



مدرسة كامبردج انترناشيونال  
Cambridge International School, Dubai



## Inclusion

### Students of Determination Policy and Procedures

NAME OF POLICY	Students of Determination Policy and Procedures
APPROVED BY	Principal
DATE APPROVED	January 2016
DATE OF REVIEW	Updated January 2018 Updated January 2020 Next projected review September 2022
RELATED POLICIES	<ul style="list-style-type: none"><li>• CIS ELL policy</li><li>• CIS Exceptional Learner (G&amp;T) policy</li><li>• GEMS SEND Standards</li><li>• UAE MOE SEND Policy; General Rules for the Provision of Special Education Programs and Services (Public &amp; Private Schools) "Schools For All"</li><li>• Dubai Inclusive Education Policy Framework</li></ul>

## Introduction

*Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met. (Reference- Dubai Inclusive Education Policy Framework Pg. 9)*

*The Cambridge International School ensures Students of determination are “Welcome” within the school have equal rights to the opportunities offered by education. The school is committed to high quality education for students of determination and ensures equitable access to appropriate provision, resources and curricular options for students of determination. (Reference- Dubai Inclusive Education Policy Framework Pg. 17)*

CIS provides a broad and balanced curriculum for all children. The National Curriculum for England (NCFE) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. This policy ensures that curriculum planning and assessment for Student of determination takes account of the type and extent of the difficulty experienced by the child.

## Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed on Page No. 2 of this Policy.

At CIS, we believe that every child has potential. Our aim is to provide a well- rounded educational program that is suitable for the diverse intellectual, social, emotional and physical needs of all our students. We recognize that all students have varied educational needs and that some require additional support in order for them to fulfill their potential.

Our vision is to ensure CIS is a “School for All”. An educational setting where students from different backgrounds and with different abilities learn together in an Inclusive environment. – A commitment to providing inclusive education to students of determination. (Directive Guidelines 2020, Pg. 16)

CIS caters for students with a range of special educational needs and disabilities along with those who are Exceptional Learners (G&T). For information on ExL please refer to a separate Policy on website.

Applications for admission to the school for students with special educational needs and disabilities are welcomed with flexible agreements and where necessary modification, adaptation and differentiation takes place to ensure ‘A School for All’.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

Learning and teaching is adapted and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within CIS will be coordinated by the Inclusion Support Team.

## Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Leaders of Inclusion in conjunction with the Inclusion Support Team.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive

Education Policy (2017), Directives and Guidelines for Inclusive Education, Implementing Inclusive Education- A Guide for Schools, as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

### **Inclusion Statement**

“Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.” (Dubai Inclusive Education Policy Framework, p.53)

### **Legislation**

CIS works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates effective working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools) as well as the SEND Code of Practice (UK, 2015).

### **Student of Determination**

“A need which occurs when a student with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same- aged peers”. (Dubai Inclusive Education Policy Framework, p.52) CIS is committed to providing an environment that allows these children full access to all areas of learning.

### **Admissions**

The Cambridge International School ensures Students of determination are “Welcome” with flexible agreements and where necessary modification, adaptation and differentiation takes place to ensure ‘A School for All’.

The school does not employ a filtering process based on the presence of a student’s disability. Priority admission is provided for a Student of determination with a sibling already on roll in the school. (pg. 17 and 19 Directives and Guidelines 2020)

CIS is highly committed to being an inclusive school which admits students with a variety of needs including those who are gifted and talented, special educational needs, or have physical, emotional, social, cultural or language challenges. For further information about the Admissions process please refer to the Admissions Policy/Handbook.

### **Early Intervention**

We recognize the importance of the early identification, assessment and intervention for any student who may have special educational needs. All teachers, regardless of grade or section, have a responsibility to identify those who may come at different points during the school year who may have particular learning needs.

### **Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities. Experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet student’s needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans (IEP), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and to reduce barriers in learning.

We support student in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when to maximise learning, we ask the student to work in small groups, or in a one-to-one situation outside the classroom. The school also offers a project base (BTEC) and vocational (ASDAN) as an alternative pathways.

### **Effective Teaching and Learning**

Teachers differentiate or modify teaching and learning keeping in mind student baseline and to reduce learning barriers. In their planning, teachers ensure that they give student of determination the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for Student of determination:

- Takes account of their pace of learning and the equipment they use.
- Takes account of their effort and concentration needed in oral/ written work.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Uses assessment techniques that reflect their individual needs and abilities and to reduce barrier to learning.

### **Partnership with Parents**

CIS works closely with parents to encourage an active partnership through an ongoing communication. The involvement of parents is a key factor to the success of the provision for student of determination and/or additional educational needs. Parents have much to contribute to our support for students of determination. Head of Inclusion has regular meetings with parents and telephonic conversations to share the progress of students. Ongoing parental engagement is encouraged and the Inclusion team offers regular workshops, review meetings and operate an open door policy. HOI also has an open door policy for parents to meet and discuss concerns and progress of their child. We may also recommend the need of outside intervention and/or in-school intervention from external agencies to parents and we share the process of decision-making by providing clear information relating to the education of student of determination. Parent are also encouraged to update HOI in regards to student's attendance regularly through email.

