St. Mary's Catholic High School, Dubai – Muhaisnah

INCLUSION-SEND POLICY

Written by:	**Inclusion Team**	Reviewed:	**November 2021**
Endorsed by:	**SLT**		
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Approved by:	**Board of Governors**		

<p align="center">**INCLUSION-SEND POLICY**</p>

SMM Inclusion Vision Statement

> We will enable children and young people to feel valued, happy, healthy and achieve their full potential.

St. Mary's Catholic High School, Muhaisnah in compliance with the Federal Law No. 29, 2006 and Dubai Law 2014, is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes, and well-being of all children matter- including those identified as having special educational needs, within the constraints of the school's aims, its environment, and entrance procedures.

General Objective

The main aim is that every student with special educational needs will reach their full potential in school and can make a successful transition to adulthood and the world of further and higher education, training or work.

The Inclusion process includes:

- Identify, assess and provide learners requiring SEND provision early on in their school career;

- Provide high-quality learning to enable the acquisition of skills, knowledge, and concepts
- Work in partnership with parents and learners
- Make 'reasonable adjustments' to ensure that all learners admitted to the school have access to the curriculum
- Support staff in teaching children with SEND, to ensure all children needs are met
- To provide opportunities and support necessary to enable the learner to participate in age–appropriate social, recreational and athletic activities.
- To achieve a true partnership between students, families, board and the community at large; and
- Promoting the SMM Core Values:
    - Respect
    - Honesty
    - Excellence
    - Compassion

I. Graduated, Whole School Approach to SEND Identification and Support

A. SEND Identification

What is a Special Educational Need and Disability (SEND)?

"A need which occurs when a student identified 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 2017

The Inclusion Support Team (IST) work closely with teachers, School Leadership Team (SLT), Head of Departments (HODs), and the Data Analyst using whole school tracking data as an early identification indicator. We use a number of indicators and criteria for special educational needs:

- The analysis of data, including entry profiles at EYFS, KS1, KS2, KS3, and KS4 baselines data, reading ages, termly and annual learner assessments
- The following up of a teacher internal referral
- Following up on parental concern
- Tracking individual learner progress over time
- Information from previous schools on transfer
- Information from other services
- Identification through Cognitive Abilities Tests as having two or more of the following indicators:
    - a verbal score of 82 or below
    - a quantitative score of 82 or below
    - a non-verbal score of 82 or below
    - a spatial score of 82 or below

- Has been formally identified with a **condition primarily of a developmental / educational nature.** Regarding conditions of a developmental / educational nature, we refer to conditions such as ADHD, Autism Spectrum Disorder, Dyscalculia, Dyslexia, Dyspraxia, Social Emotional and Mental Health (SEMH), Moderate (or General) Learning Difficulties, Non-Verbal Learning Difficulties, Speech and Language Disorders.

Identification in Admission

Students admitted to the school are considered to be able to access the curriculum in this school. It is the expectation that the school will make "reasonable" adjustments in the case of students with Special Educational Needs and Disabilities.

Students observed with academic weaknesses or potential learning needs upon application for enrollment after testing and interview, are referred to the Pastoral Department for further assessment and observation. Parents are then provided with feedback and next steps on their enrollment

Identification through teacher's referral

Our teachers are responsible for the initial identification of a child's needs. Their professional judgment along with classroom observations and assessments, help to define whether a learner needs additional support in a certain area or areas.

1. Observed red flags among students must be recorded and must be communicated to the parents using Digital Campus/email. After 2 months, if barriers to learning/conditions still persist,

the teacher should refer the learner to respective Vice Principal or Section Head.

2. The teacher will complete a Quality First Concern known as a 'referral form', inform and submit this form to the respective Vice Principal or Section Head. The details of the learning will be logged into the **Quality First Concerns Register** (Inclusion Pre-referral Log) for a maximum of two months.

3. The Vice Principal/Section Head supports the teacher by checking and observing the learning environment of the class and provides the necessary technical support to the teacher.

4. After the Vice Principal/Section Head confirms the red flag, the parent will be informed of the concern about his/her child and will seek consent for further investigation by the Pastoral Care Department.

5. Once consent is granted, the student will be referred to the Head of Pastoral Care to liaise with the SENDCo/Learning Support Teacher/Guidance Counsellors.

6. The Support team works with the teacher to identify particular targets relevant to helping the student's progress. A Classroom Support Plan (CSP) is planned and implemented by the class teacher.

