

Students of Determination Policy

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| Approved/reviewed by | |
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“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.

Purpose

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

Philosophy

At Fairgreen International School we believe that inclusion enriches all students' learning by contributing to a culture that is energizing and engaging, 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 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, cheerful, welcoming, safe, and respectful for all children, their families, and staff.
- The school community and other authorising bodies seek to remove barriers to learning and participation.

Legislation within the UAE

The outlined policy is in line with the below legislation and guidance:

- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- UAE Federal Law. 29(2006)
- Federal Law 2 (2014)
- Dubai Inclusive Education Policy (2017)
- Implementing Inclusive Education: A Guide for Schools (2019)
- Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019)
- Executive Council Resolution No. (2) of 2017 – Regulating Private schools in the Emirate of Dubai. With specific reference to

- 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 the 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.

School Support

In compliance with the KHDA, 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 is to be non-discriminatory in its treatment of all students.

At Fairgreen we have a highly qualified and experienced inclusion team and there are processes in place to enable the identification of needs, develop Individual Education Plans and provide one-to-one or small group support. The services of these professionals are free of charge to the Fairgreen community.

Any services that go above this school support such as Individual Learning Support Assistants or therapies will be at the parents' expense. The implementation of these services would be conducted in conjunction with the parents after a team meeting to discuss the desired support and next steps for the student.

Roles and Responsibilities

Role of Governor for Inclusion

- Ensure that the school communicates a highly inclusive admission policy and encourages applications from students of determination. They will ensure that most categories of need are proportionately represented across all phases of the school.
- Hold the designated school-based inclusion support team accountable for the development and implementation of a strategic inclusive education improvement plan.
- Support financial investment allocation to ensure that targeted plans are sufficiently resourced.
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.
- 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 recruitment, induction and whole school professional development, prioritizing successful inclusive practices.
- To conduct a whole school review and highlight best practices.

Role of the Principal

- Communicate a vision of inclusion, ensuring the engagement of the entire school community.
- Support the development and implementation of a comprehensive and strategic inclusive education improvement plan.
- Ensure that all staff receive the support they require, enabling and ensuring that inclusive approaches to teaching and learning are embedded in their practice.
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

Role of SLT

- The Senior Leadership Team is responsible for ensuring all staff have access and are aware of their roles and responsibilities in relation to the Inclusion Policy.

Head of Inclusion

- Uphold and review the Strategic Inclusive Education Improvement Plan.
- Reviewing the implementation and effectiveness of evidence-based programmes of intervention for individual and small groups of students
- To support and monitor (including performance management) the work of the Inclusion Team and ensure that they are appropriately placed (through provision mapping).
- To support all teachers in removing barriers to learning by identifying and developing approaches that ensure every child can be successful.
- To monitor and review data to demonstrate that almost all students exceed expectations in their academic, social and personal development.
- To work collaboratively with outside agencies and facilitate collaborative meetings.
- To provide advice and guidance to both teachers and parents.
- To promote high expectations of Students of Determination.

The Role of the Middle Leaders

- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students.
- To actively monitor and follow up on student progress: to identify students who are underachieving and to implement effective, personalised interventions.
- To collaborate with the Inclusion Department and ensure they are updated on identified students.

Role of the Inclusion 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 Teacher

- To ensure the needs of all students are met through inclusive practices such as differentiation, scaffolding and adaptive teaching.
- To be responsible for implementing accommodations and providing support to Students of Determination that are in line with their IEP, IBP or SELP.
- To be responsible for ensuring students have access to their Exam Access Arrangements (EAAs).
- To be responsible for the learning, progress and outcomes of all the students in their class regardless of learning needs.
- To identify possible learning needs and work with the inclusion team to ensure that the correct level of support is put in place.
- 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 Student

All students are encouraged to advocate for their needs at an age-appropriate level. Secondary students who have Exam Access Arrangements (EAAs) are responsible for advocating and coordinating with their teachers for their EAAs to be implemented.

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.
- Be open to receiving regular communication from the school to ensure productive dialogue is maintained.

Inclusion Support Team

In compliance with the KHDA DIFE 2017 Fairgreen International School has an Inclusion Support Team. The purpose of this team is to evaluate current provisions and support at Fairgreen and ensure that clear and concise next steps are developed. The team consists of the below individuals:

- Inclusion Governor - Peter Daly (ESOL Education Consultant)
- Director of School - Ed Pearce
- Inclusion Champion - Gina Lloyd
- Head of Inclusion - Hannah Docherty
- Head of Counseling - Kimberly Sharpe
- Learning Support Teacher - Gerald Samuels
- EAL Teacher - Leah Vahanian
- LSA - Tristan Cooke

Systems of Support for Inclusive Education

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. The Inclusion Team will work with all stakeholders to gather appropriate data using a Student Referral Form.