Parents must be involved in the development of their child's IEP and are supported and encouraged to attend the IEP development meeting as they know their child better than anyone else and have the most complete understanding of a child's physical, social, developmental, and family history. Parents must sign the IEP to signify their involvement and authorisation of the associated educational programme. (Reference from Directives and Guidelines for Inclusive Education, Pg 25)

### **Student Participation**

In CIS we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Students of determination must be enabled to participate in the development of their educational programme, and where appropriate, should attend the IEP development meeting.

This allows them to have a strong voice in their own education and can teach them a great deal about self-advocacy and self-determination. It is important that the agreed IEP is communicated to the student in a manner that enables them to understand it in the best way possible. We recognise success here as we do in any other aspect of school life. (Reference from Directives and Guidelines for Inclusive Education, Pg 25)

### **Inclusion Support Team**

The Inclusion Team within school are known as Inclusion Team. There is a culture of respect for others and their learning.

The Principal is Mr Lachlan Ewen MacKinnon  
The Inclusion Governor is Ms Seema  
The Head of Inclusion/ Inclusion Champion is Geetanjali Arora  
The Support Teacher (Primary Assistant SENCo) is Kanchan Panjawani  
The Support Teacher (Secondary Assistant SENCo) is Pioleena Kumari Perera  
The Inclusion Awareness and Promotion Representative is Sara Umar Baloch  
The Learning Support Assistants are Vidhya Kalwani, Pushpa Joseph, Harsha Lohithakshan

### **Identification**

CIS continues to identify the presence and impact of barriers to successful social, emotional, personal and academic inclusion and success. We will continuously address and remove any barriers found for all students.

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Achievement Centre on entry or at any point during their education at school.

### **Identification Procedures**

When a student who is not enrolled in any special education program experiences learning or behavior difficulties, or has sensory, medical or physical needs, the student may be referred by a parent, school personnel or community organization for a comprehensive evaluation to determine his essentials for special education programs and services.

### **Through Admissions - on entry**

Based on the application feedback, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

If any of the measures indicate that the student may have an additional need, the application is referred to the Head of Inclusion in the relevant section for individual consideration. A decision will then be made using the LEVEL System as to the level of need and the provision that needs to be put into place **APPENDIX 1**

### **Identification of Enrolled Students**

For students already enrolled in the school, the following is taken into consideration;

- Standardised Tests
- Benchmark testing
- On-going Assessments

**Specific Concerns** - a student may be referred by teachers or parents if specific concerns are raised that the Achievement Centre may be able to address. **APPENDIX 2 and APPENDIX 3.**

### **Referral Procedure**

The following steps should be followed to determine the student's eligibility for Individual Education Program.

On identifying a student who may have a particular learning need and that additional assessment is under consideration, the class teacher and the Head of Inclusion will monitor and assess student's progress through a regular cycle of observation, evaluation and both formal and informal assessment. During this process, parents are advised by the Head of Inclusion or Head of School. Information from the parents is also sought. Internal screening will take place and formal assessments may also be administered by private agencies supporting the student. Agencies who may be involved in the assessment, may include;

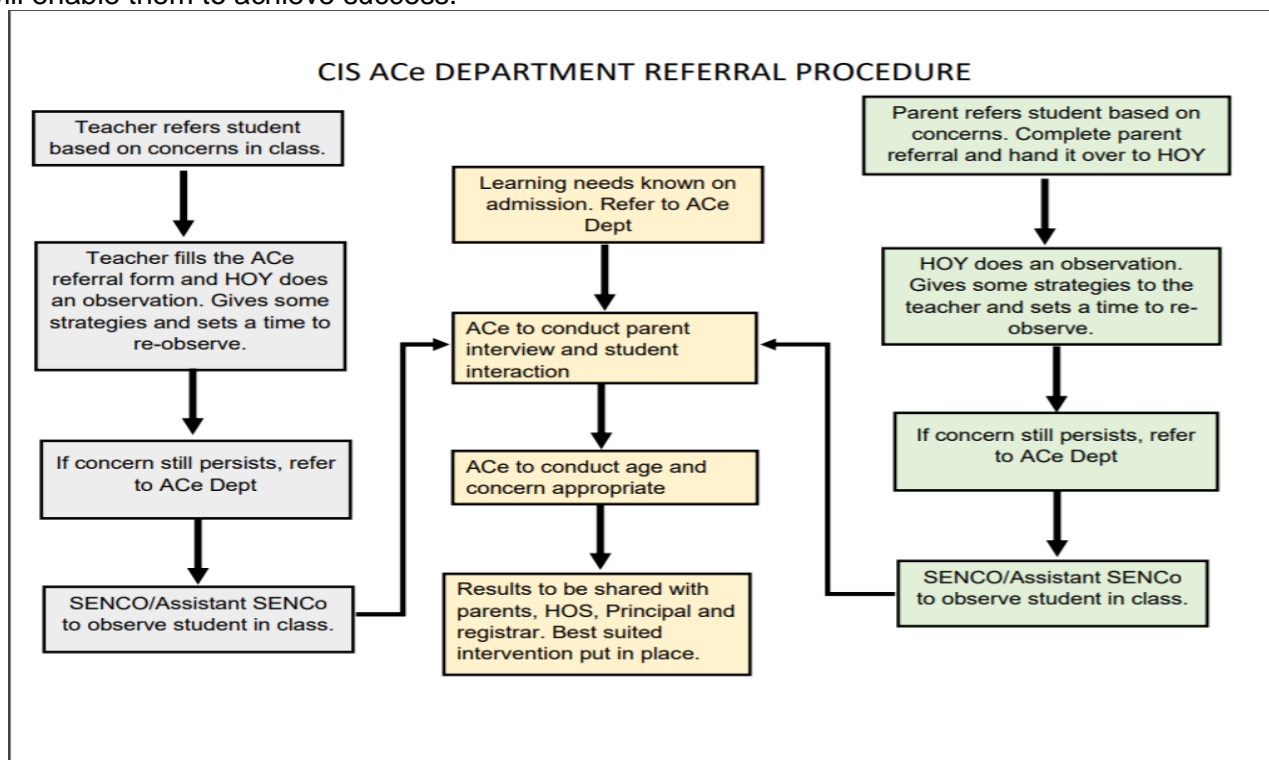
- Parent's reports
- School assessments
- Medical assessments
- Any clinical/ educational psychologists
- Any others



