INCLUSION & GIFTED AND TALENTED POLICY

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TABLE OF CONTENTS

1. Introduction _____3
2. New Academy School Inclusion Section Vision Statement_____3

3. Definition 4
4. Inclusive Education at NAS 5
5. Categories of Disability and Barriers of Learning 7
6. NAS Inclusion Team 10
7. Tired System of Identification and Support Procedures 11
8. Assessments of Students 13
9. Student Support Plan 15
10. Admissions: Students of Determination 16
11. Monitoring Student Progress 19
12. Criteria for Evaluating the Success of the Policy 20
13. Resources 21
14. Parental Engagement 21
15. Professional development and K-12 Collaboration 22
16. Working Parenterships with External Agencies 22
17. Students Transferring to Another School 23
18. Complaints 23
19. Monitoring and Reviewing the Policy 23
20. NAS Inclusion Job Roles 23
21. Annexure School Reintegration: 01 September 2020 30
22. Appendix 30

1. Introduction

New Academy School (NAS) is committed to meet the educational needs and raise the achievement of ALL STUDENTS. The school recognizes that all learners are not the same i.e.

Students of Determination may require supplementary support to fulfill their potential and those who are ***Gifted and Talented*** may need accelerated learning/enhancement programs.

The school's actions are in line with the United Arab Emirates (UAE) government's *legal and statutory requirements concerning the rights and protection of ALL STUDENTS. These are stated in the following nation's educational agendas, priorities and frameworks and are in line with the requirements of the bodies which are responsible for ensuring and maintaining high quality education in Dubai's private schools.*

- UAE Government Executive Council, 2017

Article 4, 14	**Article 13, 16**	**Article 13, 17**	**Article 13, 19**	**Article 23, 0**

- Federal Law No. 29 of 2006 and Law No.2 of 2014.
- Vision 2020 Inclusion My City.. My Community a City for Everyone Agenda
- UAE National Agenda 2021 on Education.
- The Dubai Inclusive Education Framework 2017
- New England Association of Schools and Colleges (NEASC) STANDARDS
- Knowledge and Human Development Authority (KHDA) STANDARDS

2. New Academy School Inclusion Section Vision Statement

NAS community inspires a passion for learning, where students can achieve their fullest potential and become responsible and productive global citizens and ambassadors of their own cultures. NAS promotes **success for all students** through strong and effective partnerships with all stakeholders.

The teaching and supporting of students with special educational needs and abilities is thus a whole school responsibility and requires effective communication, and collaboration between all stakeholders to ensure success.

3. DEFINITIONS

Inclusive Education

Inclusive education is an ongoing process where every child has the right to a good education. It is concerned with breaking down barriers to learning and increasing the participation of children in school. (The UN Convention on the Rights of Persons with Disabilities, 2006)

At NAS there are significant categories of students of included students, which include students with determination, those that are gifted and talented and students the additional language learners.

Special Education Needs and Disability (SEND)

The term 'special educational needs' is used to describe the educational needs of any one with a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance. (United Arab Emirates Government, 2018)

Persons of Determination

Persons of determination are those with attributes of special education needs and disabilities as reflected by their strength of character and their perseverance. (His Highness Sheikh Mohammed bin Rashid Al Maktoum: Dubai Inclusive Education Policy Framework, 2017)

Gifted and Talented (G & T)

These are students who are in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability. (Differentiation Model of Giftedness and Talent, 2013). At NAS these are those who demonstrated uncommonly high potential knowledge and/or skills in one or more academic or non-academic endeavors which include abilities in P.E, Art, Music and ICT.

4. Inclusive Education at NAS

Inclusion Statement

At New Academy School, we are committed to the provision and facilitation of effective learning opportunities, suitable learning environments and challenging and stimulating curriculum provisions for all students. All students are equally valued, and all staff strive to provide for the individual needs of students in a way that recognizes their specific talents, individualized learning styles, backgrounds, and culture. It is thus our aim to overcome potential barriers to learning, to provide quality education for all.

Specifically, the three main principles of inclusion at NAS are:

. Identifying and responding to student's diverse needs.

. Overcoming potential barriers to learning.

. Setting suitable learning challenges.

. Ensure positive impact on student's progress.

Implementation of Inclusion

At New Academy School, we **aim** to meet the standards needed for the students of determination which are in line with the Dubai Inclusive Education Framework.

- **Identification and early intervention**

Utilizing formal and informal methods of assessments to accurately identify students and using the information to inform of the best intervention which will accelerate learning, progress and development.

- **Admission, participation and equity**

NAS adopts an equitable approach to admissions and welcomes all students seeking admission. All admission requests will be entertained and accepted. Admission into all educational settings, including early years, will not be conditional upon the submission of a medical diagnosis.

- **Leadership and Accountability**

The school governance and leadership will be effective in empowering all stakeholders to develop the attitudes, approaches and strategies that build the expertise and culture where students are welcomed, accepted, valued and well-prepared for their next stages of development.

- **System of support for Inclusive Education**

Ensure high quality support by providing robust systems of support for students and teachers and ensuring quality by setting appropriate targets, providing high quality teaching, providing alternative curriculum pathways and using diverse assessment strategies.

- **Special Education Needs as a Resource for Inclusive Education**

Establish strong ties with external multi-disciplinary experts via collaboration and or contractual agreements so as to obtain specialist knowledge of SEND.