7. Children on the Concerns Register are managed by teachers through differentiated tasks and short-term provisions when needed. (Level 1 and 2 Provisions).

8. Once the Support team, HOD's, Section Head and teachers observed that a child has failed to make adequate progress in his/her targets, then the child would be put onto the **Inclusion Register** after meeting with the parents and receiving their consent that their child will be part of the programme. Parents are encouraged to seek formal assessment from an external specialist.

KHDA Categories of disability and barriers to learning based upon the UAE unified categorization of disability.

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

Source: KHDA, Revised categorization framework for students of determination (2019-20)

9. An IEP and/or IBP are then written up and shared with the parents and student. Advice is given to parents on how the child can be best supported at home and any support the school plans to give.

10. The IEP targets will be written by core subject teachers under the supervision of the Inclusion Department. They will be reviewed every two weeks and will be reviewed termly and will be
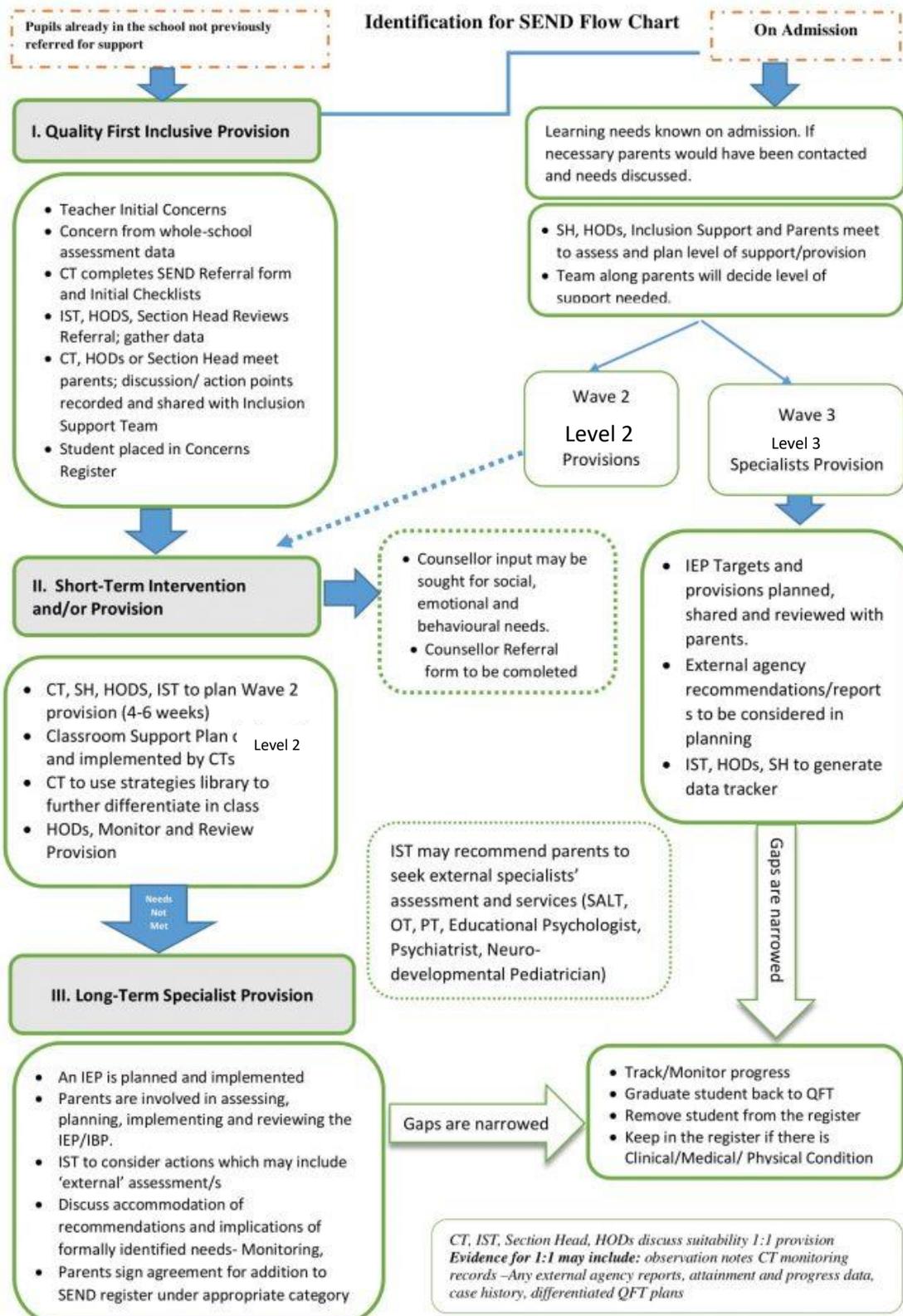
communicated with parents at the end of every four weeks.