Should a child need further support they will move on to an Individual Learning Plan (ILP) **APPENDIX 4** or an Individual Educational Plan (IEP) **APPENDIX 5**. At all times, the children undergo the school assessment procedures that are implemented at different times of the year. These may include

- Weekly assessments
- Teachers own individual assessments in all subjects
- End of term assessments
- Mock examinations

GEMS schools will identify any student with additional needs (not so identified on admission to the School) through screening strategies and on referral from school staff. The Head of Inclusion will play a key role in coordinating such assessment and screening, especially in early years. Where students with specific learning difficulties are admitted and/or identified, GEMS schools will amend and enhance the programme to support learning needs of these students with appropriate strategies that will enable them to achieve success.



## Assesment

Once a referral has been made, the student will be assessed by a member of the Achievement Team to ascertain need. The assessment may comprise of several different elements, but is likely to include;

- Seeking the viewpoint of the student.
- Seeking and co-ordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.
- Discussions with parents on historical and current difficulties the student may be experiencing and permission is sought.
- Discussions with Form Tutors/Class teachers, Heads of Years and Head of (Early Years, Primary, Middle and Secondary School).
- Standardised tests to assess current levels against national norms.
- Observations and advice from internal or external specialist staff.

It may be appropriate to seek advice from external agencies that could support give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional. Once the assessment has been completed, the Head of Inclusion will collate and assess the information to decide if further action needs to be taken. If the student is considered to

have a need that necessitates additional provision, in or out of the classroom, the Head of Inclusion will meet with the student, parents and associated professionals to plan for provision in the meeting.

### Categories of disability and barriers to learning

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

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> <li>1. Intellectual disability (<sup>1</sup>including Intellectual disability - unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol>
Communication and interaction	<ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism spectrum disorders</li> </ol>
Social, emotional and mental health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho - emotional disorders.</li> </ol>
Physical, sensory and medical	<ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. <sup>2</sup>Chronic or acute medical conditions</li> </ol>

The following information expands upon each of the '12 categories of disability' (identified above). It provides specific examples of the different types of difficulties, conditions or disorders associated with each category and identifies some of the barriers to learning that may be experienced by students of determination. (To see detailed version of this, Please refer to Inclusion Page on School Website)

