



Inclusion Policy

Approved/reviewed by	
Head of Inclusion	
Date of review	January 2021
Date of next review	January 2022



Contents

- Rational - Aims - Purpose - Legislation
- Philosophy - Principles
- Roles and Responsibilities
- Inclusion Support Team
- Systems of Support for Inclusion
- Access Arrangements
- Appendix 1 Organisation chart of Inclusion Support Team Responsibilities
- Appendix 2 Referral Pathway
- Appendix 3 Sample Student Referral Form
- Appendix 4 Graduated Response Model for Fairgreen International School.
- Appendix 5 KHDA categories of disability and barriers to learning.
- Appendix 6 Glossary of Terms
- Appendix 7 References



Inclusion for Learning Policy

“At Fairgreen International School, we will provide a range of support services to guide our students through any challenges they may face, helping them achieve a happy and successful school experience, from an academic perspective as well as for mental and physical wellbeing.”

Aims

- To promote a culture of inclusion which celebrates and values diversity by building community understanding.
- To remove barriers to learning through high quality education and personal care.
- To build professional capacity to meet the needs of Students of Determination and those with Additional Educational Needs.

Rationale

A policy for Inclusion is necessary so that all stakeholders have a clear understanding of inclusion. The aims to promote and ensure that the needs of Students of Determination are met.

Purpose

The purpose of the Inclusion Policy is to articulate how Fairgreen International School actively meets the needs of Students of Determination.

Legislation:

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), Implementing Inclusive Education: A Guide for Schools (2019), Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019).

This policy ensures compliance with **UAE Federal Law. 29 (2006)** concerning the Rights of People with Special Needs and **UAE Federal Law 2 (2015)** against Discrimination and Hatred.

The School's admissions policy adheres to the stipulations of the **Dubai Inclusive Education Framework (DIEF) (Published November 2017)**. **Federal Law No 29 of 2006** concerning the Rights of People of Determination; **Dubai Law No 2 of 2014** concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

UAE Executive Council Resolution No. (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 1:** To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion or social class.

Philosophy

At Fairgreen International School we believe that inclusion enriches all students' learning by contributing to a culture that is energizing, engaging and empowering learners to become active participants in their community. Fairgreen is committed to providing equitable educational opportunities to all students in the school through a culture of collaboration, mutual respect, support and problem solving.

Inclusion underpins the Mission and Vision of Fairgreen, ensuring the voices of the whole community, including all learners, their parents and caregivers, support staff and non-teaching staff, are heard and considered. At Fairgreen, we believe our school community should mirror our image of global society as it could be; diverse, inclusive and equitable. Therefore, we endeavour to create accessible learning environments for all learners, including students with additional support needs, students from culturally and linguistically diverse backgrounds and students who are gifted and talented.

Principals

Fairgreen supports the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all stakeholders.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The school promotes a culture of care through all stakeholders taking responsibility for safeguarding.
- The school community encourages children to develop self-esteem, confidence and motivation in all areas of their lives, learning and development.
- The environment should be accessible, positive, welcoming, safe and respectful for all children, their families and staff.
- The school community and other authorising bodies actively seek to remove barriers to learning and participation.
- All students have access to an appropriate education that affords them the opportunity to maximise their personal potential.

Roles and Responsibilities

Role of Governor for Inclusion

- set strategic direction through a clearly stated inclusive vision and ethos.
- hold the designated school based inclusion support team accountable for the development and implementation of an strategic inclusive education improvement plan.



- support the allocation of financial investment to ensure that targeted plans are sufficiently resourced.
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Role of School Director:

- To communicate a vision of inclusion and ensure that best practices of inclusive approaches to teaching and learning are embedded in the entire school community.
- To ensure that recruitment, induction and whole school professional development, priorities successful inclusive practices.
- To conduct a whole school review and highlight best practices.

The leadership team are responsible for ensuring all staff have accessed and are aware of their roles and responsibilities in relation to the Inclusion Policy.

