



Latifa School for Girls

Inclusion Policy

Policy Summary

Latifa School for Girls (LSG) is an inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND) or People of Determination alongside students identified as Gifted and/or Talented (TAG) and Highly Able (HA).

We recognise:

- all students have the right to education in a common learning environment
- the learning potential of all students and value student diversity
- the significance of learning theories that support child-centred and differentiated approaches to teaching and learning
- the need to advance inclusive culture at our school

This policy is drawn upon the UAE federal Law No. 29/2006 & 2009, Dubai Law No. 2/2014 and the Dubai Inclusive Education Policy Framework 2017.

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| School Section | Whole School |
| Audience | All Staff and Parents |
| Dissemination | Available to all staff , with training Parental access on website |
| Written by | NHS-LSG and TRS- LSG |
| Date Written | August 2018 |
| Last reviewed | October 2018 |
| To be reviewed by | Head LSG with Inclusion Champion LSG |
| Date due for Review | September 2019 |
| Related Policies | School Aims, Child Safety Policy, Safeguarding Policy |

The Dubai Disabilities Strategy has a determined and aspirational vision to create a fully cohesive and inclusive society. One where the rights and access to equitable opportunities for people of determination are assured and protected. Under the leadership of the Executive Council of Dubai, and through the focus of ‘My community... a city for everyone’ initiative, KHDA has the privilege of leading the Inclusive Education taskforce and the development of Dubai’s Inclusive Education strategy. (KHDA, 2017).

RATIONALE

Latifa School for Girls (LSG) is an inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND) or People of Determination, students identified with Low Ability (LA), students identified as Gifted and/or Talented (TAG) and Highly Able (HA).

Our vision states that the quality of teaching and learning and the level of individual care and attention given to each student are equally important; and are given a high priority at Latifa School. The Headmistress, Deputy Headmistress, Senior Teacher, Head of Primary, Assistant Head of Primary, Inclusion Governor, Inclusion Champion and Heads of Inclusion (Primary and Secondary) are responsible for the inclusion provisions.

The school website provides information on the inclusion services. In addition, the Inclusion Manual can be referred to for details of policies, procedures and guidelines regarding the inclusion provisions.

LSG STRATEGY FOR PEOPLE OF DETERMINATION

The aim of this policy is to provide a whole school approach to the identification and provision for students with Special Educational Needs and Disabilities (SEND) or People of Determination.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion (KHDA, 2017).

In line with the UAE federal Law No. 29/2006 & 2009, Dubai Law No. 2/2014 and the Dubai Inclusive Education Policy Framework (DIEPF 2017), Latifa School for Girls (LSG) is committed to the philosophy of Inclusive Education. We endeavor to ensure that the school meets the needs, aspirations and abilities of all our learners. All teachers at LSG set high expectations of their students, personalise their learning and nurture them holistically in the common learning environment. We aspire to meet the Dubai Inclusive Education Standards set out in the DIEPF.

OUR DEFINITION OF 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*).

AIMS

- To identify the type of SEND experienced by a student and use this information to develop targeted, evidence-based interventions which advance the students' learning, progress and development.
- To ensure that new applicants are not refused admission based solely on the SEND they experience.
- To ensure new applicants who experience SEND will receive *sibling priority* for admission.
- To be proactive and support student participation in the process of learning, social interactions and building positive attitudes in their age-appropriate common learning environments.
- To provide the support, accommodations and curricular modifications required to enable equitable access to students experiencing SEND.
- To ensure regular and time-bound monitoring and evaluation processes inform targeted interventions and measures of success.
- To arrange for exam access arrangements that are commensurate with student needs.
- To ensure that the positions of school and programme leaders are filled by candidates who have, or have the capacity to acquire, the identified knowledge and skills related to implementing the Dubai Inclusive Education Policy Framework.
- To ensure that teachers have access to the appropriate initial, in-service and on-going professional development and support, to meet effectively the needs of people of determination.
- To make the appropriate provisions for alternative and accredited curriculum pathway options for students with SEND, including those who may attain significantly below curriculum expectations.
- To establish a strong Inclusion Support Team (IST) in line with the KHDA expectations.
- To collaborate to ensure that students with SEND are well prepared with the skills to continue further education, training, employment and community engagement.

IDENTIFICATION OF STUDENTS WITH SEND

Students with SEND are identified through various means, including:

- Admissions procedures
- Primary to secondary transition processes
- Teacher observations, feedback and referrals
- A range of individually administered assessments and screening tests
- Standardised attainment tests (CAT4, Progress Tests and PASS)

The score of ≤ 88 on the CAT4 mean SAS is indicative of Low Ability (LA), Progress Test Scores ≤ 88 combined with low CAT4 scores indicate the need for support. PASS information is analysed to learn about the attitude of the student.