### The ACe Register

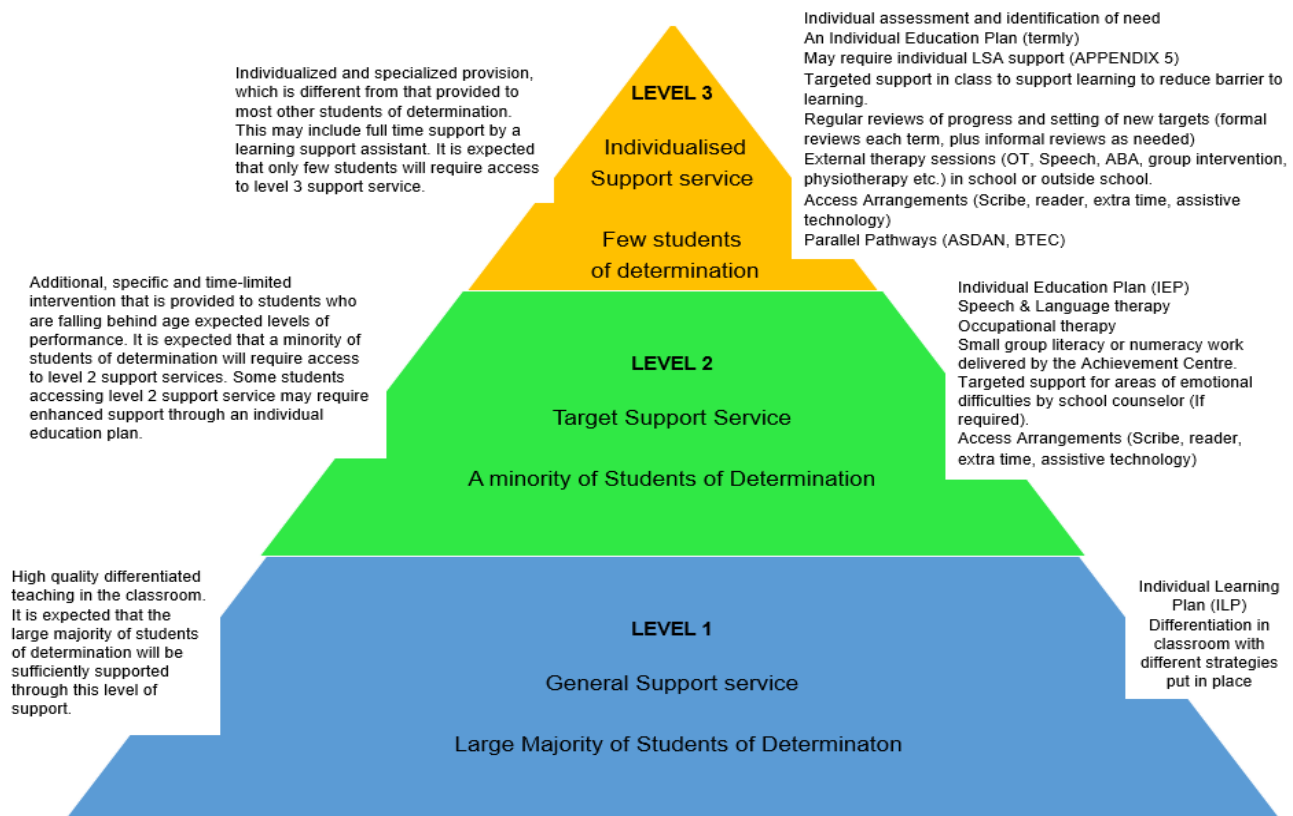
The Register is maintained by the Achivement Centre (Learning Support Centre). The Register are in the form of a spreadsheet (formulated by KHDA) and kept on School "My Learning"; Data Protected in line with School Policy. The Head of Inclusion is responsible for maintaining the content. All relevant staff are responsible for ensuring that they are familiar with the content and feed the information into their planning, delivery and assessment processes.

### Provision

#### **GRADUATED SYSTEMS OF SUPPORT**

In order to help Student of determination, CIS has a graduated response that recognises there is a continuum of additional needs and support that require a range of intervention and support. The school will record the steps taken to meet the needs of individual student. The graduated response recognizes that all student learn in different ways and can have different types and levels of support.

*This approach ensures that teaching and support are equitable, inclusive, culturally responsive and based on learners' strengths. GSS establishes a balance and interconnection between academic success and well-being within classrooms and across school communities. Success is dependent on a meaningful relationship between the teacher and the student. Teaching and assessment strategies are collaboratively developed, evidence-informed, intentional, continuously monitored and ensure success for all learners. GSS provides additional support for some and, where necessary, individual support for a few. (Directives and Guidelines for Inclusive Education, Pg. 30, 31)*



## Reviewing Quality of Teaching and Learning

CIS Inclusion team is committed to regular learning walks to ensure lessons are effective, tailored to student baseline and appropriate differentiation is mentioned as per student baseline. Ongoing training programs are scheduled on various topics to ensure current teaching practice.

## Managing students Needs on Ace Register

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. An **Individual Education Plan (IEP)** is a written document that is a planning, teaching and reviewing tool. **APPENDIX 5**

IEPs are:

- Written by the Head of Inclusion, support teacher, teacher, parent, student, LSAs and other professionals to reduce the barriers to learning and access curriculum effectively.
- SMART (Specific, Measureable, Achievable, Realistic, Time bound)
- Reviewed Termly, more often if necessary. Head of Inclusion will give a least two weeks' notice for review date.
- Supported by annotated evidence.

## Accommodation and Modification

Any type or combination of special education programs and related services specified in the Individualized Learning Plan (ILP) or Individualized Educational Plan (IEP) may be provided to students who qualify for services to meet their educational needs. In addition, in order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environment may be necessary and should be specified in the plan.

Accommodations are changes that do not alter what is being taught and includes alterations of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/ or complete assigned tasks.



The term “modification” may be used to describe a change in the curriculum. Modifications may be necessary for students with determination who are unable to comprehend all of the content an instructor is teaching and are specified in the IEP. For example, assignments might be reduced in number and modified significantly for a student with cognitive impairments that limit his/her ability to understand the content of the curriculum in which they are included.

