



## Inclusion – Students with additional learning needs

### Future Leaders International Private School - Rabdan

<b>Effective Date</b>	<b>August 2024</b>
<b>Assessment Cycle</b>	June 2025
<b>Modified</b>	August 2024

### Introduction

Future Leaders International School (FLIS) - Rabdan is dedicated to promoting an inclusive education environment where every student is valued, supported, and empowered to reach their full potential. This policy is guided by the principles of equity and inclusion as established by ADEK and reflects Federal Law No. (29) of 2006 concerning the rights of people with disabilities, including all subsequent amendments.

The policy aims to ensure that students with additional learning needs receive the necessary accommodations and support to thrive in an inclusive learning environment.

### 1. Vision, Mission, Strategy and Targets

- Vision: FLIS aims to create a school where inclusivity is a core value, ensuring that every student, regardless of ability, has the chance to succeed and make a positive impact.
- Mission: Our mission is to offer an inclusive, high-quality education that supports the diverse needs of all students, helping them grow academically, socially, and emotionally in a caring and accessible environment.
- **Strategy:**
  - Integrate inclusive practices across all school operations, from leadership to classroom teaching, ensuring that inclusivity is a fundamental part of the school's ethos.
  - Regularly train staff on best practices in inclusive education, adaptive teaching strategies, and understanding diverse learner needs.
  - Engage students, parents, staff, and external specialists in a collaborative approach to ensure that the needs of all students are met effectively.
  - Regularly review and update policies, practices, and the physical environment to enhance accessibility and inclusion.

### • Targets

1. Equitable Access and Participation
  - Target: Ensure that 100% of students with additional learning needs (ALNS) have equitable access to all school activities, including extracurricular programs, by the end of the 2024-2025 academic year.
  - Action: Develop and implement accessibility plans for all school facilities and activities, ensuring modifications and accommodations are in place.

### 2. Professional Development

- Target: Provide comprehensive training in inclusive education practices to 100% of teaching staff and support staff by the end of the 2024-2025 academic year.
  - Action: Schedule regular training sessions focused on adaptive teaching strategies, inclusive classroom management, and the use of assistive technologies.
3. Student Progress and Achievement
- Target: Achieve a measurable improvement in the academic and social-emotional progress of students with ALNS, as tracked through Documented Learning Plans (DLPs) and standardized assessments, by 10% annually.
  - Action: Regularly review and update DLPs, incorporating input from students, parents, and specialists, with a focus on setting SMART goals.
4. Parental Engagement
- Target: Increase parental engagement in the planning and review process of their child's DLPs by 25% by the end of the 2024-2025 academic year.
  - Action: Organize regular meetings and workshops for parents to educate them on the importance of their involvement in the inclusion process.
5. Resource Allocation
- Target: Ensure that all students with additional learning needs have access to necessary resources and support, with 90% of resource requests fulfilled within one month of identification.
  - Action: Develop a resource tracking system to monitor the distribution and effectiveness of resources and support services.
6. Inclusive Environment
- Target: Foster an inclusive environment where all students feel valued and supported, with a 15% increase in positive feedback on inclusion from students and parents in annual surveys.
  - Action: Implement school-wide initiatives that promote inclusivity, such as awareness campaigns, peer support programs, and regular assessments of the school climate.

## 2. Provision

Inclusion is a whole school responsibility; every member of staff should contribute to the education of ALNS. The essence of effective inclusion provision is teamwork and cooperation amongst team members. The team consists of everyone involved with the education and well-being of the students: Head of Section, subject coordinators, teachers, social workers, Inclusion teacher, Head of Inclusion, Inclusion Assistant, assistant teachers, and the nurse.

Students from KG are supported inside and outside the classroom, individually or in a small group situation. ALNS is the responsibility of all teachers and differentiation is the key to making the curriculum accessible. Some students may require additional support inside or outside the classroom; individually or in a small group situation, depending on their individual needs. Teaching and support staff attends regular training/coaching sessions with the ALNS team to enable them to support the ALNS and provide the required accommodations and/or modifications based on their needs.

### Confidentiality

Confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Principal, Head of Inclusion and the child's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school (external to FLIS) without first receiving the written permission of the parent/guardian. This

excludes the responsibility held by all members of our school community as mandated reporters of suspected child abuse and neglect

### 3. Definitions

#### 3.1 Students with Additional Learning Needs (ALNS)

Students with Additional Learning Needs (ALN) include students of determination and those with special educational needs and/or additional barriers to learning, access, or interaction within a specific context. This includes accommodations and interventions tailored to individuals with conditions such as:

- Dyslexia
- Hearing or visual impairments
- Autism Spectrum Disorder
- Complex Sensory Disorder
- Physical Disability
- Communication Disabilities (language and speaking)
- Behavioral and Emotional Disabilities
- Health Disabilities
- Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
- Specific Learning Disability/Difficulty
- Twice- exceptional
- Gifted and /or talented

#### 3.2 Gifted and Talented (G&T)

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance.

#### 3.3 Dual or Multiple Exceptionality (DME)

The term DME describes students who belong to both the SEN and G&T groups, with the features of additional learning needs dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.

#### 3.4 Assistive Technology

Assistive technology means any item, piece of equipment, product or software program or product system that is used to increase, maintain or improve the functional capabilities of a child with disabilities.

#### 3.5 Multi-Tiered Support System

FLIS-Rabdan follows a multi-tiered support system designed to address the learning needs of every student, with interventions provided based on demonstrated needs. Students who do not respond positively to ongoing Universal and Targeted interventions may require a higher level of personalization and, possibly, external support from specialists (Intensive and Individualized), making them candidates for a special education evaluation.

Additional learning needs students are identified at varying levels of support need and impact of barrier to learning. Response to Intervention are all terms used across our school to aid in identifying their level of need.

- **Universal Support, Tier 1**

Universal Prevention provided is provided to all students including those receiving (Targeted and Intensive & Individualized intervention as well as ALNS. Universal support requires high quality instruction Includes differentiated learning activities to address individual learning differences. Formative assessments are continuously used to all students to determine student growth over time.

- **Targeted Support, Tier 2**

A student is identified as being at Targeted Support – T2 when there is evidence that they are not making progress despite in class interventions and differentiation, monitored over a period of time. Targeted support is aimed at remediating the identified areas of risk or poor performance for students who fail to meet expected benchmarks so they can be successful in Universal support or core instructions. Typically relies on adult- led small group instruction (5-8 students). Usually takes 9-15 weeks of 20-30 minutes sessions, 3-5 times per week. Diagnostic assessments maybe used to better identify targeted areas for instruction and intervention. Weekly formative assessment and progress monitoring is required.

Students making substantial progress exit from Targeted support. Students making questionable or poor progress after a maximum of 8 weeks move to the Intensive & Individualized support -Tier 3.

- **Intensive & Individualized support, Tier 3**

Intensive & Individualized Support – T3 focuses on students who have not respond to the T2 and for students who have very low achievement (two or more grade levels below expected performance). Typically, has very small group (1-4 students); homogenous groups of students with similar instructional needs and outcomes or individualized to target each student's area(s) of need. It takes around 9-15 weeks. 30 minutes in small groups; at least 20 minutes if individual daily. Diagnostic assessments may be used to better identify targeted areas for instruction and intervention. Weekly assessment and progress monitoring is required.

Students making substantial progress exit from T3. Students making questionable or poor progress need to increase intensity or change intervention. After two cycles with poor progress, then refer the student to the Inclusion department.

### **Students with Additional Learning Needs**

Students identified as having Special Educational Needs or People of Determination (ALNS) may receive support from an Inclusion Teacher and Inclusion Assistant. This support encompasses various aspects such as health, education, behavior, communication, or social-emotional assistance. The Inclusion Teacher/Assistant may work on a one-to-one basis or collaborate with students who share similar needs and age within supported small groups.

In cases where additional expertise is required, the school may seek guidance from specialized support services. This could involve consultations with professionals like Speech and Language Therapists (S&LT), Occupational Therapists (OT), or Specialist Advisory Services specializing in Autism and Behavioral Needs. Educational Psychologists may also be involved in providing insights and recommendations. Students at this level necessitate more comprehensive planning involving targeted and time-limited interventions.

To address the specific needs of each student, a Documented Learning Plan (DLP) or a documented plan is formulated. This plan outlines individualized targets, tracks progress, and incorporates necessary accommodations and modifications. The DLP / Documented plan aimed at supporting the student's educational journey, is anticipated to persist, to varying extents, throughout their educational experience.

#### **3.6 Documented Learning Plan**

Documented Learning Plan (DLP) is a tool by which schools can plan for students with Students with additional learning needs (ALNS). The DLP will include information about:

- The short-term SMART (Specific, Measurable, Achievable, Realistic, Timely) targets set for or by the student:
  - I. The teaching strategies to be used:
  - II. Accommodations and modifications required.
  - III. Success and/or outcome criteria; and
  - IV. Outcomes (to be recorded when the DLP is reviewed)

The class teacher and Head of Inclusion will discuss the DLP or other arrangements to plan individually for the student's progress. Parents will then be consulted and a final DLP be developed. The school will review the DLP regularly. Wherever possible the student should be involved in the review process and setting of new targets, or at a minimum have their views considered.

In lieu or in addition to an DLP, a student may have a personalized Risk Assessment, Behavior Plan and / or Education health and Care Plan.

- DLPs are developed in consultation with student, parent, class/subject teachers and the Hol. They may be developed using a range of templates or formats, informed by a child's academic, social, emotional, physical and behavioral strengths and areas of identified need. Targets are set and reviewed on a regular basis and should be:
  - Specific – small, targeted steps towards an end target or skill level
  - Measurable – a clear start and end point, and identified method to measure progress
  - Achievable – start from where the student is and promote engagement and motivation through success

- Realistic – next step or priority for the student to increase their independence, skills and access to class learning
- Time bound – a set period identified for when the student will have achieved this target or be assessed

### 3.8 Advance Learning Plan

An Advanced Learning Plan is a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon identified strengths, interests, and social-emotional needs. They are critical in ensure appropriate provisions and assist at transition points for gifted students and are to be reviewed regularly. Wherever possible the student should be involved in the review process and setting of new targets.

### 3.9 Accommodation and Modifications of Assessments

Any adjustments made to the way assessments are conducted should enable access without altering the assessment's demands. Accommodations and modifications should be aligned with the student's needs and any disability or impairment (e.g., screen reading technology, extended time, scribe, or enlarged font). All accommodations and modifications for external assessments must comply with the guidelines set by assessment providers and examination boards.

## 4. Admissions

FLIS is committed to a non-discriminatory admissions process that welcomes students of all abilities (Appendix B). The admissions process for students with additional learning needs will be as follows:

- Students with additional learning needs and their siblings will be given priority in admissions, ensuring that families can have all their children in the same school environment.
- Parents will be required to provide original clinical assessment reports from relevant specialists, such as therapists, psychologists, or pediatricians, to support the school in understanding the child's needs.
- The school will offer targeted support during the transition process for students entering the school, particularly those transferring from specialized settings, homeschooling, or other educational provisions. If assessments are part of the admission process, FLIS will provide necessary accommodations to ensure that these assessments are fair and do not become a barrier to admission.
- FLIS will use all available information to ensure equitable and safe access to the learning and physical environment, making reasonable adjustments where necessary.
- In cases where FLIS may not be able to meet the needs of a student, the school will submit an "Inability to Accommodate Notification" to ADEK and the parents within seven days of the admission decision. This notification will include detailed reasoning and evidence of the school's efforts to accommodate the student. ADEK reserves the right to review and potentially overturn this decision.

- **Placement**

The placement of students identified as Students with additional learning needs are carefully considered, considering the needs of the individual and the capacity of the class, teachers and grade level team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned

It is the responsibility of the school Inclusion teachers and school leadership team to ensure an appropriate distribution of students and staff with learning support needs across classes, grade levels and the school to ensure that the needs of staff and students are appropriately considered.

- **Transition**

Transition refers to the movement of students from one grade level, phase or environment to the next. Key transitions include Kindergarten/Elementary, Elementary/Middle School and Middle School/High School/Workforce, however, also includes transitions between schools (internationally and nationally) or from a specialist setting to one of our schools.

Central to ensuring a successful transition is the sharing of information to allow time and opportunity to prepare appropriate accommodations and support in advance. Sharing of information occurs through the transfer of documents relating to a child (within FLIS), sharing of specialist reports (with parental consent) and through observations and meetings with the family. A successful transition contributes to how well a student settles into their new environment and as such it is critical that students receive emotional and social support throughout this time to facilitate a successful transition. Transition may occur as a gradual and supported move between settings – depending on the needs of the student.

When a student is transitioning within FLIS, be it from one school to another or from primary to middle school, the Inclusion teacher from both sections will meet and complete a thorough handover of documents and information pertaining to a child. An additional meeting will be held with parents and both Inclusion teacher to clarify expectations and needs, explore support and intervention required and recommend strategies for home to ease the transition.

assessments, standardized assessments including MAP, Aston Index to monitor progress over time and progress as compared to peers.

All interventions provided in schools, irrespective of focus area or targeted skill (e.g., fine motor, social, language, behavior) require a data recording the baseline entry point at start of intervention and a comparative exit assessment to enable impact to be measured. This allows the inclusion team to justify and evidence the impact and make informed decisions about the deployment of people and resources in an effective and accountable manner.

It is expected that the school Inclusion team will track students' progress towards Identified targets at least every 4 weeks, prepare a presentation and report on Students with additional learning needs attainment and progress data, and the impact of interventions on a termly basis. This will enable overall FLIS data for Students with additional learning needs to be maintained to support schools during inspections and to enable strategic planning for Inclusion.

- **Enterprise Student Information System – eSIS**

eSIS is the centralized web-based electronic student information system which contains all students records and data. It is the ADEK centralized information management system and as such, access is controlled within our schools. ADEK request that evidence of need (specialist reports, DLP 's) for students on Students with additional learning needs register as be included and updated on eSIS.

## **5. Standard Inclusive Provision**

FLIS is committed to providing a standard level of inclusive provision that is comprehensive and aligns with ADEK's guidelines.

### **5.1 Staffing Arrangements:**

- A Head of Inclusion will be appointed with no more than 10% of their workload dedicated to non-inclusion tasks. This role involves overseeing all aspects of inclusive education, coordinating with other staff, and ensuring that students with additional learning needs receive the necessary support. The



- Each educational cycle (Kindergarten, Cycle 1, Cycle 2, and Cycle 3) will have at least one Inclusion Teacher. These teachers will dedicate a minimum of 90% of their time to supporting students with additional learning needs.  
Inclusion Teachers must have specialized qualifications in special education or complete 40 hours of ADEK-approved training covering SEND pedagogies, effective teaching, and developing IEPs.
- Inclusion Assistants will be employed to support classroom teachers, provide targeted interventions, and assist with small group instruction. They will work under the direction of the Inclusion Teacher and may also provide 1:1 support where required.  
Annual reviews will be conducted to assess the need for 1:1 support and to evaluate its effectiveness.
- Inclusion Assistant: Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

## 5.2 School Facilities

### **Physical Accessibility:**

FLIS ensures equitable access to school facilities in line with ADEK guidelines. Buildings, pathways, and playgrounds are fully accessible, with ramps, handrails, tactile indicators, and high-contrast signage. Evacuation systems include flashing lights and evacuation chairs, with trained staff providing assistance. Accessible bathrooms and pool lifts support students with physical disabilities. Personal Emergency Evacuation Plans (PEEPs) are in place for those needing additional support.

- **Accessibility of Learning Spaces**

FLIS ensures equitable access to education by maintaining inclusive learning environments that accommodate diverse student needs. Classrooms are physically accessible, stocked with a variety of resources to support different learning styles. Specialized spaces, such as science labs, sports facilities, and arts areas, are designed to be accessible, with adapted resources for students with physical and sensory needs.

Classroom acoustics and lighting are assessed to minimize barriers for students with hearing or visual impairments. A Universal Design for Learning (UDL) approach is embedded, offering multiple ways to access content, demonstrate learning, and engage in lessons. Teaching strategies, accommodations, and modifications are integrated to ensure fair access to the curriculum and school facilities for all students.

## 5.3 Inclusive Teaching and Learning Support:

- **Identification, Referral, and Tracking System:** FLIS will implement a comprehensive system to identify, refer, and track students with additional learning needs. (Appendix A) This system will include:
  - A process for staff to raise concerns about a student's academic, social, emotional, physical, or behavioral needs.
  - Integration of input from students, parents, and staff in identifying student needs and developing Documented Learning Plans (DLPs).
  - Regular tracking of student progress through a tiered model of support, with reviews of DLPs at least three times a year.
- An extensive range of professional development sessions are available to all staff at FLIS, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate. Ongoing professional development will be provided to all staff on inclusive education practices, including adaptive teaching strategies and understanding diverse learner needs.



- The Head of Inclusion will coordinate with external specialists (e.g., Speech and Language Therapists, Occupational Therapists, Psychologists) to ensure that interventions are integrated into the student's DLP and delivered effectively. Many Students with additional learning needs with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. FLIS welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the Inclusion teacher, child's teacher and the service provider work collaboratively to determine the best strategies to support the student.

- **Curriculum and Assessment**

FLIS is committed to providing an inclusive curriculum and assessment framework that meets the diverse needs of all students.

- **Curriculum:**

- All students, including those with additional learning needs, will have access to a broad and balanced curriculum. This includes access to all extracurricular activities, with adaptations made as necessary to ensure participation.
- Where a modified curriculum is necessary, parents will be informed, and their acknowledgment will be obtained.
- eSIS will be updated to reflect any modifications to a student's curriculum pathway.

- **Assessment Accommodations:**

FLIS ensures that students with Additional Learning Needs (ALN) are not disadvantaged during assessments by:

- Aligning accommodations and modifications with students' regular classroom practices.
- Obtaining necessary approvals in line with external assessment provider guidelines.
- Implementing an Assessment Accommodations Policy outlining the process and eligibility for accommodations

- **Progress and Attainment Data**

The needs, progress and attainment of students identified as Students with additional learning needs will be maintained using school-based programs such as seesaw, HMH, MAP, Reading A-Z, Toe by Toe, Nahla & Nahel, 7 Cs framework, and the centralized FLIS Data Collation Spreadsheet. Furthermore, the Inclusion teachers will use information generated from baseline standardized assessments including MAP, Aston Index, to monitor progress over time and progress as compared to peers.

All interventions provided in schools, irrespective of focus area or targeted skill (e.g., fine motor, social, language, behavior) require a data recording the baseline entry point at start of intervention and a comparative exit assessment to enable impact to be measured. This allows the inclusion team to justify and evidence the impact and make informed decisions about the deployment of people and resources in an effective and accountable manner.

It is expected that the school Inclusion team will prepare a presentation and report on SoD attainment and progress data, and the impact of interventions on a termly basis. This will enable overall FLIS data for SoD to be maintained to support schools during inspections and to enable strategic planning for Inclusion.

- **Pedagogy:**

Educators at FLIS use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.

## **6. Additional Fees**

FLIS upholds inclusive education, ensuring that all students have equitable access to learning within the school's fee structure. When a student's exceptional needs require specialist support beyond standard provisions, additional fees may apply, as outlined in their Clinical Assessment Report (if applicable).

- Additional fees are supported by evidence and require annual parental approval or approval upon any fee adjustments.
- All additional charges are clearly itemized, recorded in eSIS, and communicated to parents in termly financial statements.
- Extra charges do not exceed 50% of tuition fees, with in-school specialist management fees capped at 10%, in line with ADEK guidelines.
- Additional fees and specialist services are regularly reviewed to ensure effectiveness and necessity.

## **7. Roles and Responsibilities**

### **All members of the school community contribute by**

- Sharing commitment to inclusion.
- