



INCLUSION

Policy

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Jebel Ali School
INCLUSION POLICY

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Jebel Ali School
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1. INTRODUCTION

All students at Jebel Ali School (JAS) have the right to an outstanding education. We are committed to an inclusive, child-centered approach to learning which celebrates students with a variety of learning needs and styles such as those with Special Education Needs and Disabilities (SEND), English as an Additional Language (EAL), English Language Learners (ELL) and Exceptionally More Able (EMA) learners.

1.1 Statement of Intent

All students at JAS are nurtured and encouraged to fulfill their cognitive, academic, social and emotional potential throughout all phases of their education. We acknowledge that students need diversity in learning opportunities, flexibility and support and differentiation in order to achieve and maintain a positive continuum of development.

1.2 Purpose of the Policy

The purpose of this policy is to ensure that all students, regardless of ability or special educational needs, develop a strong sense of belonging from the school community, develop emotional resilience, and are well prepared for their next stages of education and life.

1.3 Compliance

At all times JAS will continue to work under the direction of the Knowledge and Human Development Authority (KHDA), in line with the Dubai Inclusive Education Policy Framework November 2017, the Department of Special Education and in partnership with parents and external support agencies for the benefit of the student.

The Inclusion Department at JAS is further guided by the constitutional rights of all students as supported by Dubai Law No. 2, 2014 and stipulated in [Federal Law No. 29/2006](#).

The National Association for Language Development in the Curriculum (NALDIC) has identified five principles of good practice in teaching and learning for students who have EAL/ELL - NALDIC 1999 (See section 7.)

1.4 Definitions

1.4.1 Inclusion

At JAS we use this term to describe all special educational learning needs which include students with cognitive, social and emotional learning barriers, English as an additional language, English language learners and exceptionally more able students. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded.

1.4.2 Special Educational Needs and Disabilities (SEND)

Special education needs are defined as ‘educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder’.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

A student has special educational needs and/or disability if they have a physical impairment impacting on their learning, a cognitive, social or emotional learning difficulty, or if they display strong learning capabilities that call for special educational provision to be made for them.

For a list of descriptions of possible SEND needs - please see Section 8.1

1.4.3 English as an Additional Language and English Language Learners (EAL/ELL)

A student with **English as an additional language (EAL)** is a student who is exposed to languages other than English in their daily life; whether this be their home spoken language or a language/s that are spoken in their home environment by them or by their family. EAL students might have access to more than one language at home; however, this does not necessarily imply full fluency in those languages.

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An **English Language Learner (ELL)** is a student who is in the process of learning English. They are not yet fluent in their speaking or understanding of the English language to the extent in which their ability to learn in an English language curriculum may be affected.

1.4.4 Exceptionally More Able (EMA)

At JAS we use the term 'Exceptionally More Able' (EMA) to identify students who have demonstrated an uncommonly high potential, ability or skill in one or more curriculum areas.

There are two main strands of EMA defined in school:

- a) **General Exceptionally More Able:**
Students who have demonstrated uncommonly high potential, ability or skill across a broad range of academic areas.
- b) **Subject Specific Exceptionally More Able:**
Students who have demonstrated uncommonly high potential, ability or skill in a specific academic or non-academic subject area.

2. AIMS AND OBJECTIVES

- Identify students who require Inclusion at the earliest possible stage in their educational journey
- Plan a cohesive learning path for self-development and learning
- Work with students and parents to foster independence and responsibility
- Support and mentor staff in curricular adaptations and provision planning
- **Equality:** To be proactive in removing barriers that stand in the way of our students
- **Diversity:** To meet our responsibilities to students who have Inclusion needs by ensuring equal access to the curriculum and the achievement of their educational potential,
- **Belonging and Cohesion:** To provide all our students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