### **Monitoring, Review and Revise**

The Head of Inclusion monitors the movement of students within the Inclusion system in school. The HOI provides staff and management with regular summaries of the impact of the policy on the practice of the school. The Inclusion team is instrumental in supporting teachers involved in drawing up and carrying out Individual Education Plans for children.

Student’s progress will be tracked at a number of levels by:

- The class teacher responsible for the delivery and monitoring of ILPs/IEPs.
- Completion of Class Screens.
- Completion of the Record of Initial Concern.
- Regular meetings between the Team Leaders and the Head of Inclusion and between the Head of Inclusion, HOS and the Principal.
- Regular meetings between the class teachers and the HOY//HOD.

### **Transition**

Transition activities designed to prepare the student of determination to move from one stage, or from one environment to another, and from school to the next phase or university, vocational training program or other programs and institutions of rehabilitation and education so that he is able to rely on himself to the maximum extent possible.

### **Approvals**

If the school management feels the child cannot be accommodated in an age appropriate grade or requires a Learning Support Assistant (LSA) to be provided by the School/Parent.

As stated in the “**Dubai Inclusive Education Policy Framework; Standard 9**”

*On the rare occasions when students who experience particularly complex and severe levels of SEND require the addition of high levels of therapeutic or specialist provision within their educational programmes, funding and contractual agreements will ensure that:*

- i. additional fees to parents represent the actual cost of the services*
- ii. there is a clear rationale for additional services including educational objectives and impact measures*
- iii. regular review and evaluation of the quality of delivery and impact upon student outcomes, including progress towards intended learning outcomes.*

The Head of Inclusion along with Principal will follow below guidelines by KHDA: (*Directives and Guidelines for Inclusive Education, Pg. 34, 35*)

- 1. any charging of additional fees, to fund educational provision for students of determination, can only take place through registering an individualised service agreement with KHDA*
- 2. the individualised service agreement, and the associated fee to parents, will only be applied when the required provision is not available through the standard school service for students of determination*
- 3. parents and KHDA will be provided with clear documentation that the individualised service is required and is a necessary component of the student’s educational provision*
- 4. HOI and/or Principal will submit this individualised service agreement to KHDA via an online form.*

Once the procedure is done; HOI and/ or Principal will prepare letter of Intent (MOU) for parent to sign an agreement letter to plan effective intervention plan for a child. **APPENDIX 6**

### **Exit Procedure**

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a unsolidified process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register; **APPENDIX 7**

- Assessments (Termly reports/ CAT4)
- Round Robin
- Lesson observations
- IEP/ILP target reviews
- Evidences (Work samples)

The Head of Inclusion will decide if a student placement on the register is no longer necessary. The HOI will keep a record of students who are removed from the register and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage; their learning will be reviewed.

### **Parental Involvement**

The involvement of parents is a key factor to the success of the provision for student of determination and/or additional educational needs. Ongoing parental engagement is encouraged and the Inclusion team offers regular workshops, review meetings and operate an open door policy. Where possible, the Head of Inclusion will attend whole school functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies etc to remain accessible.

### **Training and Resources**

Internal training provisions are led by the Head of Inclusion and team, to ensure that all staff are aware of the learning needs of Student of determinaton and are able to support them. Training is delivered, via staff CPD, publications and a number of whole school training sessions. This will include the most up to date strategies according to the SEND Code of Practice and KHDA guidelines. External training will take place for all Teaching Staff in line with the KHDA, Dubai Inclusive practices. All training will be supported in accordance with the CIS CPD Policy.

### **Induction of new staff**

New teachers will meet with the Head of Inclusion during the whole school induction at the beginning of the year and are informed of Graduated system of support and practice.

### **GEMS Network Meeting**

GEMS Head of Inclusion will meet regularly to share best practice and keep up to date with local and national incentives to all GEMS school Head of Inclusion. This will also ensure consistency across the GEMS schools. A member of SLT/Achievement team will be invited to attend these meetings where appropriate.

### **Roles and Responsibilities**

C/S roles and responsibilities reflects Implementing Inclusive Education: *A guide for school, pg. 22 to 29.*

### **The School Governing Board**

The governor for inclusive education is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice.

This will include supporting the governing board to:

- set strategic direction through a clearly-stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- allocate financial investment to ensure that targeted plans are sufficiently resourced

- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures

### **The School Principal**

The Principal is responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met. However the day to day management of the process is undertaken through; Class Teachers, Grade Leaders, Phase Leader, Heads of School and HOI.

The principal, in partnership with the inclusion support team will:

- effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- develop and implement a comprehensive and strategic inclusive education improvement plan
- ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- provide an annual programme of continued professional development for all staff at all levels across the school
- apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

### **The Head of Inclusion (The Leader of Provision for Student of Determination)**

The Director of the Achievement Centre plays the lead role in coordinating the school's provision for student of determination. This involves working with the Principal, Senior Leadership Team and Heads of Years to determine the strategic development of the policy. It is the responsibility of the Head of Inclusion to ensure that the Student of determination policy is implemented in full, and that the needs of the identified students are being addressed.