11. If the child continues to demonstrate significant cause for concern, a request for a mandatory external assessment will be proposed (if the child has no psychoeducational assessment/formal assessment) to the parents using external agencies. The recommendations from the external agency will be included in the IEP/IBP. These are specific activities to be carried out in school and/or at home. In addition, the external agency may provide individual or small group interventions. The Support team works sensitively to ensure parents are supported once they decide to seek a full diagnostic assessment for their child.

The IEP/IBP will consist of a four-step graduated approach that will Assess, Plan, Do and Review a student's progress.

There are occasions when a class teacher or/and Support team may require a child to be listed **in** the Inclusion Register without serving the period on the Concerns Register. This occurs when a student has joined our school with a specialist evaluation requiring additional support.

Outside agencies may be contacted for support e.g. Speech and Language Therapy, Occupational Therapy, Literacy support for dyslexia.

Identification for SEND Flow Chart

Pupils already in the school not previously referred for support

On Admission

I. Quality First Inclusive Provision

- Teacher Initial Concerns
- Concern from whole-school assessment data
- CT completes SEND Referral form and Initial Checklists
- IST, HODS, Section Head Reviews Referral; gather data
- CT, HODs or Section Head meet parents; discussion/ action points recorded and shared with Inclusion Support Team
- Student placed in Concerns Register

Learning needs known on admission. If necessary parents would have been contacted and needs discussed.

- SH, HODs, Inclusion Support and Parents meet to assess and plan level of support/provision
- Team along parents will decide level of support needed.

Wave 2
Level 2
Provisions

Wave 3
Level 3
Specialists Provision

II. Short-Term Intervention and/or Provision

- CT, SH, HODS, IST to plan Wave 2 provision (4-6 weeks)
- Classroom Support Plan and implemented by CTs Level 2
- CT to use strategies library to further differentiate in class
- HODs, Monitor and Review Provision

- Counsellor input may be sought for social, emotional and behavioural needs.
- Counsellor Referral form to be completed

- IEP Targets and provisions planned, shared and reviewed with parents.
- External agency recommendations/reports to be considered in planning
- IST, HODs, SH to generate data tracker

IST may recommend parents to seek external specialists' assessment and services (SALT, OT, PT, Educational Psychologist, Psychiatrist, Neuro-developmental Pediatrician)

Needs Not Met

Gaps are narrowed

III. Long-Term Specialist Provision

- An IEP is planned and implemented
- Parents are involved in assessing, planning, implementing and reviewing the IEP/IBP.
- IST to consider actions which may include 'external' assessment/s
- Discuss accommodation of recommendations and implications of formally identified needs- Monitoring,
- Parents sign agreement for addition to SEND register under appropriate category

Gaps are narrowed

- Track/Monitor progress
- Graduate student back to QFT
- Remove student from the register
- Keep in the register if there is Clinical/Medical/ Physical Condition

CT, IST, Section Head, HODs discuss suitability 1:1 provision
Evidence for 1:1 may include: observation notes CT monitoring records –Any external agency reports, attainment and progress data, case history, differentiated QFT plans

B. SUPPORT AND SERVICES

Graduated Systems of Support (GSS)

Level 1 – General Support Service Class teacher input high quality differentiated teaching in the classroom also known as Quality First Teaching. Documents: Students Chronological Report Quality First Teaching – Pre-referral Log	● Teachers have the highest possible expectations for all students in his/ her class. ● Teachers put in place differentiated teaching so that students are fully involved and engaged in learning. This may involve tools/strategies as (Audio, Visual, Kinesthetic and personalised teaching and learning approaches). ● Putting in place specific strategies which may be suggested by Student Pastoral Care Support Team to support the student.	All children in school should receive quality first teaching as part of good classroom practice. Majority of Students of Determination receive support in this level
Level 2 – Targeted Support Service Specific group work within a smaller group of children. This group may be managed inside or outside of the classroom. Short-term interventions are put in place. Document: Classroom Support Plan Students Chronological Report	□ The teacher carefully checks each child's progress and decides if the child's learning has gaps in understanding the lesson and needs more support to help his/her progress and development. □ The teachers facilitates small group sessions with Teacher Assistants support when available bearing in mind the Classroom Support Plan targets in a small group or within the classroom setting.	Students who have specific gaps in their understanding of a subject/ area of learning are supported.
Level 3 – Individualised Support Service Specialist groups run by Guidance Counsellors, Learning Support Teachers (SEND teachers), and other specialists in partnerships with outside agencies e.g. Speech and Language Therapist, Occupational Therapist, Physical Therapist Document: Students Chronological Report IEP, IBP, Counselling,	□ The student is identified by the Support Team as one who is needing a more specialist input in addition to the accommodation and modification in the classroom. ● School may refer the student for specialist evaluation. ● The specialist/ professional recommendations may include: □ Modification, accommodation, appropriate intervention to improve the teaching learning process. □ Recommendations may include collaborative targets for the child's IEP/IBP □	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