Role of Leader of Provision of Students of Determination/Head of Inclusion

- To monitor and support all teachers to remove barriers to learning and identify and develop approaches so that every child can be successful.
- To work collaboratively with outside agencies. To provide advice and guidance to both teachers and parents.
- To promote high expectations of Students of Determination.
- To facilitate collaborative meetings to develop IEPs and implement any research-based interventions.

Role of the Learning Support teacher:

- To be a role model, coach and professional mentor to all teachers.
- To spend no less than 60% of their time engaged in activities which directly influence the inclusive competence of the teacher.
- To spend 25% of their time working directly with students individually or in small groups to implement interventions and accelerate learning.
- To assess, monitor and record the process of support with students who may require additional support.
- To create, monitor, communicate and revise IEPs to all relevant stakeholders.
- To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.

The Role of the EAL teacher

- To assess, monitor and record the process of support with students who may require additional EAL support.
- To be responsible for the creation, monitoring/reporting, communication and revision of the EAL curriculum to all relevant stakeholders.
- To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.

The Role of the IBDP and IBCP Coordinator

- At the beginning of each cycle, the DP/CP coordinator will collaborate with the Inclusion Support Team

to review potential candidates for inclusive assessment requests. This review will help to not only inform



pathway and subject selection but will also take into account any special accommodations that are required at the both the external and internal level.

- It is important to note that while some accommodations can be made with regards to accessibility of the IB program (e.g. extended/staggered assignment deadlines, breaks during testing and exams, etc.) no adjustments can be made to the actual curriculum content of the program.
- Prior to IB examinations, the IB DP/CP Coordinator must submit a request for special needs assessment, with the consent of parent(s). This request should include appropriate documentation (e.g. medical certificate, psycho-educational evaluation) before they can be processed. They will coordinate with the Inclusion Team and the IB department, and families to ensure applications are complete and accurate prior to submission.
- Facilitate collaboration between the Inclusion Team and IB Teachers will take place to ensure that each student's instructional program is coordinated and supported.
- Ensure Student progress is monitored regularly through internal assessments and mock examinations to ensure that both instructional programs and support services are matched to the needs of each student.

The Role of the Teacher

- To ensure inclusive practices through differentiation.
- To be responsible for implementing accommodations and providing support to Students of Determination that are in line with their IEP
- To be responsible for ensuring students have access to their IAAs.
- To be responsible for the learning, progress and outcomes of all the students in their class.
- To be the first to identify a learning need and raise a concern.
- To provide a safe and welcoming environment where students are motivated for learning.
- To deliver whole class, small group and individual instruction.
- To work collaboratively with the Inclusion Team and all other professionals working with Students of Determination.
- To be open to continuous self development to enhance their inclusive teaching competencies.

The Role of the Counsellor

- To be responsible for developing and leading the implementation of the personal development programs.
- To support the individual development of all students within the school through collaboration with other relevant stakeholders and holding documentation of the process.

The Role of the Student

All students in secondary who have inclusive assessment arrangements (IAAs) are responsible for advocating and coordinating with their teachers for their IAAs to be implemented. They are also responsible for attending appointments made with the Inclusion Team.



The Role of the Parents

- To be responsible for disclosing all relevant information about their child during enrolment and at any point during the child's time at the school to ensure the most appropriate placement.
- To be responsible for attending any relevant Inclusion Team meetings.

Inclusion Support Team

In compliance with the KHDA DIF 2017 Fairgreen International School has an Inclusion Support Team consisting of:

- Director of School - Graeme Scott
 - Inclusion Governor - Peter Daly (ESOL Education Consultant)
 - Inclusion Champion - Gina Lloyd Learning Support Teacher
 - Leader of Provision for Students of Determination/Head of Inclusion - Alison Scott
 - Head of Counseling - Jackie Greenwood
 - Secondary Principal - Seem Desai
 - Primary Principal - Matt Greenwood
 - Learning Support Teacher - Gina Lloyd
 - LSAs - Karolina Lachaar. Gerald Samuels.
 - EAL teacher - Leah Vahanian
 - Parent - Marcie McKim
 - Teachers with a specific interest in inclusion.- Christina Francis (Secondary English Teacher), Emily Ray (Specialist French teacher
- (See Appendix 1 for an organisational chart of responsibilities)

Purpose of the Inclusion Support Team

- Collaborate with class teachers and other education staff(coach and support).
- Meet regularly
- Maintain minutes of meetings and effective follow up.
- Assign LSA to students and classes
- Develop partnerships with outside agencies.

