is considered adequate. Adequate progress can be defined as progress which:

- Closes the attainment gap between the student and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers.
- Matches or betters the child's previous rate of progress.

If a student on level 2 support continues to make little or no progress after a differentiated programme, the Leader of Provision, after consultation with the Learning Support team, will recommend that parents seek external assessment for further diagnosis of need. Specialist assessment and recommendations will then be incorporated into an IEP.

Provisions

Provisions and exemptions may also be provided as per the needs of the student. The list of provisions that are available:

- Modified curriculum – Curriculum is simplified to the student's level
- Modified Assessment – tailored to concepts that the student has been taught and methods they will be able to attempt
- Exemption from languages (2nd and 3rd language)
- Learning Support Teacher (shadow) in class
- Peer Mentoring for the students
- Parental Support & Counseling

Special Access accommodation provisions for MYP:

As per IB Guidelines access accommodations are provided to the students of determination. To avail this accommodation, there is a need for supporting documents. i.e. Psychological/ Psycho-educational/ Medical report - Standard scores requested in psychological reports and/or areas assessed may be in line with the learning support requirements. Educational evidence - Teacher(s) observations, sample of work, evidence of access in previous school/ year groups/ grades.

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements. Arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements must also be continuously monitored to ensure

that they remain the optimal support for that student (IB - Access and Inclusion Policy, 2018).

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Extra opportunities to retake examinations	Yes
Deferral	Yes
Extensions	Yes
Flexibility in examination/assessment location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes
Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No
Aids	No
Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes
Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No
Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

Language exemptions (2 nd language /3 rd language)	yes
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Professional Development

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.

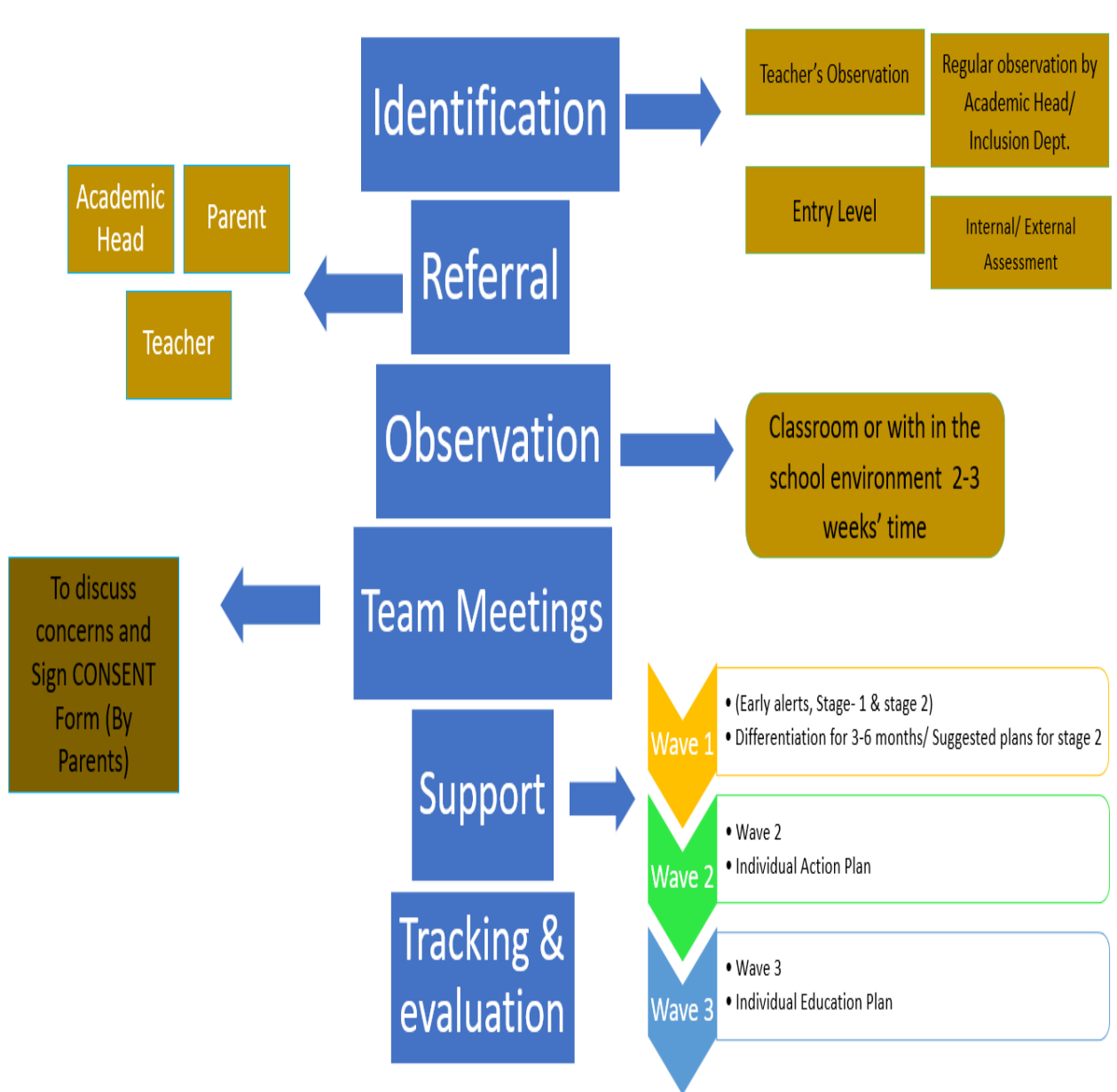
Support for LSAs

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

PROCESS CHART FOR STUDENT REFERRAL



For further information about Ambassador International Academy, visit our website www.aiadubai.com

Next Review: September 2021