3. ROLES AND RESPONSIBILITIES

3.1. JAS Staff

- Recognise that up to 20% of students may need help with learning difficulties,
- Support the school in its commitment to raising the attainment level of these students,
- Value the importance of early recognition of learning difficulties and appropriate intervention,
- Understand the need for flexible provision because the range of difficulties are so diverse,
- Keep parents informed and involved with the student's progress,
- Host formal teacher parent meetings, which will be scheduled throughout the school year. In addition, meetings can be requested by either teacher or parent should the need arise,
- Teachers are responsible for the progress of each individual student within the class. Planning must show how progress will be made.
- Understand that liaison between the Class Teacher/Subject Teacher and Inclusion Teacher is essential. Consultation about each student takes place formally and informally to discuss the student's progress, programmes of study and exchange suggestions, ideas and information,
- Recognise that there are students who are academically 'more able' and those who are cognitively 'more able',
- Will be informed that some students may have a gifted cognitive profile coexisting with a SEND profile.
- Provide tools to support learning

3.2. JAS Students

Students at JAS are expected to:

- Engage with the Class/Inclusion Teachers concerning their next steps
- Act upon feedback from the Class Teachers and/or Inclusion Teachers to ensure their learning moves forward.

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3.3. JAS Parents

Parents at JAS are expected to:

- provide all relevant information necessary that outlines their child's previous support at the application stage
- engage with the Class Teacher and/or Inclusion Teacher feedback concerning their child's learning
- allow the Inclusion Team to assess the student so that the appropriate level of support can be determined
- engage and act upon suggestions outlined in assessments and outside agency reports
- work with the school to ensure continuity and consistency between home and school
- work with their child on additional support work that has been sent home
- Attend parents evenings to discuss progress and next steps
- Providing extra support e.g. 1:1 within school (if it is deemed necessary)

3.4. Other members of the school community

At JAS we work with a variety of wider community and external agencies such as;

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Counsellors

4. IMPLEMENTATION OF THE POLICY / PROCEDURES

4.1. Whole School

Section 4 is applicable to the Whole School.

Further supporting information can be found in section 7.

4.2. Foundation Stage

Section 4 is applicable to the Whole School.

4.3. Primary School

Section 4 is applicable to the Whole School.

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4.4. Secondary School

Section 4 is applicable to the Whole School.

4.5. Sixth Form

Section 4 is applicable to the Whole School.

4.6. Special Educational Needs and Disabilities (SEND)

4.6.1. Admissions

- The Inclusion Team works in close partnership with the Admissions team to evaluate the needs of new students and assign suitable assessment and support structures upon entry,
- Students who have a prediagnosed SEND or who have a history of SEND support in a previous school are accepted to JAS without discrimination, following normal admissions procedure. Entry assessments will be modified and accommodations for assessment will be given to students to enable them to access the assessment at their level.
- New students who have a diagnosis, external report or history of SEND support may be registered on our pre-assessment information gathering document (Record of Concern RoC). Some students will be automatically added to the Inclusion Register. A phase of collaborative discussion, observation, in class support, further assessment and feedback will form the basis of support provision in the first half a term. Students may then be placed on the Inclusion Register or remain on the Record of Concern Register and continue to be tracked and monitored depending on their level of need.

4.6.2. Identification

A student with a learning difficulty may be identified by some of the following:

- Has significantly greater difficulty learning than the majority of students of the same age
- In spite of normal or above average intelligence and adequate educational provision, the student continues to display difficulty with specific aspects of the curriculum, such as literacy skills.

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It is understood that a number of factors may contribute to the special needs of the student: intellectual, behavioural, emotional, medical and physical.