II. Record Keeping and Assessment

It is important that records for all children are accurate and positive. The following tests, if appropriate, will be used and recorded in the individual child's portfolio. This will help with the setting up of Individual Educational Plans / Individual Behaviour Plans which will aid outside agencies as well as the school in the monitoring of progress.

Tests/assessments that are administered to children referred to Pastoral Care/Inclusion Support Team are the following:

- Skilled Observation
- Phonics Screeners
- Development Milestones
- Common Exception Words Year 1-4 (Reading and Spelling)
- Toe-by-Toe Reading Age Test
- Toe-by-Toe Phonics Test
- Checklists – ADHD, ASD, ODD-CD, MLD, Dyslexia, Dysgraphia (free assessment)
- FS 1 and FS 2 baseline assessment
- Running records
- Numeracy skills checklist
- Directed writing samples
- Voice recordings (receptive and generated language skills)
- GL SEN Assessment Toolkit (triangulated from NGRT, CAT4 and PASS)
- Chronological Report from the form tutor/classroom/subject teacher

A list is made available for staff, which gives information with reference to screening and also for those who have undergone a full psychological assessment. The list is updated on a regular basis. Teachers are responsible for maintaining Inclusion – SEND files in the class file/folder in their care on a termly basis.

Class Teacher Inclusion - SEND File Index	Inclusion - SEND Individual File – Student Portfolio
1. Inclusion - SEND Policy 2. IEP Policy 3. Inclusion - SEND Register 4. Current IEP @ a Glance with Risk Management Plan 5. Current IEP's 6. CAT4, NGRT and PASS results of Individual Students	1. Information sheet with all the details- ▪ Name ▪ Class and section ▪ Form Tutor ▪ Age ▪ Tel number ▪ Mother's name, contact no. /email ▪ Father's name, contact no. /email ▪ Referral issue 2. Parent/Guardian Consent form 3. Clinical/Medical Evaluation Report 4. Current I.E.P

7. Parent Communication Log – (Digital Campus) 8. Individual Pupil Reports 9. Advice and Information 10. Copy of minutes of SEND Meetings (shared online/via email)	5. Old/reviewed IEP's 6. Pre-assessment/screening records/tools 7. Progress report 8. Minutes of the Meeting 9. Notes from teachers or LSA/TAs - academic/ behavioural/concerns etc. 10. A sample of work done during a session (Worksheets, notebook, etc). 11. Profile of LSAs if applicable 12. Chronological Report 13. Inclusion Graduation – Report/ Portfolio

III. Monitoring and Evaluation of SEND

The monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving provision and outcomes for all students. The Vice Principal/Section Head, HODs, and Inclusion Support staff monitor the movement of students within the school system. Parents and students are actively involved in the process through planning and reviewing discussions.

The Inclusion Support Team and the Head of Departments (HODs) hold regular communication/meetings to review the work of the school in this area. The Head of Pastoral Care holds regular meetings with the team, which are then fed back to the SLT and Inclusion Governor.

IV.   Medical Information

The school medical record is updated when new information is provided to the school clinic: Any major changes are passed on to the School Counsellor/Learning Support Teacher straight away.