Other important aspects of the role are:

- Working alongside teachers to observe, assess and identify special educational needs
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- Providing advice and guidance to both teachers and parents
- Promoting high expectations of student learning and achievement
- Supporting the development of relevant and meaningful learning activities
- Facilitating collaborative meetings to promote the development of individual education plans
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

### **The Inclusion Champion**

The inclusion champion plays an important role in:

- promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time.

### **The Inclusion Support Team (IST)**

The school principal forms the **Inclusion Support Team (IST)** which consists of the school principal, Head of Inclusion, Guidance Counsellor, Heads of School and classroom teachers.

- The IST may meet fortnightly (or as need arises) to discuss the academic performance of students who are experiencing learning problems.
- Written referrals to the IST may be made by any school personnel and will be received by the school principal or another person as designated by the principal.
- The IST meets and reviews referrals received.
- IST members conduct a review of students' academic and performance history, medical history, and conducts a classroom observation in the area of concern. For example, if the student is experiencing problems in mathematical calculation, the observation is conducted in the student's math class.
- IST members make recommendations for pre-referral interventions intended to improve the student's academic performance.

### **The Learning Support Assistant (LSA)**

The effective learning support assistant (LSA) has an important impact on the development of inclusive classrooms for students of determination. LSAs should be enabled to work in collaboration with classroom teachers so that students of determination are successfully included in the classroom environment alongside their peers. This includes involving the LSA in assessment processes, record keeping, lesson-planning, and resource development. The classroom teacher is responsible, and ultimately accountable for, the impact and outcomes of the students' educational programme. The role of the LSAs is to support this process by aiding the classroom teacher in the development of a stimulating and productive learning environment. LSAs should be trained in using different approaches to lower barriers to learning, and to facilitate student engagement and participation within relevant and meaningful learning opportunities.

The specific responsibilities will differ according to the individual context of each LSA, but will include:

- Providing individual support to a specific student
- promoting access to targeted support outside of the classroom
- Working on differentiated activities with groups of students
- Liaising with the leader of provision for students of determination
- Developing social/emotional skills
- Working with teachers to monitor the progress of students
- Supporting intervention or therapy sessions.

An effective LSA provides a 'bridge' of support to students, helping them achieve what they are capable of without creating dependency. The development of independence in all aspects of school life is a key part of the role, and includes allowing a student to make mistakes and to look for their own ways to solve problems.

### **The Heads of Year (HOY)**

The Head of Year has the overall responsibility for the students in their year group's wellbeing in terms of pastoral care. It is also important for the HOY to be informed about students on the ACe Register to support the student, parent and teachers is providing the best possible support. In Primary and Secondary the HOY takes a more active role in identifying and reporting students who are in need of additional support. Please see the Referral Process.

### **The Learning Manager (Class Teacher)**

All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

The role of the Learning Manager is to form a link between the subject teachers and the Achievement Centre and to have an overview of how the student is progressing and any barriers they may be experiencing. Subject teachers will email concerns to the Learning Manager, who will discuss with HOY and may then refer a student for assessment.

Once assessed, the Learning Manager and / or subject teachers will be informed of provision being provided for that student and will be involved in the monitoring and target setting for that student.

The classroom teachers' responsibilities involve working with a collaborative team including parents, support teachers, learning support assistants (LSAs), and specialists. They need to be open to continuous self-development to enhance their inclusive teaching competencies.

Their main roles include:

- Assessing, evaluating, and reporting on students' progress
- Providing a safe, welcoming, and motivating environment for learning
- Working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximise their students' achievement
- Taking part in the development of the IEP and its progress review
- Implementing goals set in the IEP
- managing information about students and communicating this information to parents and other relevant personnel
- supervising and coordinating work with the LSAs
- promoting student interactions with their peer

### **Record Keeping**

All records are considered to be confidential and are only accessible to Inclusion Support Team (IST) & concerned members of staff and parents. Information may only be shared with an external agency with the written permission of the parent.

### **Reference**

#### **Dubai Inclusive Education Policy Framework-**

[https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education\\_Policy\\_En.pdf](https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf)

#### **Implementing Inclusive Education: A Guide For Schools-**

[https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554\\_SENDPOLICYSCHOOLS\\_EN.pdf](https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICYSCHOOLS_EN.pdf)

#### **Directives and Guidelines for Inclusive Education-**

[https://whichschooladvisor.com/media/files/KHDA\\_SEN\\_Requirement\\_Guide.pdf](https://whichschooladvisor.com/media/files/KHDA_SEN_Requirement_Guide.pdf)





**Letter of Agreement for SoD Admission**

Name of the Student:	Student ID:
Admission requested Date:	Seeking admission Year Group:

This is an agreement between the school and the parent, which enables the student of determination to seek admission with a tailored learning support program. The school will ensure that the progress of the child is monitored and address any concerns ensuring the quality of support the child receives. The parents may liaise with the Achievement Centre for any updates related to their child.