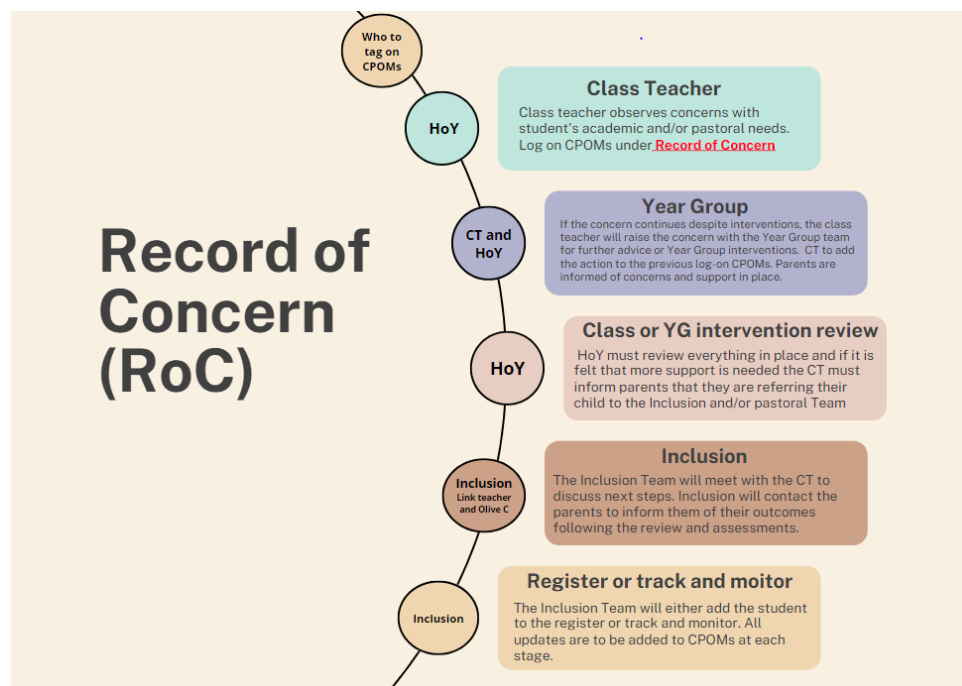
Whilst some students may always have special needs, others will have special needs at particular periods of their lives in school.

As far as possible, SEND students will be taught within the classroom environment. We recognise that some students may benefit at times from withdrawal, so that they may work individually or in a small group situation. This withdrawal is done in a sensitive way and with the acknowledgement that all students must have access to the full curriculum.

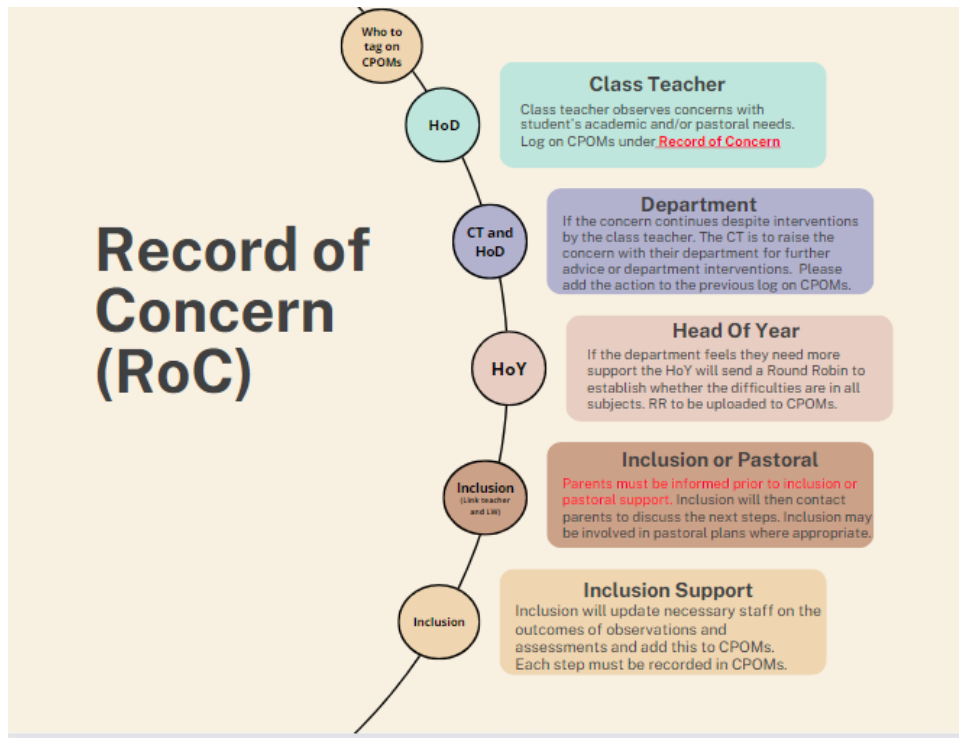
For a list of descriptions of possible SEND needs - see Section 8.1