However, a medical diagnosis or a disability does not necessarily imply SEND. It is the child's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's General Practitioner and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

VI.   Roles and Responsibilities

a. SLT (School Leadership Team)

Governor of Inclusion

- Ensure that leaders (SLTs) are held accountable for the quality of provision and outcomes of students who experience SEND
- Develop and implement strategic Inclusive Education Improvement Plan to ensure successful inclusion of students who experience SEND
- Ensure that that the Head of Departments (HODs) and "Subject Coordinators" and teachers have on-going professional development and training to meet inclusive education provision and strategic plan

Inclusive Education Champion

- Ensure that the Inclusion Support Team (IST) has required knowledge and skills related to operationalising the inclusive education policy framework
- Ensure that all staff have the necessary capacity to embrace the inclusive education framework
- Ensure regular time bound monitoring and evaluation process, identify improvement strategies to measure success
- Ensure implementation of Strategic Inclusive Education Improvement Plan and successful inclusion of students of determination

Head Student Pastoral Care

Undertake supervisory, monitoring, and evaluation of the Inclusion Support Team (IST) in their respective functions to ensure implementation of Inclusive Education Policy Framework

- Ensure that the Vice Principals/Section Heads are fully involved to ensure effective and efficient delivery of services
- Ensure that all students have access to support, advice, and guidance whenever necessary, especially with regard to social, emotional, behavioural, or special educational and disabilities support needs.
- Ensure availability of after-school activities for the development of student's talents, abilities and skills.

Principal

- Overall responsibility to implement, monitor and supervise the operationalisation of Inclusion Policy of the school
- Ensure that all school staff, students, and parents are aware of and comply with the policy
- Ensure that daily management of special education/inclusion needs provision is effective and efficient
- Monitor the effectiveness of the policy
- Ensure the implementation of Inclusive Education Policy in the admission of students
- Ensure monitoring of Inclusion policies and monitor the activities of the Pastoral Care
- Monitor and evaluate strategic plans.

School Director
- Ensure budget allocation from the department based on the Inclusion Strategic Plan
- Ensure staffing requirements for the department

Vice Principals (Primary and Secondary)/ EYFS Section Head

- Act on the student referrals from teachers
- Communicate and initiate meeting with teachers and parents regarding educational needs of students
- Escalate referrals to the Pastoral Care Department for appropriate support and provision
- Constantly monitor and collaborate with Inclusion Support Team in monitoring and evaluation of provision, support and progress of the student
- Collaborate with the Inclusion Support Team in the design and implementation of curriculum that address the special educational needs of students
- Ensure a consistent and continuous tracking of students' achievement and progress using appropriate data and benchmarks
- Ensure a consistent and continuous focus on student assessment and achievement using appropriate data and benchmarks to set monitor, track and evaluation of**)**: student progress including students who experience special educational needs.
- Monitor, review, and evaluate classroom practices, provisions and support to ensure outstanding standards of teaching and learning.

b. Head of Departments (HODs)

- Collaborate with Inclusion Support Team and classroom teachers in the implementation of Classroom Support Plans/ Individualized Education Plan (IEP)/ Individualized Behavior Plan (IBP)/ Advanced Learning Plan (ALP)
- Assist in tracking student progress in respective subject area

c. Pastoral Team

a. Guidance Counsellor
- Promote emotional wellbeing among students who experience special needs
- Provide vocational, career, university readiness, and personal/social competencies
- Administer appropriate test and interpretation among students for admission and transition
- Provide motivational counselling and behaviour management plans for learners

b. Special Education Need & Disabilities Coordinator (SENDCO)
- Ensure provisions and services are operationalised, monitored and evaluated
- Present concerns of the Team to the Head of Pastoral Care/ School Leadership Team (SLT)
- Develop training design and implement continuous professional development for teachers in line with Inclusive Education support and provision
- Provide technical support in the implementation of inclusive education techniques, curricular modification, personalisation of learning objectives and assessment strategies
- Collaborate, communicate and partner with parents in supporting the learner

c. Behaviour Specialist
- Address the needs of the extreme socially diagnosed behavior concerns and medically diagnosed students
- Develop IBPs that will improve behavioral, social, emotional concerns of students
- Monitor students' progress in line with individualized socio-behavior program
- Provide social skills sessions and behavior therapy sessions
- Supervise on and off campus activities

d. Learning Support Teacher (SEND Teacher)
- Identify specific needs of individual students
- Develop of specific and personalised IEPs
- Develop of instructional and educational strategies
- Modify and adapt curriculum structures
- Develop appropriate assessment procedures
- Collaborate with teachers on the planning, implementation and evaluation of IEPs and classroom support plans

e. Teacher Assistant (TA)
- Provide assistance in implementing small-group and individual instruction in class and small group of students
- Assist the subject teacher in the implementation of the IEPs of identified students
- Prepare learning materials for use of student as needed in consultation with the class teacher
- Assist students who require personal care supports (e.g. eating, using the bathroom, dressing)
- Facilitate peer interactions among students
- Attend in school Professional Development training in supporting students of determination in mainstreamed classes

f. Learning Support Assistant (LSA)
- Assist in implementing small-group and individual instruction in class and during intervention classes
- Ensure the implementation of the IEPs of identified students and collaborate with teachers/LST/SENDCO in planning, implementing, and reviewing plans
- Prepare individualised learning materials for use of student as needed in consultation with the class teacher
- Assist students who require personal care supports (e.g. eating, using the bathroom, dressing)
- Facilitate peer interactions among students