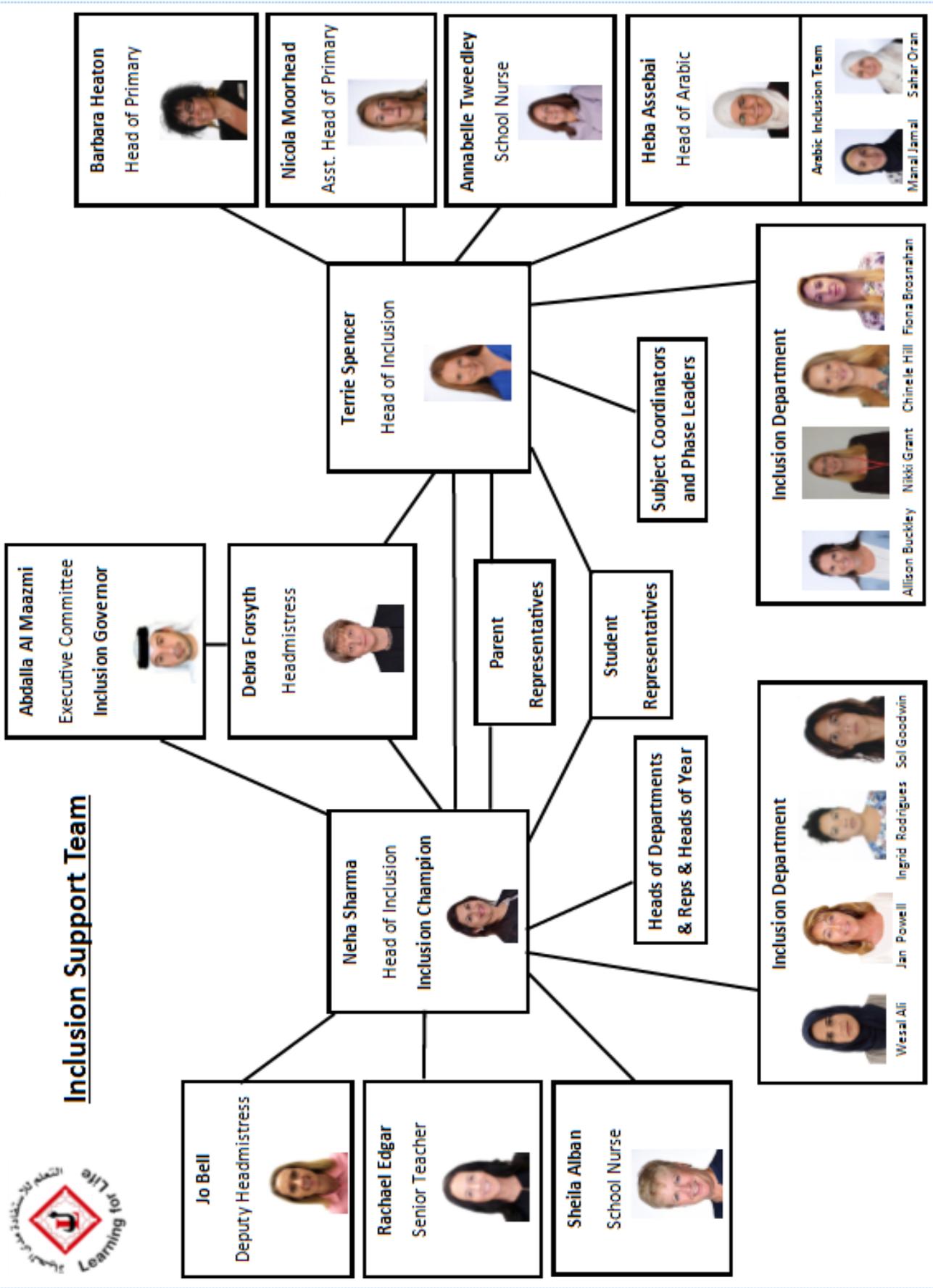
- Formative assessments and other anecdotal information
- Parent referrals, self-referral and peer referrals
- Interviews with parents and/or previous school reports
- Standardised assessments of cognitive development and ability administered by psychologists

Note

Latifa School for Girls has a whole school approach to supporting students with High Verbal Deficit (VD) to enhance their reading and reasoning, vocabulary, spellings, grammar and writing skills. Verbal Deficit is the difference between the Nonverbal and Verbal batteries of CAT4 test, where High VD = $CAT4\ NV-V \geq 15$.



Inclusion Support Team



SUPPORT PROVISIONS

The Inclusion department, along with the classroom/subject teachers works to cater for the student's needs through individualised or small-group based support and/or in-class support during the school day, as needed.

a) In-class support: An inclusive approach is used when students are performing close to expectations yet need specific interventions to meet outcomes. Students receive specialised support through collaborative planning between the classroom/subject teachers and the inclusion teacher. Relevant accommodations and/or modifications, differentiated instructions and suitable strategies are implemented effectively.

b) Individualised or small group-based support: Individualised or small group-based instructions are given to students with SEND based on their individual needs. Students may receive this support provision by missing lessons from their regularly scheduled classes like the 'Additional Support' lessons. The Leadership Team, Heads of Inclusion, Inclusion Teachers, Subject and Class Teachers, Parents and Students, make the decisions regarding the withdrawals from classes collaboratively.

c) Learning Support Assistant (LSA) support in the classroom setting: The goal of providing individual Learning Support Assistant (LSA-pairing a trained adult with a Student with SEND) is to support the child to become successful and independent in the *common learning environment*.