- **Cooperation, Coordination and Partnership**

Involve all key stakeholders including parents, students and all school staff to work together to ensure all students particularly students with determination are given adequate provisions, accommodations and services they need.

- **Fostering a Culture of Inclusion**

Ensuring there is progress in the development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organizational and pedagogical discussion and decisions.

- **Monitoring evaluating and reporting**

Utilizing a common evaluation framework to monitor, evaluate and report on the quality of inclusive educational provision and related impact on the outcomes for students who experience SEND.

- **Resourcing for Inclusive Education**

  Ensuring there is sufficient school budget that allows for the procurement of resources and payment of staff and for Continued Professional Development (CPD) for the success of the implementation of an Inclusive Education as well as ensuring that the facilities comply with the Dubai Universal Accessibility Code.

- **Vocational Training, Higher and post –School Employment**

  Work on the development and organization of post-secondary learning pathways to employment and further or higher education for students who experience SEND to enable them to actively participate in the labor market and society in general.

5. Categories of Disability and Barriers of Learning:

DSIB SOD categories (2019):

There are 4 barriers listed by KHDA and students who have been identified and or diagnosed with a need are listed on the Inclusion Register. However, in the absence of a formal diagnosis NAS does not restrict a student's access to support. A student may be identified with more than one category of need, therefore; the need which presents the greatest barrier to learning in school becomes the primary need and additional needs are secondary.

Table 1: Categories of disability and barriers to learning

Common barriers to learning	**Categories of disability** (aligned with the UAE unified categorization 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 and interaction 6. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyperactivity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

Gifted and Talented Categories

Provisions are in place to accelerate the skills for students with abilities in the following:

- Cognitive Reasoning Abilities: *Verbal, Non Verbal, Quantitative and Spatial.*
- Academics Performers: *Science, Math and English*
- Visual and Performance Skills: *Art, Music, Physical Education and Information Technology.*

Identification and Screening for Gifted and talented

Students are screened for abilities using parents' and teacher's observations, informal/formal checklists, semester summative assessments and GL CAT4 exams.

Cognitive: CAT 4 has batteries which determine different cognitive abilities. Grade 3 to 12 students are identified by the GL CAT4 tests based on scores of 120 and above in the cognitive area.

As per GL CAT4 assessment, students who score above 120 and above on the 4 batteries are considered exceptionally gifted and talented.

If NAS analyzed data does not fulfill this requirement potential cognitive gifted and talented are identified as those scoring 15 scores beyond the school mean scores.

Academic Achievers: The students' internal assessments are analyzed and those obtaining 90 percent or higher in the exams are listed as potential distinguished academic achievers.

Visual and Performance Skills: At Tier 1 teachers closely identify students skilled in Art, PE, Music and ICT. The CAT 4 aptitude tests are examined to identify students with potential in the non-academic subjects. These may be students who are underperforming and the purpose is to harness the hidden skills.

Support for Gifted and Talented

Strategies are shared by the Inclusion Section with teachers and these outline the best interventions for the identified students. The 3 Tiered steps and procedures for identification and support similar for the determined students are followed. Advanced Learning Plans (ALP) for Tier 3 and Group Advanced Plans (GALP) for Tier 2 students within the teacher's lesson plan are completed. Opportunities are made for students to excel in their giftedness and showcase their talents through internal and external competitions, Science/Math exhibitions and sporting events.

Table 2: Cognitive Areas of Abilities

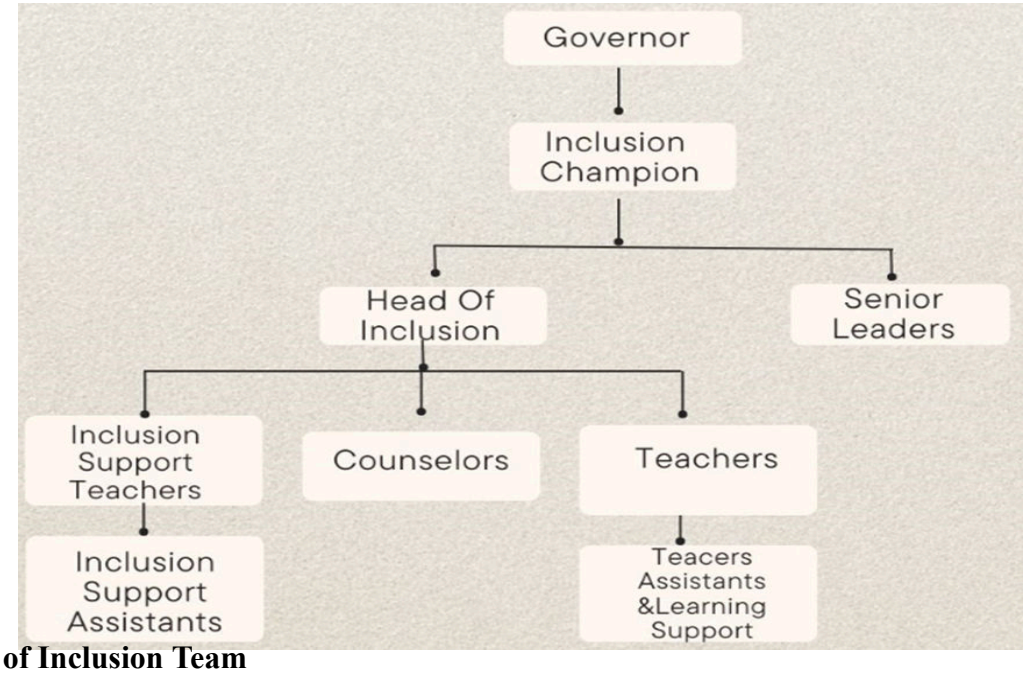
Students with High Verbal Reasoning	**Students with Non-verbal Reasoning**