Yes	No	Criteria
		Online Admission Form
		Provide Clinical Assessment - Formally Diagnosed (If required)
		SoD to receive support as required
		Provision of LSA support

**SoD Admission Formalities Completed**

Head of Inclusion	Interviews and assessments completed Enrollment recommended.	Signed:
		Date:
Principal	Approved	Signed:
		Date:



**ACe Department Teacher Referral**

STUDENT INFORMATION	
Name of Student:	Home Language:
Class:	Referral Date:
Form Tutor:	Date of Birth:

CONTACT DETAILS OF PARENTS	
Name of Parent:	Name of Parent:
Email ID:	Email ID:
Telephone Number:	Telephone Number:

**Strength of the Student:**

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**Please tick appropriate areas of concern**

Health	Speech & Language	Behaviour	Academics	Emotional/ Social/ Personal	Any other, Please specify

**Different settings where the student has been observed:**

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**Detailed reason for referral:**

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**Strategies attempted (Please indicate areas of success)**

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**Name of Referee:** \_\_\_\_\_

**Signature of Referee:** \_\_\_\_\_

**HOY observations:**

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Does this child need to be referred to the Achievement Centre? (Yes/ No)

If No, please advise some effective strategies and key areas for improvement to the teacher.

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**Signature of HOY:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Follow Up Observation on \_\_\_\_\_ (kindly provide minimum of two weeks' time)

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If yes, please handover this form to the SENCo.

**Signature of HOY:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**ACe Department Parent Referral**

STUDENT INFORMATION	
Name of Student:	Home Language:
Class:	Referral Date:
Form Tutor:	Date of Birth:

CONTACT DETAILS OF PARENTS	
Name of Parent:	Name of Parent:
Email ID:	Email ID:
Telephone Number:	Telephone Number:

**Strength of the Student:**

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**Please tick appropriate areas of concern**

Health	Speech & Language	Behaviour	Academics	Emotional/ Social/ Personal	Any other, Please specify

**Different settings where the student has been observed (outside/inside home environment):**

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**Detailed reason for referral:**

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**Strategies attempted (Please indicate areas of success)**

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**Name of Referee:** \_\_\_\_\_

**Signature of Referee:** \_\_\_\_\_

**Teacher's Feedback (to be filled by teacher):**

Does this child show any concerns in the classroom environment? Please explain.

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**Name of Teacher:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**HOY observations:**

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Does the child need to be referred to the Achievement Centre? (Yes/No)

If No, please advise some effective strategies and key areas for improvement to the teacher.

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**Signature of HOY:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Follow Up Observation on (kindly provide minimum of two weeks' time)**

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If yes, please handover this form to the SENCo.

**Signature of HOY:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**APPENDIX 4**

**Individual Learning Plan  
SoD Level: Level 1**



PHOTOGRAPH	Student:			DOB:	
	Class:	Gender:	EID:	ILP Term:	
	Teacher:			Support:	
<b>CAT 4</b>					
Verbal		Non-Verbal		Mathematical	
Successful Strategies NA			Successful Strategies NA		
<b>Progress Tests</b>					
Math		English		Science	
Stanine	SAS	Stanine	SAS	Stanine	SAS
Successful Strategies •			How you can help me: •		
General Comments/ Challenges: •			Skill Targets: •		
Academic Target 1: Mathematics T1 – T2 – T3 -		Academic Target 2: English T1 – T2 – T3 -		Academic Target 3: Science T1 – T2 – T3 -	
SENCO:	HOY:	English:	Math:	Science:	Parent:



**INDIVIDUAL EDUCATION PLAN - LEVEL 2/3**

**Student Profile**



مدرسة كامبريدج الدولية  
Cambridge International School, Dubai

PHOTOGRAPH	<b>Student:</b>	<b>DOB:</b>
	<b>Class:</b>	<b>Support Began:</b>
	<b>Class Teacher:</b>	<b>EID:</b>
	<b>Category of need:</b>	<b>Exemption:</b>
	<b>Additional Concerns:</b>	<b>Supported by:</b>
	<b>Therapy:</b>	<b>Proposed Support:</b>
	<b>Learning Style:</b>	<b>Formal Diagnosis : Yes/No</b>

PASS								
Feelings about school	Perceived Learning Capability	Self - regard as a learner	Preparedness for learning	Attitude to teachers	General work ethic	Confidence in learning	Attitudes in attendance	Response to curriculum demands

PERFORMANCE LEVEL			
Spelling Age:		Reading Age:	Curriculum: Differentiated/Modified
CAT 4			
Verbal	Non-Verbal	Quantitative	Spatial

PROGRESS TEST					
English		Math		Science	
Stanine	SAS	Stanine	SAS	Stanine	SAS

**Strength of Student:**

**Areas of Interest:**

CHALLENGES	
<b>Main Barrier to Learning:</b>	<b>Additional Barrier to Learning:</b>