Once all information has been collected the inclusion team, along with teachers, parents and when appropriate the students, will decide the 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 coordinated with all relevant parties and personalised to meet the needs of individual learners.(See Appendix 2 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
- Exam access arrangements

Individual Education Plans (IEPs)

IEPs are drafted to support students with identified barriers to learning. They are personalized to the individual needs of the student. IEPs are created in partnership with parents and students and are shared with all relevant teaching staff.

Fairgreen International School uses the EduKey Provision Mapping platform to develop, monitor and review IEPs. All teachers have access to the IEPs and Student Passports to ensure that student goals and accommodations are implemented in every area of the 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 Categorisation Framework (See Appendix 3). 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 review the need to develop appropriate provisions on entry to school.
- Where it is practical to make reasonable adjustments based on 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.
- As part of its commitment to support every student, the school may provide specialist teaching through the Inclusion Team. If support is required that exceeds the standard service available in school, contact details for external providers are shared with parents.

For more information on the admissions process please refer to our [admissions policy](#)

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. Once a possible barrier has been identified, the graduated approach will

be used to support the student in overcoming possible barriers to their learning.

Inclusion register

The Inclusion Team keeps a register of students. The register will indicate Students of Determination who have identified needs. The register will identify the Student of Determination's needs according to the KHDA Revised Categorisation Framework. This information is data protected in line with school policy. All relevant staff are responsible for ensuring familiarity with the content and for using the information in their teaching and learning.

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

- **Level 1:** The emphasis is on high-quality, inclusive teaching for all pupils including those with an identified learning need.
- **Level 2:** Continued focus on high-quality, inclusive teaching with the support of the inclusion team providing targeted interventions to support students in overcoming barriers.
- **Level 3:** Long-term personalised support is planned in conjunction with the teacher, parents and inclusion team.

The wellbeing of Students of Determination

At Fairgreen, we aim to promote positive mental health and wellbeing for every school community member. Wellbeing is a central pillar and illustrates the importance of our philosophy that academic excellence can only be achieved when the wellbeing of the individual and the school is prioritised. The inclusion team is focused on building positive relationships with individual students and monitors their wellbeing through whole school and individual approaches when needed.

To learn more about Wellbeing at Fairgreen please review the [Wellbeing policy](#).

English Language Learners (ELL)

The ELL Coordinator supports the ongoing needs of the English Language Learners (ELL) at Fairgreen International School. For more information on support for ELL please refer to the [English Language Learners policy](#).

Gifted and Talented

Fairgreen International School understands the importance of supporting our most capable students. Please refer to the [Gifted and Talented Policy](#) for more information on this.