Students with high ability to think and reason with words. Students with this capability are predicted to progress well academically.	Students with high ability to think and reason with non-verbal material and have high reasoning processes such as identifying similarities and relationships but using shapes and designs rather than words or numbers.
Students with Quantitative Reasoning	**Students with Spatial Ability**
Students with high ability to – thinking with numbers	Battery – thinking with shape and space. The Spatial Students with high ability to create and retain mental images of precise shapes and objects, and then manipulate these in their minds.

6. NAS Inclusion Team

Organizational Structure

In order to implement the above and assist the students, the school has put in place an Inclusion structure as shown by the below organogram.



Roles of Inclusion Team

Governor: The nominated Inclusion Governor's duties are to hold school leaders accountable for improving the provision and outcomes for students with determination.

Inclusion Champion: The inclusion champion oversees the Inclusion Policy Implementation and monitors the impact of the strategic inclusive education improvement plan.

Inclusion Head & Senior Leaders: Ensure that all students receive the support and guidance that they need to reach their potential. It is expected that the Inclusion Head leads and monitors the Inclusion team under the guidance of the school's Inclusion Champion.

Inclusion Support Team: The team works in partnership with other stakeholders to form an inclusive education action team.

Social Counselor: The role of a social counselor is to support students' emotional, social, and behavioral well-being within the school environment. They work closely with students, parents, and teachers to address personal challenges, promote positive behavior, and create a safe and inclk;lusive atmosphere. Social counselors also provide individual and group counseling, assist in crisis situations, and help students develop coping strategies, social skills, and emotional resilience to succeed both academically and personally.

Learning Support Assistants

Support the facilitations of the provisions, accommodations, interventions, modification, and enrichment of learning that is planned and developed by the school's Inclusion Support Team.

Teachers: "All teachers are responsible for helping students with determination make progress through the support they provide."

7. Tired System of Identification and Support Procedures:

The school has adapted a Response to Intervention (RTI) tiered/leveled system structure to identify and support students. (Refer to Figure 1) As much as possible, NAS strives to meet the needs of most of its students within the classroom. However, for some students, it may be necessary to work in smaller groups outside of their classroom in

activities specifically related to their needs. This may be delivered by a class, subject teacher or Inclusion Support team members. The following outlines the specific levels of support at each building level.

Fig 1: RTI Levels of Support (Level/Tier 1 to 3)