4.6.3. Referral and Assessment of Students with Learning Difficulties;

Primary



Secondary



4.6.4. Access to Information;

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It is the responsibility of all teachers to access information on, and make note of the SEND requirements of their students. It is the teacher's responsibility to include this information by differentiating and modifying their classroom management, lesson and assessment to meet the individual needs of the student. The teacher must ensure this information is shared with Learning Assistants (LAs) and made available to supply teachers. External reports, SEND assessments, previous Student Learner Profiles and parent communication are stored in the student's personal SEND file. Teachers are required to view this file and implement recommendations where appropriate.

4.6.5. Parental Engagement:

- Parents are encouraged to meet with their child's Inclusion Teacher three times a year to discuss their child's learning and collaborate in the preparation of their child's Learner Profile. Parents and teachers are encouraged to meet more regularly at the discretion of both parties,
- Inclusion Teachers maintain communication with parents through email, phone calls and during agreed meeting times. Informal communication occurs on a more regular basis and is logged on our internal communication platform,
- Recommendations for external screening, assessment and intervention should be acted upon by the parent in the best interest of their child. Prioritising support based on need will be advised in a situation where a variety of supports are necessary,
- Should the school determine that extra resourcing is necessary over and above that which would normally be provided, parents will be responsible for the additional financial contribution, i.e. 1:1 Learning Support Assistant, occupational therapy, speech and language therapy,
- Meetings pertaining to a student on the SEND register will be conducted in conjunction with the Inclusion Teacher, Class / Form Teacher or Head of Year and parent when possible,
- A student is removed from the SEND register at the discretion of the SEND team in conjunction with the Class / Form Teacher and their parents. The student will continue to be tracked and monitored.

4.6.6. Working with External Support Agencies:

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The Inclusion Team is responsible for liaising with external support agencies that provide support and information in relation to SEND for particular students during or after school time. Means of communication include parental feedback, email, phone call, meeting, observation, review and assessment.

When possible arrangements for in-school intervention are supported and timetabled into the student's weekly schedule with the consent and financial support of the parents.

4.6.7. Assessment, Tracking and Monitoring:

- The Inclusion Team administers internal assessments to assess student progress and monitor progression. Standardised tests are administered to assess spelling, reading fluency, accuracy and comprehension. Longitudinal data is recorded and reviewed for tracking and monitoring purposes,
- Additional or specific assessment and screeners may be administered to track and monitor progress in specific areas,
- The Inclusion Team is involved in reviewing general class assessment data in conjunction with Class Teachers/Subject Teachers/Year Group Leaders/ Head of Year/ Heads of Department and Deputy Headteacher,
- Review and assessment of Learner Profile targets is the collective responsibility of the Class Teacher/Subject Teacher and Inclusion Team. Reviews and setting of new targets take place once a term,
- Additional time for assessments is applied when explicitly outlined in an Educational Psychology Report. It is recommended that when additional time is assigned it should be allocated at the beginning of assessments where possible. Modifications and accommodations for assessments are applied to students with an identified need supported by teacher evidence. The Inclusion Team, where possible, provides assistance to students during assessments in the form of supervision of additional time, movement breaks, reader, scribe and emotional support.

4.7. English as an Additional Language (EAL)/ English Language Learner (ELL)

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At our school, there are approximately 60 languages spoken in the family home and 19 languages spoken amongst the staff community.

On entry to the school, information is gathered about:

- students' linguistic background and competence in other language/s,
- students' previous educational experience,
- students' family and biographical background.

4.7.1. EAL Assessment descriptors:

- A- new to English
- B- early acquisition
- C- developing competency
- D- competent
- E- fluent

(See section 7- Bells Foundation).