**CLASSROOM ACCOMODATIONS**

<b>Access Arrangements:</b>			<b>How you can support me:</b>		
<b>General Comments:</b>			<b>Successful Strategies:</b>		
<b>End Of Term 1 Update:</b>		<b>End Of Term 2 Update:</b>		<b>End Of Term 3 Update:</b>	
<b>Skill Target:</b>					
<b>Academic Target 1:Mathematics</b>		<b>Academic Target 2: English</b>		<b>Academic Target 3: Science</b>	
<b>SENCO:</b>	<b>HOY:</b>	<b>Math:</b>	<b>English:</b>	<b>Science:</b>	<b>Parent:</b>
<b>Form Tutor:</b>	<b>LSA:</b>	<b>PE:</b>	<b>Drama:</b>	<b>Moral Education:</b>	<b>Humanities:</b>
<b>Arabic:</b>	<b>French:</b>	<b>Islamic:</b>	<b>Art:</b>		

TERM 1						
Subject	Target	September	October	November	December	Progress
English						
Math						
Science						

TERM 2					
Subject	Target	January	February	March	Progress
English					
Math					
Science					

TERM 3					
Subject	Target	April	May	June	Progress
English					
Math					
Science					

Evaluation code: (Rubrics)	
(Blank)	Absent- If child is absent /Holidays
0	N- Not covered/observed- Not observe or worked on the specific goal.
1-29	E- Emerging- Child has initiated on his targeted goal
30-39	W- With support- Child is working on his set target however requires prompts almost all time.
40-49	D- Dependent on prompts- Child is working on his set target however requires prompts most of the time.
50-59	F- requires few prompts- Child is working on his set target however requires prompts at times. (Prompts can be in form of verbal, physical, clue or imitation)
60-79	P – Progress- Child is performing the task and showing continues progress as per desired target.
80-100	M – Mastered at 80%/ Independent- Child has achieved the desired target and performs the targeted task independently. However, at times, requires supervision and verbal prompts.





## LETTER OF INTENT (MOU)

**Achievement Centre (ACe)**  
**Cambridge International School**  
**Dubai**

Date: \_\_\_\_\_

### PARENT CONTRACT: LEARNING SUPPORT PROGRAM

This is a signed agreement between the school and the parent, which enables the latter availing support of the learning support program for their child.

I \_\_\_\_\_ the parent of \_\_\_\_\_ understand that my son/daughter, has been accepted to Cambridge International School and will benefit from support provided to access the curriculum with ease

I understand and agree to contribute the necessary funds as nominated below; each month for the duration of 10 months (i.e., September - June). This financial contribution must be made by the 5<sup>th</sup> of each month to the school cashier. The contract would be re-signed by the parent each academic year, so that support is continued; ensuring that there is no decline in the child's progress and attainment.

The contract and subsequent support is reviewed annually, on the basis of academic results and progress made. At this point the school may decide:

- a. That the child may no longer need the support
- b. That the child may need partial support
- c. That the child needs to continue with the same level of support
- d. That additional support, including the provision of outside agencies, may be required in order to offer the best level of provision.

The LSA has been appointed to provide support to \_\_\_\_\_

The cost will differ according to the required package as outlined below.

The Gold, Silver, Bronze and Steel packages exclude support in Arabic, IT/Computing, PSHE/Islamic Studies, French Music, Art and Physical Education.

- Platinum Package, full time, Dhs 6370/- (Per Month)
- Gold package, for roughly 4 subjects, Dhs 4245/- (Per Month)
- Silver package, for roughly 3 subjects, Dhs 3185/- (Per Month)
- Bronze package, for roughly 2 subjects, Dhs 2120/- (Per Month)
- Steel package, for roughly 1 subject, Dhs 1060/- (Per Month)

Signed: \_\_\_\_\_ (Parent)                      Date: \_\_\_\_\_

The school will ensure regular communication with parents regarding the progress of their child, answering any concerns and ensuring the quality of support the child receives. The parents may contact the Achievement Centre via the communication book for any daily updates related to their child.

Signed: \_\_\_\_\_ (School Principal)                      Date: \_\_\_\_\_



APPENDIX 7

**Achievement Centre- Exit Form**

STUDENT INFORMATION	
Name of Student:	Date:
Class:	Date of Birth:
HOY:	

CONTACT DETAILS OF PARENTS	
Name of Parent:	Name of Parent:
Email ID:	Email ID:
Telephone Number:	Telephone Number:

**Teacher comments:**

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**Annexed:**

1. Assessments (Termly reports /CAT4)
2. Round Robin
3. Lesson Observation (done by SENCO /Assistant SENCO)
4. IEP/ILP target reviews
5. Evidences (Work Samples)

**Form Tutor Signature:** \_\_\_\_\_

**HOY Signature:** \_\_\_\_\_

**Assistant SENCO Signature:** \_\_\_\_\_

**SENCO Signature:** \_\_\_\_\_

*Note: ACe Dept to notify parent via email/ meeting*