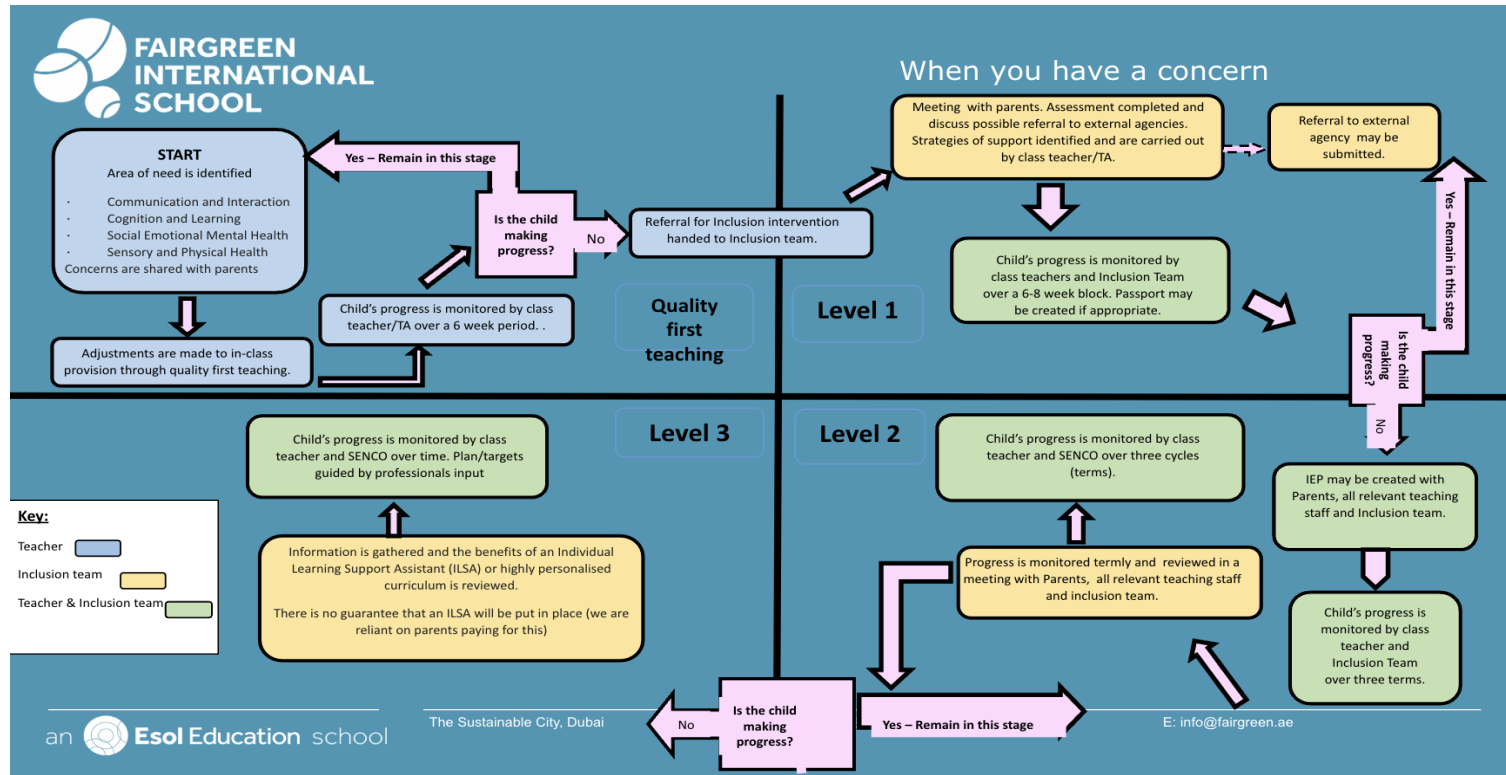
Social and Emotional

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. For more information on the support provided by the counselling team, please refer to the [counselling policy](#).

Complaints Procedure

Any complaints related to the provision for Students of Determination should be made to the Head of Inclusion, Primary or Secondary Principals or Director of Fairgreen International School.

Appendix 1 Referral Progress



Appendix 2 Graduated Response Model at Fairgreen International School

| Monitoring | Level 1 | Level 2 | Level 3 |
|--|---|---|---|
| <p>A student may be placed on monitoring if:</p> <p>They have been receiving support from a member of the inclusion team in the last 6 months.</p> <p>They have exam accommodations which are outlined in a formal external report or have been identified as needing accommodations through internal assessments which include standard scores.</p> <p>They are currently in Pre-k or KG1 and it is unclear if the individual is meeting milestones at a slower (but still expected) rate, is being impacted by lack of experience in a formal education setting or due to a barrier to learning.</p> | <p>At level 1, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>This may include early interventions such as occupational therapy or speech and language therapy.</p> <p>This may include general support from the inclusion team.</p> <p>Students may have exam accommodations.</p> <p>Progress will be monitored throughout the whole class and subject data in coordination with the classroom and subject teachers and the inclusion team.</p> | <p>At level 2, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>May include external interventions such as occupational therapy or speech and language therapy.</p> <p>Students will receive targeted interventions from the inclusion team with a focus on their barriers to learning.</p> <p>Students may have some curriculum exemptions (usually one subject or curriculum area).</p> <p>Students may have exam accommodations.</p> <p>Students may receive push-in support in lessons.</p> <p>Progress will be monitored through the whole class and subject data in coordination with the classroom and subject teachers and the inclusion team, as well as reviewing IEP targets and through the entry and exit points for interventions.</p> | <p>At level 3, support includes:</p> <p>Quality first teaching. Emphasis on high-quality, inclusive teaching for all pupils in a class.</p> <p>Students may have a parent-paid Individual Learning Support Assistant (ILSA) and/or they may have significant curriculum exemptions (usually two or more subjects or curriculum areas).</p> <p>May include external interventions such as occupational therapy or speech and language therapy.</p> <p>Students will receive targeted interventions from the inclusion team with a focus on their barriers to learning.</p> <p>Students may have exam accommodations.</p> <p>Students may receive push-in support in lessons.</p> |

Appendix 3 KHDA Categories

| Common barriers to learning | Categories of disability (aligned with the UAE unified categorisation of disability) |
|-------------------------------------|---|
| Cognition and learning | 1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age) |
| Communication and interaction | 5. Communication disorders 6. Autism spectrum disorders |
| Social, emotional and mental health | 7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders. |
| Physical, sensory and medical | 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² <i>Chronic or acute medical conditions</i> |