Inclusion Support Team (IST)

- Coordinate all the support and provisions for the children who experience SEND.
- Engage individual students in determining their needs, strengths and weaknesses needed to complete an IEP/IBP.
- Engage students(s) individually or in a small group in the common learning environment to ensure active participation
- Address the needs of students with observable social, emotional, behavioural and/or family concerns/situations of students
- Improve capacity of classroom teachers by providing training on identification, planning, modification and adaptation of curriculum structures, assessment and evaluation
- Maintain effective communication with parents and other service providers helping the family of the child
- Work closely with the school principal and other school leaders to ensure the effective administration and implementation of the Inclusion Policy
- Support individual and groups of students to achieve IEP/IBP targets through individual sessions and Intervention

● Maintain baseline and progress data on delivered interventions

Classroom Teachers

● Apply knowledge and understanding of inclusive education values and principles
● Be familiar with inclusive education techniques, curricular modification, personalisation of learning objectives and assessment strategies
● Participate actively to develop appropriate individual education plans together with LSA/TAs and IST
● Analyse assessment data and track progress and attainment of individual students with concern.
● Keep annotations and records of the success and difficulties of students
● Keep IST informed of any changes, updates and current circumstance of the student
● Adjust teaching styles to match learning needs of students (e.g. prompts, multi-sensory learning, management support)
● Devise specific strategies for managing students who experience SEND as a result of constant assessment/observation/reflection
● Establish rapport with students' involved to ensure discovery of student's characteristics, performance levels, and personalised learning outcomes.
● Engage in coaching and co-teaching opportunities with learning support teachers and other peers to accommodate all students in an inclusive learning environment
● Actively update parents of progress, concerns and possible home support

Parents

● Provide the school with medical, psychological or educational assessments or reports before entry to the school to ensure appropriate support and intervention
● Notify the principal in writing of any learning barrier of the child
● Communicate regularly with the Principal, Form Tutor/ Class/Subject teacher, and IST regarding any concerns they have about their child's learning or provision through Digital Campus/Class Dojo/email/online or face-to-face meeting
● Fulfill their obligations as specified under the home-school agreements
● Liaise and discuss progress on set targets with teachers, IST, Vice Principals and seek advice if needed.

Students

The school acknowledges the student's role as a partner in their own development and progress Involves in target setting and formation of the IEP/IBP

● Participate in target setting and formation of the IEP/IBP
● Take part in the review meeting to discuss progress and future provision
● Discuss strengths and difficulties with teachers and IST
● Responsible for his/her own learning
● Participate in the accomplishment of his/her targets
● Cooperate and communicate with Learning Support Teacher/Guidance Counsellors regularly

VII. Communication and Reporting

- ❖ Acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ Focus on the children's strengths as well as areas of additional needs
- ❖ Recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ Recognise the need for flexibility in the timings and structure of meetings.

Resources

The school is fortunate to have an additional resource room that caters for both academic and behavioural needs. The provisions are updated regularly. All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the Special educators, subject leaders or support teacher.

Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and student involvement.

2. Careful monitoring of targets achieved against those set in the IEP/IBP.

3. Early identification of SEND.

4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.

5. Increased attainment through internal and external assessment of students of determination.

EXIT CRITERIA

A child will be considered for exit from the inclusion support programme and a potential return to the mainstream provision when one or more of the following factors are evident:

1. The child's condition is no longer a barrier to accessing the curriculum in a mainstream setting.

2. The child no longer requires special provision of levels of support and may return to Quality First Teaching.

3. There is evidence from professionals across the agencies involved, that the child will benefit from the placement in a mainstream without support.

4. The progress reports from the IST indicates the necessary progress of the child.

5. Termly progress report shows the evident progress of the child in the mainstream setting.

6. Progress shown in the behavioral checklist and classroom observation.

7. The IEP shows that the targets where fully achieved and a necessary progress was observed.

8. The parents voluntarily withdraw the student from the support programme.