Systems of Support for Inclusive Education

Inclusion Team

At Fairgreen we have an Inclusion Team consisting of a Head of Inclusion/Learning Support Teacher, Learning Support Teacher, Learning Support Assistant and a school counselor.

The Inclusion Team will...

- Work with all community members to remove barriers and open doors to provide opportunities to flourish.
- Provide support within a model of graduated approach. In specific instances where a student has been identified for intensive support and the school is unable to meet the learning support needs of that student, the parents may employ additional support from an external agency in the form of an Individual Learning Support Assistant.



Meeting the Needs of Students of Determination

Referral Process

A student can be referred to the Inclusion Team by teachers, parents or the student themselves and the Fairgreen referral pathway followed (see *Appendix 2*) The Inclusion Team will work with all stakeholders to gather appropriate data using a Student Referral Form (see *Appendix 3*) The Student Referral Form provides the basis for a Student Concern Meeting where the Inclusion Team provides consultation and decides appropriate next steps.

Graduated Response

The Inclusion Team will work in collaboration with classroom and specialist teachers to provide differentiated support for students. Scaffolds and accommodations are developed to offer students access to the curriculum appropriate for their learning needs. Targeted and intensive support is co-ordinated with all relevant parties and personalised to meet the needs of individual learners. (See *Appendix 4 graduated support*). Some of the services that the Inclusion Team can provide at Fairgreen include:

- Initial screenings
- 1:1 specific intervention
- Small group intervention
- In class support
- Modified and/or reduced curriculum
- Exam access arrangements

Individual Education Plans (IEPs)

IEPs are drafted to support students with identified barriers to learning. Where appropriate, secondary students create their own IEPs and are personalised to individual needs, enacted in partnership with parents and students, shared with all relevant teaching staff and reviewed termly.

Fairgreen International School uses the EduKey Provision Mapping platform to develop, monitor and review IEPs. All teachers have access to the IEPs and Student Passport to ensure that student goals and accommodations are implemented in every area of curriculum.

The Inclusion Team will liaise with external providers and Learning Support Assistants to ensure support is relevant and appropriate. The Inclusion Team supports students with needs in the categories of Special Educational Needs and Disabilities as outlined by the KHDA revised Categorisation Framework (See *Appendix 5*). The student's barrier to learning will be identified on IEPs.

Admissions Procedure for Students of Determination.

Fairgreen International School welcomes applications from Students of Determination

- The school asks parents/guardians to disclose whether their child has any additional support needs, medical condition or any special circumstances prior to his/her assessment for entry to the school.
- At admissions the school will conduct an 'assessment' of educational need' to develop



appropriate provision on entry to school.

- In assessing any student or prospective student the school may take such advice and require such assessments, as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
- Where it is practical to make reasonable adjustments based upon the information given and advice received to enable a prospective student to take up a place at the school, the school is committed to providing those reasonable adjustments.
- The school will have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.
- As part of its commitment to support every student, the school may provide specialist teaching through the Inclusion Team. If support is required that exceed the standard service available in school, contact details for external providers is shared with parents.
- External support is organised within or out-with school hours depending on individual needs.
- All new equipment purchased for teaching use will be considered as to the suitability of its use, by students, with additional support needs. Every reasonable effort will be made to purchase equipment that meets the needs of such students in a way better than existing equipment that it replaces.

Identification and Early Intervention

Identification and early intervention refers to the accurate process through which education providers, and other professionals utilize formal and informal methods of assessment to accurately identify the type of educational need experienced by a student. This information is then used to inform the use of targeted, evidence-based intervention which supports learning and progress. Students' academic, social-emotional progress and attitudes to learning are tracked and used to plan provision.

For existing students, any subsequent barriers to learning identified by external assessment should be shared with the school at the earliest opportunity to ensure that the appropriate support can be provided.