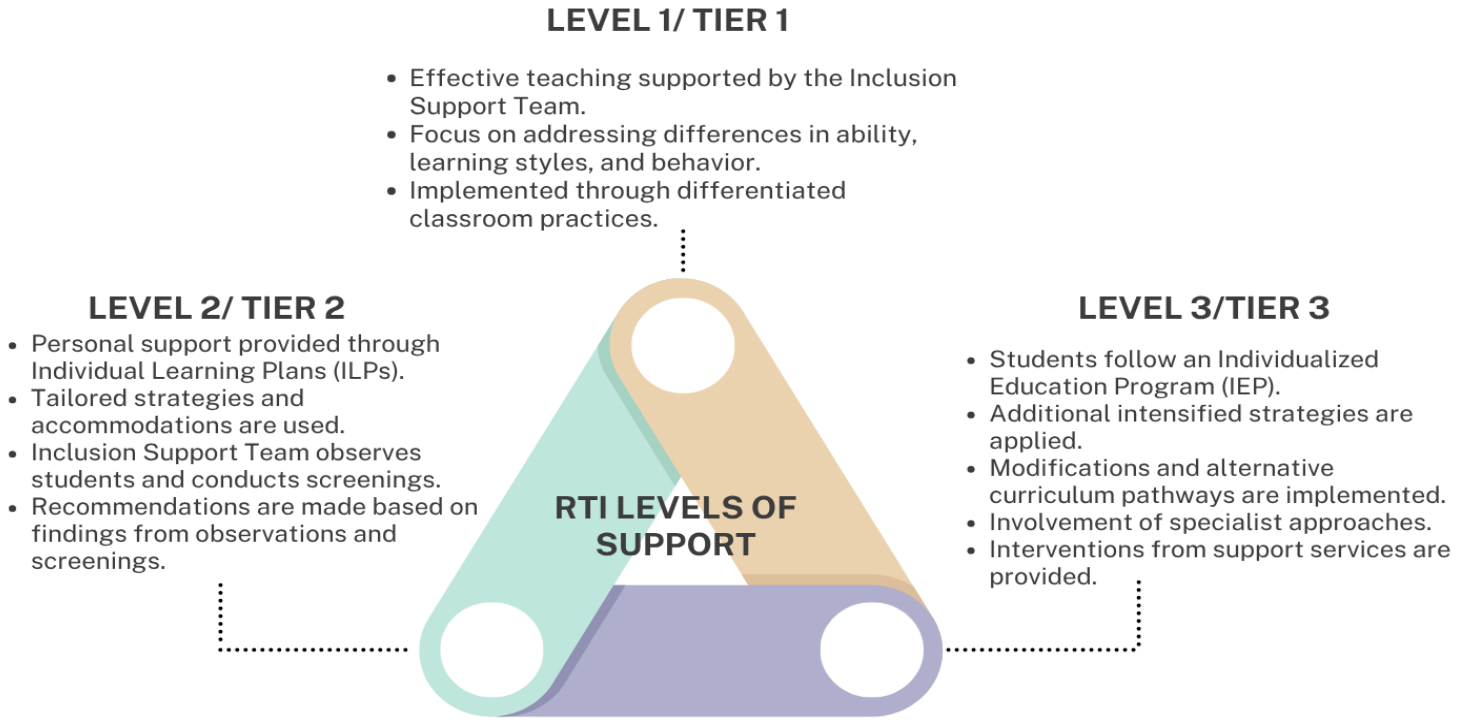
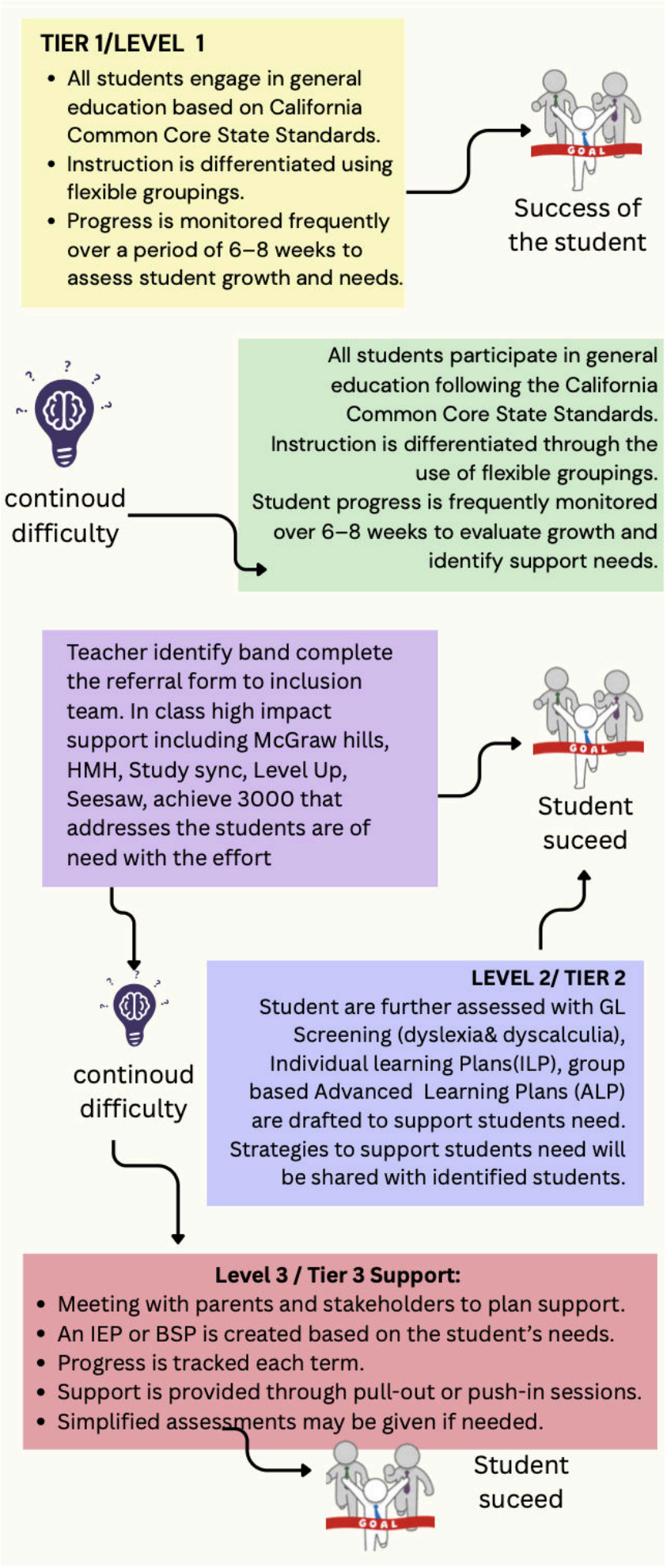


Fig. 2 Identification and Support Tiered Process



Procedure TimeLine: (see Appendix A)

Tier	Time Frame	Duration	Purpose / Focus
Tier 1	September to Mid-September	2 weeks	*Initial observation and universal screening:* All students are monitored. Early support is provided as needed.
Tier 2	Mid-September to Mid-October	4–6 weeks	*Targeted support and interventions:* Small group or short-term support. Progress is monitored.
Tier 3	Mid-October to Mid-November	4–6 weeks	*Individualized interventions:* Intensive strategies for students who do not respond to Tier 2.
Tier 4	Mid-November and Thereafter	Ongoing	*Long-term support and external referrals:* Sustained help with possible IEPs or external services.