MONITORING STUDENT PROGRESS

The Inclusion department strives to establish and maintain close working relationships with all members of Latifa School. It is every teacher's responsibility to adapt the curriculum and teaching to accommodate the needs of all students. The progress made by students with SEND are monitored regularly by the Heads of Departments, Heads of Inclusion and Senior Leadership Team.

CRITERIA FOR REMOVING SUPPORT

It is important to keep the student's self-esteem and personal and academic progress in mind when considering future intervention and/or support that may be needed. A student will be removed from the SWAN register when academic attainments are on a par with a peer group, or when standardised scores exceed 85. She may then be entered on the Concerns Register for monitoring purposes. Removal of support will be a collaborative decision made by the Leadership Team, Head of Inclusion, Inclusion teacher, class/subject teacher, parents, students and any other therapist; and will usually be taken at the end of the school term or year. However, this is flexible depending on the case. The student will remain on the SWAN register for monitoring for the remainder of the school career, if there is a diagnosed Learning disability.

Strategy for Talented and/or Gifted (TAG) and Highly Able (HA) Students

The aim of this strategy is to provide a whole school approach to the identification and provision for TAG/HA students.

Latifa School for Girls is committed to the philosophy of Inclusive Education. We endeavor to meet the needs, aspirations and abilities of all our learners. Effective practice for talented and/or gifted students is good practice for all students. Additional targeted provision for talented and/or gifted students meets their unique needs and enables maximum development, allowing them to meet their potential.

OUR DEFINITION OF TAG

The term giftedness refers to *'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.'* These domains will include intellectual, creative, social and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

The term talented refers to *'a student who has been able to transform their 'giftedness' into exceptional performance'*. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability (UAE School Inspection Handbook, 2015-16).

AIMS

- To ensure that all Talented and/or Gifted students are clearly identified and are known to all staff.
- To ensure that the school caters for the needs of these students within and beyond the curriculum.
- To ensure that talented and/or gifted students have a high level of achievement with learning attributes that ensure personal success and benefits to the wider community.
- To provide an inspiration to other students through appropriate student role models.
- To raise aspirations of all students through a school ethos of high achievement and challenging learning opportunities.

LSG also encourages and supports students who are identified as Highly Able (HA) to ensure that they reach their potential.

IDENTIFICATION OF TAG / HA

TAG/HA students are Identified through various means:

- Teacher observations, feedback and referrals
- Gifted and/or talented screening checklists (GATES)
- Student interest surveys, self-reports and student interviews
- Standardised attainment tests (CAT4, Progress Tests)
The score of ≥ 125 on any battery of CAT4 and Progress Tests or ≥ 119 in any 2 batteries (including CAT4 and Progress Tests) is indicative of TAG and the CAT4 mean of ≥ 110 is indicative of HA
- Anecdotal information, especially with regard to Arts or Sports.
- Interviews with parents and/or previous school reports
- Standardised assessments of cognitive development and ability, administered by psychologists

A TAG/HA register is developed by the Head of Inclusion and reviewed by the Headmistress (whole school) and Head of Primary to determine whether the student merits the TAG/HA programme.



Note: It is important to be aware of EAL students (English as Additional Language) who may not yet have the necessary English language skills to be easily identifiable.

SUPPORT PROVISIONS

Individual teachers in the school support the identified TAG/HA students by providing them with challenging lesson objectives. Additional services include assigning students to individual projects and research studies, specialised educational tours, attending lectures, debates, educational seminars, participating in competitions, opportunities to use problem solving skills, programs of leadership, communication and other enrichment opportunities involving sports, music, art and/or drama. The Head of Inclusion is responsible for the enrichment activities outside of the classroom and for coordinating external competitions.

Latifa School aims to form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities.

The relevant teachers are responsible for personalising education programmes for TAG / HA students using the following approaches:

- ✓ Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels.
- ✓ Pace - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will provide appropriate challenge to the students in their lessons.
- ✓ Assessment - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to student needs.
- ✓ Groupings - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- ✓ Level of work - Gifted and talented students generally understand concepts and ideas at a level, which is above usual age-related expectations. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- ✓ Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum.

The Head of Inclusion is responsible for the enrichment provisions for TAG learners beyond the classroom. Individual teachers may run the after-school clubs for TAG/HA students in their subject areas.

MONITORING STUDENT PROGRESS

Individual teachers, Heads of Departments and Phase Leaders monitor the progress of the TAG / HA students and are responsible for differentiation within their subject areas.

Note

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