4.7.2. Key Principles of Additional Language Acquisition

- Access to learning requires attention to words and meanings embodied in each curriculum area,
- Meanings and understanding cannot be assumed, but must be made explicit,
- Language is central to our identity. Therefore, the home language of all students and staff should be recognised and valued. Evaluating personal, social and emotional development in Foundation Stage (FS) may be more appropriate if the student is able to 'play and socialise' in their home language,
- Students should be encouraged to maintain their home language. Staff in FS should allow students to acquire English alongside their home language in order for it to be meaningful,
- Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years,

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- Language develops best when used in purposeful contexts across the curriculum,
- Students learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models,
- The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling the use of language,
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages,
- A clear distinction should be made between EAL, ELL and Special Educational Needs.

4.7.3. EAL/ELL Registration

- At the point of registration, parents are asked to inform (via registration form) their child's first language and state their child's familiarity with the English language,
- This information will also be added to the Student's Evaluation Overview Form which is given to the Year Group Leader (YGL)/Secondary Evaluator at the point of the evaluation,
- An EAL/ELL Entry Evaluation Form (see Section 7.) has been added to the YGL/Secondary Evaluator admissions pack which the YGL/Secondary Evaluator will complete during the evaluation,
- This form will only be completed if:
 - a) EAL/ELL has been flagged or
 - b) On instruction during the normal entry evaluation a language difficulty is observed.
- If an EAL/ELL Entry Evaluation Form is completed, this should be shared with the ELL Lead Teacher and the Deputy Headteacher (DHT)/Assistant Headteacher (AHT) (in Primary) and the Inclusion Department (in Secondary) along with the evaluation overview. All students who have EAL/ELL are added to the EAL/ELL tracking registers.

4.7.4. ELL Identification Procedure

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- From the completion of the EAL/ELL Entry Evaluation Form, a judgement will be made by the ELL Lead Teacher (Primary) or Inclusion Department (Secondary), using the 2020 descriptors and statements as to whether the student requires extra ELL assessments either before or after they join JAS,
- If a student requires further ELL assessments, the ELL Lead Teacher (Primary) and Inclusion Department (Secondary) will meet with parents prior to carrying out these assessments. Where a student has already been in school for some time, the Class Teacher/Form Tutor will meet with parents to inform them of the need for extra ELL assessments to be carried out,
- Once the meeting with parents has taken place the ELL Lead Teacher or the Inclusion Department create a RoC for the student; this is then shared with the DHT/AHT or Head of Year who will add the student to the RoC Register and refer for ELL assessments,
- Students will be assessed in speaking, listening, reading and writing using the EAL/ELL teacher assessment tracking descriptors.

4.7.5. Support for students who are ELL categorised as A, B, C, D and E for Listening, Speaking, Reading and Writing:

- Students who are categorised as being A, B and C are closely monitored through in-class interventions and targeted teaching by the Class Teacher and Learning Assistants (LAs). They are added to the EAL/ELL tracking register which should be updated every term,
- A parent meeting is arranged with the Class Teacher and the ELL Lead Teacher (Primary) or with the Inclusion Department and Head of Year (Secondary) to discuss the support that the student may need,
- An ELL Support Plan (see section 7.) may be created and shared with all relevant staff and parents,
- The ELL Support Plan is a working document and will be reviewed and updated where necessary every half termly.

4.7.6. Teaching Strategies and Pedagogical Approaches:

- As with students with Special Educational Needs and Disabilities (SEND), staff at JAS aim to remove as many barriers to learning and meet a student's needs through daily mainstream classroom learning,

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- The curriculum is personalised and this helps the students to use their prior knowledge and experience,
- Speaking and listening is always the starting point of a new topic or activity and writing is always the last step,
- The grammatical rules and the sentence structures are taught within the context of the different topics and genres,
- Where necessary, visual resources are used to aid learning,
- The teaching at JAS is based on the Early Years outcomes and the curriculum for Key Stage 1, 2, 3 and 4,
- Communication is the main principle in lessons for students who have EAL/ELL,
- The central task is to create a communicative climate where language acquisition can take place naturally,
- The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience,
- At the centre is speaking, which, of course, involves listening,
- The students communicate with each other through paired work and group work and this way they improve their listening as well,
- Through speaking exercises such as interviews, storytelling and drama, the students gain verbal routine, enthusiasm and confidence,
- The key vocabulary is taught at the beginning of a new topic and the students learn and practise grammatical structures and sentence building using the topic vocabulary,
- Videos, maps, iPad apps and story props also give crucial support,
- Displays and resources reflect linguistic and cultural diversity.