8. Assessments of Students

Students undergo continued formative and summative assessment which will provide information of their individual progress and an evaluation of the learning need. In order to enhance the wellbeing of students with determination and prevent anxiety issues, identified students on the Inclusion Section register may be exempted from exams. However, they will continue to be assessed based on his/her ongoing class assessments i.e., quizzes, homework, projects, group based tasks and other classroom activities as per the standard rubrics. Parents are apprised of the advantages of exempting the students and are requested to sign an Exam Exempt Consent form.

Categories of students eligible for exemption / withdrawal

- Moderate to severe barriers to learning (moderate or severe intellectual disability)
- Moderate to severe specific barriers with understanding verbal language (moderate to severe receptive language disorder)
- Moderate to severe barriers with social interaction, communication and flexibility (autism spectrum disorder level 2 or 3)
- Moderate to severe emotional and psychological barriers (moderate to severe psycho-emotional disorders)

Inclusion Section Assessment Tools

- Informal behavior observations checklists (Expressive, receptive and language difficulties and the behavioral/emotional/social difficulties checklist.
- The GL Special Education Needs Assessment Toolkit as outlined in the table below used to assess underlying causes of learning difficulties.

Rapid	Screening for dyslexia Age Range 4-14
Lucid Cops	To identify strengths and weaknesses Age Range 4-8
LASS	Visual memory, phonic reading skills, phonological processing, etc. Age Range 8-11, 11-15
EXACT	As above and in addition, exam concession Age Range: 11-24

Exam Access Arrangement

In order to reduce the barriers imposed by the cognitive challenges, students identified by the formal screeners will receive justifiable assessment arrangements as outlined below.

Prompts Instruction and Focus	Modified Papers Subject	Separate Setting/Location/Class	Reader
Opportunity for Oral Responses	Extra Time 25% or Extended Extra Time More than 25%	Word Processor /Calculator	Supervised Breaks
Colored Paper	Enlarged Print	Scriber	Transcript

9. Student Support Plan:

Individual Education Program (IEP)

Students on Tier 3 will be placed on an IEP as devised by the Inclusion Head. An IEP is a document which describes the goals that are set for the student during the school year, as well as any special support required to best facilitate their progress and success within the school. The IEP will record only that which is different from or additional to the normal differentiated curriculum. It is important to include the teachers, parents, as well as the student with determination where appropriate, in developing the IEP to best promote students with determination to achieve their full potential. The IEP describes the goals the team sets for a child during the school year, short-term targets, teaching strategies, and date for review, success and/or exit criteria and the outcomes recorded at review.

IEPs will be reviewed per semester and parents will be invited to the review so that they remain actively engaged in what support their child is receiving at school.

Behavior Support Plans

- A behavior support plan is a document created to help understand and manage behavior in students who display behavior that others find challenging.
- A Behavior Support Plan with a step by step guide is developed after a functional behavior assessment by the social counselor. It will make sure the student not only has a great quality of life but also enables the support person or teacher to identify when they need to intervene to prevent an episode of challenging behavior.
- The Behavior Support Plans are based on the results of a functional assessment and use Positive Behavior Support (PBS) approaches. The plan contains a range of strategies which not only focus on the challenging behavior(s) but also include ways to ensure the person has access to things that are important to them.

10. Admissions: Students of Determination:

At NAS, we follow the KHDA Inclusive Education Admission Guidelines, ensuring equitable access for all students, including those with additional learning needs or special educational requirements. As part of the process, all newly identified students of determination undergo Inclusion admissions, baseline assessments or diagnostic screenings to inform individualized educational planning—particularly when there are indications of significant needs that may require Tier 3 support. These assessments are not conditional for admission but serve to determine appropriate support levels and inform IEP goal-setting. For other students, standard intake measures such as CAT4 testing and verbal protocol (VP) interviews are conducted. Parents are required to inform the school if their child has previously been identified with a learning need. During the admission process, and in consideration of both assessment results and the parental interview, the school will determine the appropriate level of support necessary to help the student reach their full potential. Parents are expected to submit all relevant external reports

at the time of enrollment to ensure timely and accurate planning for the child's educational journey.

Inclusion Section Assessment Tools Used at Admission

- Informal behavior observations checklists. (Expressive, receptive and language difficulties and the behavioral/emotional/social difficulties checklist)
- Internal Assessment are used in cases when the inclusion team suspects there are strong suspicions of learning challenges after the student is enrolled.

The following outlines the procedures implemented for admissions:

- Parents contact the registrar expressing their wish for admission for their child at NAS.
- The registrar's office communicates with parents all the necessary documentation required for the student's file (prior school results / school history, medical reports or psychological reports that may be relevant for SOD provision).
- After discussions with a relevant Head of Section, the registrar schedules an appointment for intake assessment and testing. Depending on whether the case has a prior indication of potential need, Inclusion Head and the counselor will be informed and observations made.
- The Inclusion Head reviews all the documentation and assists with the assessment and provides recommendations for placement. This is important to promote early personal relationships between the Inclusion team and parents and the student prior to their potential start date.
- The intake assessment and counselor's recommendation for placement is then reviewed by the relevant phase HODs (Head of Department) and Inclusion Champion.

- For an enrolled student and has evidence of behavioral concerns, the counselor is informed by the registrar's office regarding their classroom placement. However, if a student has a specific learning need that can be best accommodated in a specific classroom, the Head of Inclusion and HODs discusses it with the relevant teacher and makes the class recommendation.
- Prior to the student's start date, a collaborative meeting is held involving the Inclusion Head (also referred to as the SENCO – Special Educational Needs Coordinator), Counselor, class teacher, teaching assistant, Learning Support Assistant (LSA), and relevant Heads of Department (HODs). The purpose of this meeting is to review the student's file and identify any specific needs or support required for a smooth transition. If there are indications that the student may need additional English language support, they are scheduled for an ELL (English Language Learner) assessment. During the first few weeks of enrollment, the student is also assessed for potential learning support needs in Mathematics, Science, and Special Arabic/Islamic Studies.
- If a student's file includes an IEP or another similar plan from a previous school the Inclusion Head will review the document(s) and implement as many strategies as possible, while developing a new IEP based on the documents provided.

Registration (Exceptional circumstances)

In case an enhanced level of provision is required and might need a stated individualized fee, a request will be registered with KHDA through individual service agreement.

KHDA is the only source standardizing the service fee.

The fee will be requested and applied for only if it falls out of standard school provisions. (See Appendix B & C)

Proficient record keeping is paramount to the success of an Inclusion Program. Thus, record keeping at NAS will entail:

- NAS will ensure that all guidelines on data protection and the preservation of confidentiality are followed.
- Parents are allowed to access data upon request.
- Within the school, the Inclusion Head, Inclusion Support Team, SLT, Supervisors and concerned members of staff are provided with information regarding students for collaboration and support purposes.
- Data may only be shared with external agencies, or in the case of a school transfer, with the permission of the parent.
- Records are updated regularly, detailing any additional provisions for support and parents are continuously updated.
- If applicable information is also shared with the school nurse.
- Inclusion Head, SENCO in collaboration with the class teachers and homeroom teachers are responsible for completing the paperwork required for external agency requests and relevant paperwork in order to monitor students with determination at different stages of development.

11. Monitoring Student Progress

Class teachers are continually aware of students' learning progress. If they observe that a student is making less than expected progress, given their age and individual circumstances, they will appraise the Inclusion Team.

This can be characterized by the progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.

Progress is the crucial factor in determining the need for additional support and is tracked through the monitoring of ILPs; monthly checks and semester reviews of IEPs by teachers, Inclusion Head, Inclusion team and possibly HOD (*Head of Department)*.

Adequate progress can be evaluated through:

- Observations
- Book audits
- Progress reports
- Standardized testing (including MAP results)
- Specialized screening tools –GL Special Education Needs Assessment (SENAT) Tools
- Meetings with concerned parties to review goals – data talks
- Academic Achievement
- Student Self-Reflection
- Parents Feedback

12. Criteria for Evaluating the Success of the Policy:

The policy will be evaluated against the Dubai Inclusive Education Framework specific objectives which are given under 'THE INCLUSION AIMS OF THE SCHOOL' at the beginning of this policy and will be measured by:

- The level of awareness of parents regarding the provision of support for their children.
- The overall progress of students within the program through feedback from IEPs, academic progress and observations from all stakeholders
- NEASC and KHDA external evaluation or inspection
- Completion of Individual Education Plan targets
- Through the reduction of support that a student requires, continuing progressing.

13. Resources

Provision is made for resources for students within the classroom. Any requests for additional resources such as; (Assistive Technology Tools e.g. speech-to-text and text-to-speech software e.g., Reading pens, AAC devices Sensory and Calm-Down Tools e.g. Sensory rooms, calm-down fidgets tools - Adapted Materials, modified curriculum, phonics programs, visual aids, life skills and social story books) should be made by the Inclusion Head through the Inclusion Champion to the Inclusion Governor. Resources are ordered once per academic year but emergency orders can be made when necessary. The Inclusion Resource Room contains a resource library where staff can access books and other resources (sensory room) to assist in the effective facilitation of Inclusion at NAS

14. Parental Engagement

New Academy School firmly believes in developing a strong partnership with parents and that it is only through such a partnership that students with determination and or Gifted and talented will be provided with holistic support in order to be fully assisted in achieving their full potential. Parents possess unique information regarding their children that can assist in identification as well as during the continued provision of support.

Thus, at NAS we strive to:

Make parents/guardians feel welcome in the school with the knowledge that they and their students are supported. This is enhanced through the school's "open door" policy, offering informal chats as necessary and formal discussion by appointment.

Have full and open consultation with parents/guardians with their concerns being recorded and acted upon.

Create opportunities for parents to engage in workshops and coffee mornings covering Inclusion and wellbeing of students' topics.

15. Professional development and K-12 Collaboration:

- All staff are encouraged to attend courses that help them to acquire the skills needed to work with supported students. This may take the form of in-house training or external training as available.
- All learning support staff and counselors in all divisions will attend regular meetings in a K-12 Inclusion Committee to review the Inclusion portions of the School Improvement Plan (SIP) along with sharing information on students as they progress from one division to the next.

16. Working Parenterships with External Agencies:

NAS recognizes the important contribution that external support services make in assisting to identify, assess, and provide recommendations and support for SOD students. Thus the Inclusion will keep an up to date list of suitable external agencies for student referral in order to improve the provision of quality care and support to both students and parents.

For this reason, whenever considered necessary; students with determination may be referred to:

- Educational psychological services
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- School clinic
- Other groups or organizations

17. Students Transferring to Another School

Should an SOD wish to transfer to another school NAS will (with the express permission of the parent/guardian) pass records on to the next placement and engage in verbal liaisons to ensure that a student's transfer is successful. This is critical to ensure that the student continues to receive support enabling them to achieve their full potential.

18. Complaints

Complaints regarding the provision of support for students of determination will be taken seriously and every effort will be made to resolve the complaint within the school. The Head of Inclusion will discuss any complaint with the member of staff involved and inform the SLT (School Leadership Team). Parents/guardians must be kept informed of the complaint procedure and the follow up of outcomes.

19. Monitoring and Reviewing the Policy:

The effectiveness of the Inclusion policy is monitored and reviewed annually by the Board of Governors. The policy is annually reviewed and evidence is kept regarding satisfactory progress and positive personal development. All staff i.e. is involved in the monitoring of the policy which enables a shared understanding of the key issues and approaches for special needs provision at NAS.

20. NAS Inclusion Job Roles:

- **Inclusion Governer:**

The Governance Board provides culturally responsible strategic leadership and direction to New Academy School. The governor ensures the school guiding statement is relevant to the community it serves and monitors the success of the school in fulfilling its vision and mission. **(NAS Governance Policy 2018-2019)**

The nominated Inclusion Governor's duties are to hold school leaders accountable for the improving the provision and outcomes for students with determination and will be responsible for the following:

- Monitors and evaluates the Inclusion Policy.
- Assures that financial and manpower resources are adequately allocated for SEND purposes.
- Liaises with the school's Inclusion Champion to promote inclusive ethos.
- Holds regular meetings with the School Inclusion Champion and Inclusion Head which focus on capacity to improve.
- Oversees accountability and staff performance appraisal issues related to SEND.
- Consults the local education authority and the governing bodies of other schools to ensure coordination of Special Educational Pro mvision.
- Attends Inclusion training and raises an awareness of SEND at governing bodies meetings.

- **Inclusion Champion:**

The Inclusion Champion has the key role of promoting inclusive ideas, modeling approaches that support the development of inclusive attitudes and methods as well as **leading cultural transformation** in order to achieve fully inclusive provision. **(KHDA Schools Inspection Supplement, 2017)**

The inclusion champion oversees the Inclusion Policy Implementation and monitors the impact of the strategic inclusive education improvement plan. (Inclusion Policy 2017 – 2018)

- Works in partnership with the Inclusion Head to develop a School Inclusion Action Team to sensitize and raise awareness of Inclusion issues among all school stakeholders.

- Ensures that the school has a proper identification system to identify students and that all stakeholders are aware of it.
- Adopts a positive inclusive role model behavior and ensures that the school maintains a least restrictive environment for students with determination.
- Ensures that all members of the school adopt a social as opposed to a medical model in its overall approach for students with determination.
- Ensures that the needs of a student with determination are known to all staff members and all teachers who will teach them.

- **Inclusion Head:**

The key task of the school Inclusion Head is to ensure that all students receive the support and guidance that they need to reach their potential. It is expected that the Inclusion Head leads and monitors the LSA under the guidance of the school's Inclusion Champion. The range of responsibilities delegated to the Inclusion Head regarding provision and coordination is outlined below. It is expected that the School Inclusion Head follows legal and statutory requirements concerning the rights and protection of SOD as outlined by the UAE **Government Executive Council, 2017**. It is imperative that the Inclusion Head fosters UAE Vision 2020 Inclusion agenda as well as the UAE 2021 National Priority on the provisions for students of determination).

The role involves planning and reviewing Individual Educational Plans (IEPs) in collaboration with key stakeholders, conducting class observations, and supporting the early identification of students of determination through assessments like GL, CAT4, and MAP. The individual leads the Inclusion Support Team in developing and monitoring IEPs, ensures consistent support from teachers and LSAs, and coordinates staff training alongside the Inclusion Champion. Responsibilities also include organizing and documenting meetings, maintaining student profiles, and delivering specialized support sessions. Additional duties

include liaising with counselors, clinic staff, and external professionals, staying informed about UAE educational policies, and promoting an inclusive, student-centered approach across the school.

- **Social Counselor (Inclusion)**

- Provide emotional, social, and behavioral support to students across all grade levels.
- Conduct individual and group counseling sessions to address students' personal, academic, and social challenges.
- Collaborate with teachers, parents, and the inclusion team to develop strategies that support student well-being and inclusion.
- Monitor students with emotional or behavioral concerns and create support plans when needed.
- Handle crisis situations sensitively and effectively, providing immediate support and follow-up.
- Conduct assessments and observations to identify students who may need additional social-emotional support.
- Maintain confidentiality and ensure student trust is upheld during all counseling interactions.
- Promote a positive school climate through awareness programs, workshops, and preventive initiatives (e.g., anti-bullying, mindfulness, transitions).
- Refer students and families to external support services when necessary (e.g., therapists, psychologists).
- Document all sessions, referrals, and progress notes professionally and securely.
- Participate in multidisciplinary meetings and contribute to IEP development for students with social-emotional needs.

- Engage in professional development to stay updated with best counseling practices and child psychology trends.

Inclusion Support Teacher

The Inclusion Support Teacher will assist teachers and other education professionals in the provision of instruction to students with determination by spending not less than 60 per cent of their time engaged in activities that directly assist individual teachers.

Specific responsibilities:

Mentor classroom teachers, Shadow, LSA (Learning Support Assistant) to increase their capacity to be fully inclusive by providing support through the following:

- Identification of the specific needs of individual students.
- Development of specific and personalized individual education plans.
- Development of instructional and educational strategies.
- Modification and adaptation of curriculum structures.
- Development of appropriate assessment procedures.
- Modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher.
- Operation of the Inclusion Support Team, inclusion supports assistants and LSA.

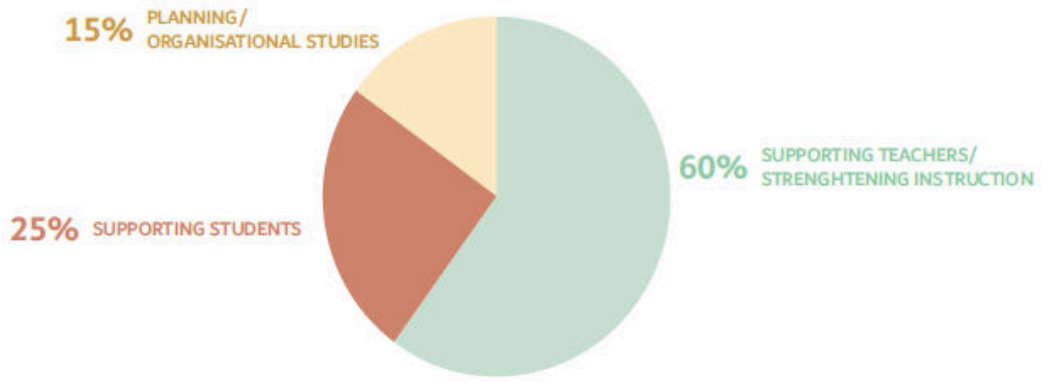
Works not more than 25 per cent of the time directly with individual or small groups of students who experience SEND with the following activities. Ensures working directly with student(s) to determine individual needs and collect information about:

- The student's strengths and weaknesses necessary to complete an IEP
- Providing instruction to student(s) individually or in a small group in the common learning environment

- Dealing with social, emotional, behavioral and/or family situations (e.g., housing, food, health and mental health conditions) of students.

Allot not more than 15 percent of his/her time working on administrative duties, by:

- Working closely with the Inclusion Head to ensure the effective administration and operation of the Inclusion Support Team.
- Maintaining effective communication with parents as well as any service providers working with the family or the child.
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.
- Supporting teachers in an active and sustained manner across the year in accordance with the time allocation guidelines below:



- **Learning Support Assistant (LSA)(Inclusion Assistant)**

The role of the LSA is to support the implementation of the provisions, accommodations, interventions, modification, and enrichment of learning that is planned and developed by the school's inclusion team. LSAs ensure that an inclusive learning environment is created for students with difficulties, requiring additional or intensive support by reducing the barriers to their learning and ensuring a least restrictive environment is maintained.

Full Time Learning Support Assistant (LSA – Formerly Shadow)

- Assist the class teacher in developing, planning, and implementing strategies tailored to the child's individual needs.
- Collaborate with the Inclusion Head, Inclusion Assistant, parents, and teachers to set goals and objectives for the student.
- Support the child in staying focused, socializing appropriately, showing respect, and managing their behavior.
- Communicate any behavioral or academic concerns to the Class Teacher and Inclusion Head.
- Maintain strict confidentiality of all personal and family-related information.
- Communicate professionally with families, consultants, and all school staff.
- Engage in daily activities such as reading, playing, or learning tasks appropriate to the child's developmental needs.
- Organize the physical space around the child to support learning and participation.
- Ensure the safety of the student and classmates during all school-related activities.
- Promote student independence by encouraging them to work on their own while offering support as needed.
- Participate in pre-service and in-service training sessions.
- Attend and contribute to all required meetings.
- Maintain accurate and timely records, including progress notes, attendance, and data tracking.
- Seek professional development through workshops, courses, and relevant reading.
- Support during school events such as field trips, assemblies, and outdoor activities as required by the Inclusion Head
- Provide a Suitable Environment for the student in the classroom.

21. Annexure School Reintegration: 01 September 2020

Vulnerable student support Covid-19 ERA:

Vulnerable groups

For those with difficult lives, schools are an important safety net, a unique place to build resilience. The school has identified different vulnerable groups, including medically, cognitively, behaviorally and physically.

1. Medically- at risk due to chronic illness.

2. Mental Health Vulnerable- at risk due to emotional drawbacks which includes suffering from bereavement due to the loss of loved ones or have negative emotions of anxiety and fears.

3. (SOD) Students of determination (Cognitive and behavior vulnerable)-

- Support- risk assessment conducted for those who are high-risk all the vulnerable groups and will be supported.
- Medically vulnerable students will receive online education provision.
- Mental Health Vulnerable will receive mental psychotherapy from social counselors and/or external support.
- SOD will receive support from LSA and our Inclusion support team to adhere to safety protocols for their cognitive and behavior barriers.

22. Appendix

Appendix A:

NAS Inclusion Support Timeline

Appendix B:

2. Parent Letter Notification of Additional Learning Support Cost (Full Time) Tier 3 SOD

Appendix C:

Parent Letter Notification of Additional Learning Support Cost Tier 3 SOD