The Inclusion Team keeps a register of students . The register will indicate Students of Determinations who have identified needs and Students with Additional Educational Needs (AEN) where the need has not yet been identified. The register will identify the Student of Determination's needs according to the KHDA Revised Categorisation Framework . The register will be updated monthly and be kept in the school google drive and is data protected in line with school policy. All relevant staff are responsible for ensuring familiarity with the content and use the information in their teaching and learning.

The register indicates which of the following levels of support the student receives:

- **Level 1:** Provision of Quality First Teaching (see glossary of terms) where teachers accommodate for individual differences, learning styles and behaviour through effective differentiation. *Some level 1 students may have a Student Passport.*
- **Level 2:** Student is identified as not having made expected progress or attainment and needing short-term support and provided with research-based interventions. Support might come from



external providers. All Level 2 Students will have a Student Passport and some might have an IEP.

- **Level 3:** Student's learning needs require more intensive individual support which is additional to or different from their peers. Support may come from external providers. All Level 3 students will have a Student Passport and an IEP

Standard Service

The school acknowledges its duty to students, staff, parents and members of the wider community who have additional support needs. Where students or prospective students are concerned, the school acknowledges that it should be non-discriminatory in its treatment of all students. In compliance with KHDA the school must outline its standard service. At Fairgreen we have one Head of Inclusion/Learning Support teacher, one Learning Support teacher and one Learning Support Assistant. We also have one whole school counselor. Additionally the school has processes in place to enable identification of needs, develop Individual Education plans and one-to-one or small group support. The services of these professionals is free of charge to our Fairgreen community.

Complaints Procedure

Any complaints related to provision for Students of Determination should be made to the Director of Fairgreen International School

English as an Additional Language (EAL)

The EAL teacher provides a dynamic program according to a student's needs for our English Language Learners (ELL). The program consists of a combination of pull-out and push-in support that is least restrictive (all students with additional support needs should have the opportunity to be educated with non-additional needs peers, to the greatest extent appropriate).

Gifted and Talented

Fairgreen International School has a Gifted and Talented Policy to personalise the learning for our gifted and talented students and recognising, identifying, challenging and stimulating our gifted and talented learners

Social and Emotional

The Head of Counselling supports students holistically. They work collaboratively with teachers and the administration team to foster a culture of care and ensure equitable access to all enrolled. Services range from individualised, small group to whole school programs that promote a safe and supportive environment through a focus on, mental, physical and emotional well-being.

Distance Learning

In the event of a Student of Determination or Students with AEN requiring distance learning due to medical needs or due to school closure the Inclusion Department will provide asynchronous and synchronous support in compliance with the KHDA 'School - Home Provision: A Collaborative Approach to Distance Learning for Students of Determination (2020)

Access Arrangements for Assessment



Where a student is diagnosed with a specific learning need, accommodations for assessment conditions may be applied subject to educational evaluation by a qualified Educational or Clinical Psychologist.

The Inclusion Team analyses the evaluation and consults with homeroom and subject teachers where necessary to apply adaptations or accommodations where required.

Accommodations and modifications are generally based on those granted by the IB with regard to the IB Diploma, though it cannot be expected that the modifications granted to students in Grades 6 to 10 internally will also be granted by the IB when students are registered for IB Diploma examinations.

Typical accommodations granted by the IB:

- Use of computer with spell check (Incorrect spelling and grammar are disregarded for assessment purposes)
- Up to 50% of additional time to complete an assessment task
- Use of reader and scribe in tests or exams
- Alternate setting
- Use of calculator for students with appropriate assessment access requirements
- All assessment modifications are made with the consent of the student and parents/guardians.
- The homeroom (primary) or learning support teacher (secondary) and subject teacher is responsible for ensuring that assessment adaptations and/or modifications are applied to all learning tasks.
- The PYP, MYP and DP/CP Coordinators are responsible for ensuring that inclusive arrangements for assessment are implemented.

For more information please refer to the Fairgreen assessment policy.

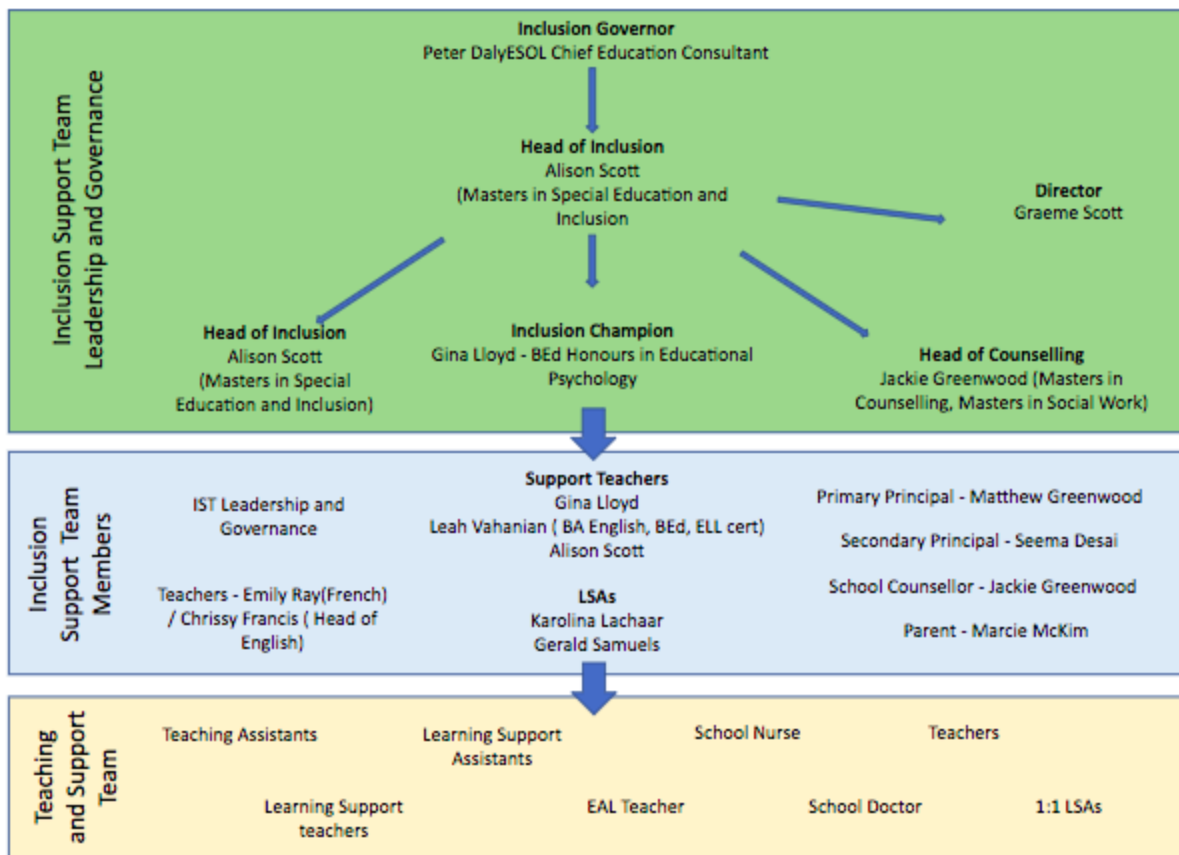
Monitoring of Teaching and Learning

- The Senior Leadership team will ensure through lesson observations and learning walks that QFT is delivered to all students. Lesson plans will identify those with needs and there will be evidence both in lesson plans and class environments of how barriers to learning are being removed.
- Following these observations Senior Leadership in collaboration with the Inclusion Team will identify any areas of professional development required by the teacher to further meet the needs of students.
- During Student Progress meetings teachers will provide ongoing documentation and data to show student progress and identify next steps.



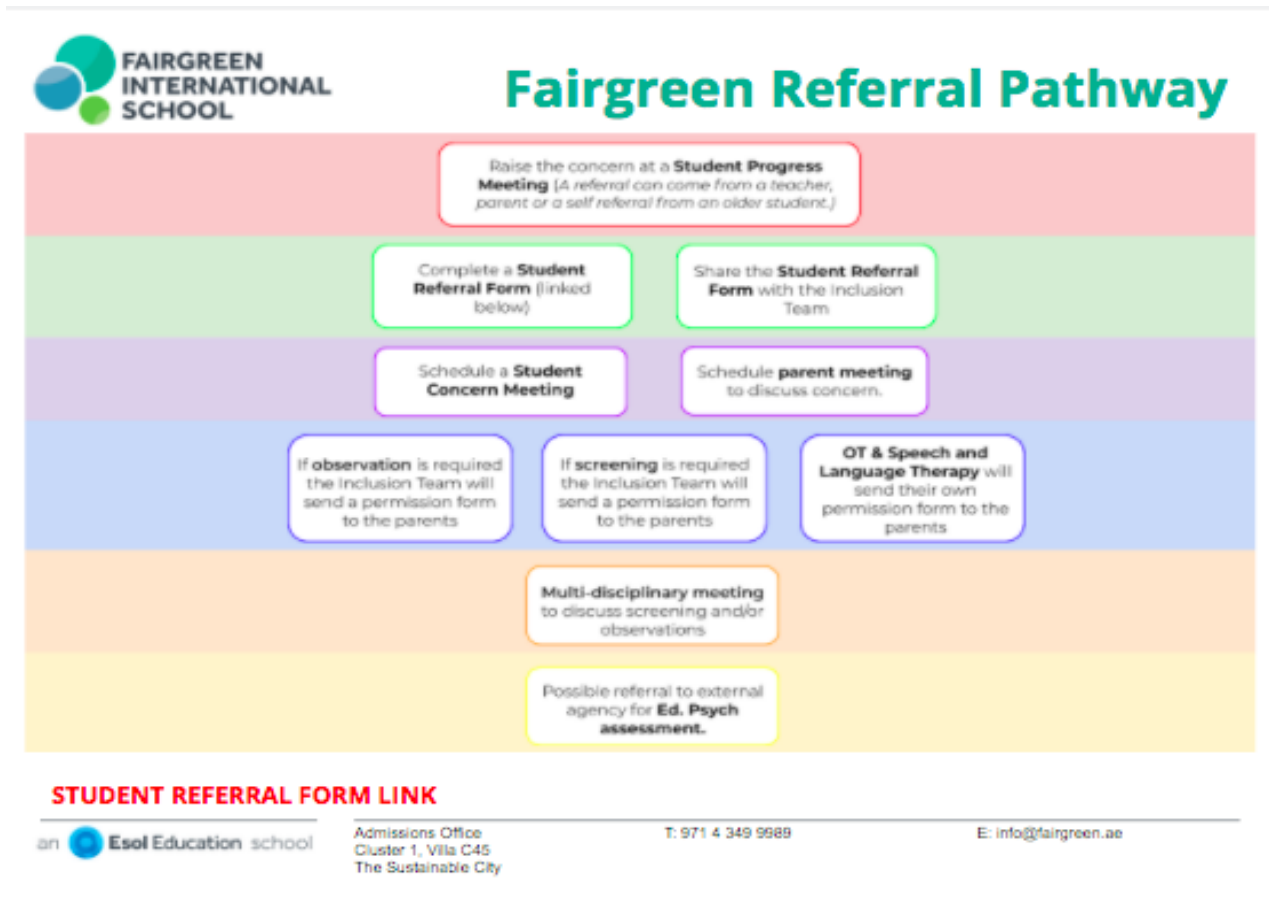
Appendix 1

Flow chart of Inclusion Support Team's responsibilities





Appendix 2 Fairgreen Referral Pathway





Appendix 4 Student Referral Form



Student Referral Form

Date:		Student Name:
Grade:		
Language/s:		
History of Support Services: (EAL, LS or Counselling)	<input type="checkbox"/> No	<input type="checkbox"/> Yes (Please Specify)
Classroom/Homeroom Teacher:		

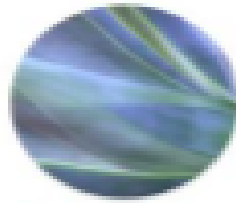
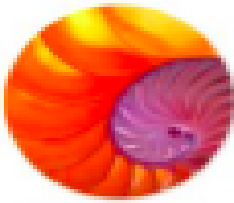
ASSESS: <small>Clear analysis of each student's progress and possible barriers to learning or strengths.</small>	What is the focus of this referral?
	What barriers to learning or particular strengths are you observing?
	Relevant Background Information: (E.g. illnesses, family history etc...)
	Assessment Data: (Please add in CAT4, GL etc here)
	Have you discussed the above with the parents: <input type="checkbox"/> Yes <input type="checkbox"/> No
	What data has been gathered to support this referral: (Observations, previous reports, data, ongoing notes, information from previous teacher, specialists etc...)
	What has been done to support the student in these area(s)? (Differentiated support, collaboration, challenge, extension, enrichment etc...) (Please specify teachers involved)
	What information have you gathered from parents/caregivers?
Documentation of Parent Communication:	

PLAN: <small>Develop and use strategies to respond to the student's specific strengths and/or difficulties.</small>	Student's Strengths:
	Student's Needs:
	Strategies:



Appendix 4

Graduated Response Model at Fairgreen International School



Level 1.	Level 2	Level 3
<p>Unidentified (AEN)</p> <ul style="list-style-type: none"> Concern raised by teacher/parent/student. Student Referral form QFT Observation and Consultation by the Inclusion Team Monitoring and tracking <p>Identified (Students of Determination)</p> <ul style="list-style-type: none"> QFT Tracking and monitoring. 	<p>Unidentified (AEN) Identified (Students of Determination</p> <p>Students might have:</p> <ul style="list-style-type: none"> 1:1 or small group intervention delivered by TA, LSA, Class teacher or Inclusion Team A Students Passport An IEP Differentiation. An external report 	<p>Unidentified (AEN) Identified (Students of Determination</p> <p>Students will have:</p> <ul style="list-style-type: none"> A Student passport An IEP <p>Students might have:</p> <ul style="list-style-type: none"> an external report from Ed.Psych, OT, S&LT Differentiation 1:1/Small group support Exam access arrangements





Appendix 5

KHDA Categories of Disability and Barriers to Learning

Categories of disability and barriers to learning

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

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. ²Chronic or acute medical conditions

The following information expands upon each of the '12 categories of disability' (identified above). It provides specific examples of the different types of difficulties, conditions or disorders associated with each category and identifies some of the barriers to learning that may be experienced by students of determination.

This information provided should serve as a particularly important point of reference for schools. It will support the implementation of procedures to assess and identify the needs of students of determination and will promote the development of provision that maximises opportunities for learning and inclusive practice.



Appendix 6

Glossary of Terms

Glossary of Terms

Accommodations : supports and services provided to help a student access the general education curriculum and validly demonstrate learning (time, setting, level of support, reduce response effort ie calculator, sensory items)

Additional Educational Needs: where a child has an educational need which requires more or different support to what is normally provided in class to children of the same age. This does not arise from the impact of a disability or recognised disorder.

Assessment Access Requirement : A student with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment. (Candidates with assessment access requirements (IB), 2014)

Differentiation : is a way of thinking about teaching and learning; it is a process of identifying with each learner the most effective strategies for achieving agreed goals. (Learning Diversity in IB Programmes, 2010)

Gifted and Talented : Within the UAE context, the KHDA Inspection Framework (p119) offers the following definition:

“The term giftedness refers to ‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.

The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.”

Graduated Response: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person

Identified: refers to a Barrier to Learning which has been identified by an external assessment.

Programmes: Special Educational Needs within the IB Programmes, 2010)

Inclusive Assessment arrangements (IAA) : changed or additional conditions during the assessment process for a student with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability (Candidates with assessment access requirements (IB), 2014)



Modification: Individualized changes made to the content and performance expectations for students (quantity, output, alternate goals)

Students of Determination: refers to the term adopted in the UAE to refer to students with Special Educational Needs or Disabilities.

Student Passport: An individualised document developed using EduKey which identifies barriers to learning, baseline assessments and appropriate strategies to ensure student progress.

Quality First Teaching: High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.