More advanced students of English should have continuing support in line with their varying needs as they develop competencies over time. Class/Subject Teachers should plan collaboratively with the ELL Lead Teacher (Primary) and the Inclusion Team (Secondary). There should be a focus on both language and subject content in lesson planning.

There will be times when students will benefit from a more focused language intervention away from the rest of the class. For example, a small group

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session might prepare vocabulary and context that is needed for the main lesson. Any withdrawal of ELL students from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class; the Subject/Class Teacher should be involved in all the planning.

We aim to plan interventions carefully so that students are not missing out on other learning experiences. Music, Art and PE, for example, are good social and language-learning opportunities and should not be missed.

The National Association for Language Development in the Curriculum (NALDIC) has identified five principles of good practice in teaching and learning for students who have EAL/ELL - NALDIC 1999 (See section 7.).

At JAS we aim for all students to achieve Band E during their school career. Should Special Educational Needs or EMA needs be identified, students who have EAL/ELL should have equal access to the school's SEND and Exceptionally More Able (EMA) provision.

4.7.7. Tracking Progress for Students who have ELL

All students who have EAL/ELL are added to the EAL/ELL tracking register at the start of their schooling at JAS.

Students who have been assessed as ELL will be added to the ELL tracking register which is updated at the end of each term by the Class/Subject Teacher and/or the ELL Lead Teacher (Primary) to show the progress each student has made:

- Progress in the acquisition of English is regularly evaluated and monitored and support and impact are reviewed every term,
- Consideration and sensitivity is given to the appropriateness of testing students who have EAL and are ELL at the earlier stages of English acquisition.

4.7.8. Parental/Community Involvement

We encourage parental and community involvement by:

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- Providing a welcoming induction process for newly arrived students and their families/carers. Use translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school,
- Identify the linguistic and cultural background of students and establish contact with the wider community,
- Celebrate and acknowledge the achievements of students who have EAL/ELL,
- Recognise and encourage the use of first language (L1) for developing positive links between school and home,
- Support parents, so they can help their children at home,
- International Day in school to celebrate different cultures and traditions from around the world that are within our school community,
- Recognition and celebration of Unicef's International Mother Language Day,
- The EAL/ELL Assessment Entry Evaluation Form links to Bell's Assessment Framework criteria (see section 7.)

4.8. Exceptionally More Able (EMA)

4.8.1. Identification of Exceptionally More Able students:

For students in FS1-Year 1 (who do not complete formal standardised assessments), Exceptionally More Able students will be identified using the relevant evidence sources listed below.

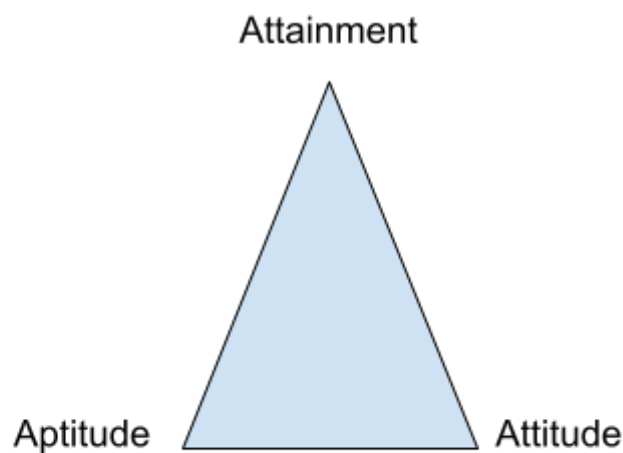
From Year 2 upwards, Exceptionally More Able students will be identified using external benchmarks for the Granada Learning (GL) series and Cognitive Ability Test (CAT4) examinations. Students will be identified as Exceptionally More Able in the following circumstances:

Possible evidence sources for identification of EMA include:

- Teacher assessment data
- Early Years Development Screener - Brigance
- Standardised assessment scores (e.g. GL assessment series, SATs, Phonics Screener)
- PASS data (Pupil Attitudes to Self and School)
- CAT4 assessment data
- Reading levels and benchmarks

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- Teacher nominations, observations and feedback
- Inclusion Team informal observations
- Interviews with parents
- Anecdotal information, especially relating to sports, arts or out of school activities
- EMA and subject specific checklists
- Student interest surveys, self-reports and student interviews
- Subject-specific EMA signifier checklists.
- EYFS checklist EYFS checklist



Triangulation of data (evidence) to form a holistic profile of the student.

We operate a tiered system of identification and support:

- Tier one: Teacher identification using the above criteria and quality first teaching.
- Tier 2: Data and teacher identification using the above criteria. Quality first teaching and additional in-school provision.
- Tier 3: Data using the above criteria. Quality first teaching, additional in-school provision and wider opportunities.

When such students have been identified, their support should provide opportunities to work together and share mutual interests through:

- extension

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- enrichment
- acceleration

All students should be provided with an appropriately differentiated curriculum giving due attention to the development of critical thinking skills and incorporating extension and enrichment activities.

- Parents of children who are highlighted for consideration within EMA may be asked to seek an Educational Assessment to verify cognitive potential if necessary.
- In the absence of educational psychology data and CAT4 data in FS and Years 1-3, categorisation of EMA is cautionary. CAT4 data and Educational Psychology data will be viewed as a one off snapshot in time with many extenuating variables, for example - performance on the day, margin of error and validity of test, impact of testing conditions and procedures.
- English Language Learners (ELL): It is important to be aware of ELL students who may not yet have a sufficient command of the English language, are not easily identifiable as an EMA learner.
- Dual and Multiple Exceptionality (DME): This term is used to describe those students who have one or more special educational needs and/or disabilities and are also EMA students.

4.8.2. Provision for Students who are EMA

At JAS the following key aspects are considered when personalising education programmes for EMA students:

- Quality first teaching
 - Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for EMA students whose potential is unlikely to develop without special educational provisions.
 - Pace - It is likely that EMA students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers provide appropriate challenge to sustain the students' attention and desire to learn.
 - Assessment - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment

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allows teachers to determine what students already know, so that a more challenging learning within the class can be provided.

- Groupings - Students with special gifts and talents benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- Level of work - EMA students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum is concept based and designed to include complex, abstract ideas so that interests and abilities are challenged and extended.
- Enrichment - EMA students are taught in mainstream classes as part of a differentiated curriculum. Provisions for EMA students need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.
 - Personalised pupil learning journey.
 - Student profile
 - Student mentoring
 - Staff mentoring
- Enhancement Beyond the Classroom - At Jebel Ali School extension beyond the classroom takes the form of personalised extra-curricular activities devised to strengthen and enhance the students' natural abilities. It also involves, where appropriate, inclusion in student groups, selected to represent Jebel Ali School at the highest level on the domestic and international academic, sporting and cultural stage.

4.8.3. Monitoring and Evaluation

The identification and provision for students who are EMA is the responsibility of all teaching staff at all times. The identification process will be directed by the EMA and/or Inclusion Team in conjunction with Class and Specialist Teachers, Heads of Departments, Year Group Leaders, Curricular Leaders, the Primary and Secondary Leadership Team and the Core Leadership Team.

Assessment and tracking of students who are EMA is the responsibility of Class Teachers, Year Group Leaders, Heads of Department, Curriculum Leaders and Head of Assessment and will be supported by the Inclusion Team. Curriculum adaptation, design and planning for students who are EMA is the responsibility of all teaching staff in all phases.

Teaching staff along with the Inclusion Team will work with parents to foster and enhance positive learning experiences and social opportunities for

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students who are EMA.

Students who are EMA will be included in an age appropriate way in the development of personalised learning opportunities to enhance their engagement with the curriculum in a meaningful and constructive way.

4.9. Training and Resources

Training is delivered via staff CPD, publications and a number of whole school training sessions. New staff will be informed of the Inclusion/EMA policy, provision and practice within Jebel Ali School.

4.10. Storing and Managing information

Inclusion information is stored on the school management system and complies with the Jebel Ali Data Protection Policy.

5. CONSEQUENCES

At JAS we are student focused and decisions about the support a student receives will be communicated with parents openly. Although it is rare, there are occasions where mainstream school is not suitable for a student. If we feel, despite the support in place, that a student would benefit from an alternative curriculum, which we are unable to provide, we will communicate this to the parents at the earliest opportunity. We will be open and transparent with our reasons and help guide the parents through the process of choosing another suitable school. Where necessary, we will work with the new school to ensure a successful transition.

We pride ourselves on our parent relations which enable us to provide the support to ensure each student thrives and succeeds at JAS. However, in order to do this, we ask that parents provide us with all the necessary information at the application stage. Failure to do so may result in not receiving a place within the school or further financial commitment from the parent.

6. CONTACT DETAILS AND LINES OF COMMUNICATION

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7. OTHER RELATED DOCUMENTS

- [Dubai Inclusive Education Policy Framework](#)
- [Directives and guidelines for inclusive education](#)
- Admission Policy
- [Bell Foundation](#)
- [Bell's Assessment Framework criteria](#)
- [British Council-learn English](#)
- [Online tool- Flash Academy](#)
- [EAL/ELL Entry Evaluation Form](#)
- [EAL Assessment descriptors](#)
- Roc
- ELL Support Plan
- [Five principles of good practice in teaching and learning for students who have EAL/ELL \(NALDIC 1999\)](#)
- [EAL/ELL in foundation stage](#)

8. APPENDICES

8.1. SEND - Description of Needs

| Type of Need | Description |
|-----------------------------------|--|
| Behavioural, Social, Emotional | Behaviour that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), |

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| | |
|---|--|
| | <p>Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.</p> |
| <p>Sensory</p> | <p>Visual Impairment</p> <p>Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.</p> <p>Hearing Impairment</p> <p>Hearing Impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.</p> |
| <p>Physical Disability</p> | <p>Disabilities arising from conditions such as congenital deformities, spina bifida, and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury.</p> <p>It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special education needs, while those with minimal physical disability may have serious learning needs.</p> |
| <p>Medical Conditions or Health Related Disability</p> | <p>Medical conditions that may lead to an associated 'special need'. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.</p> |
| <p>Speech and Language Disorders (this does not include students with</p> | <p>Expressive Language Disorder - problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally.</p> |

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| <p>additional language needs)</p> | <p>Receptive Language Disorder - problems understanding oral language or in listening.</p> <p>Global Language Disorder - difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language</p> |
| <p>Communication and Interaction</p> | <p>Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking.</p> |
| <p>General Learning Difficulties</p> | |
| <p>Learning Difficulties 1</p> | <p>Below average general intellectual functioning, often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.</p> |
| <p>Learning Difficulties 2</p> | <p>Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.</p> |
| <p>Profound and Multiple Learning Difficulty (PMLD)</p> | <p>Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely required.</p> |
| <p>Assessed Syndrome</p> | <p>A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down’s Syndrome, Stickler syndrome and Williams Syndrome.</p> |
| <p>Specific Learning Difficulties</p> | |

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| <p>Dyslexia - reading</p> | <p>Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.</p> |
| <p>Dysgraphia - writing/spelling</p> | <p>Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.</p> |
| <p>Dyscalculia - using number</p> | <p>Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with Dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p> |
| <p>Dyspraxia - fine and gross motor skills</p> | <p>Dyspraxia goes by many names: Developmental Coordination Disorder, Motor Learning Difficulty, Motor Planning Difficulty and Apraxia of Speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.</p> |

[End of Policy]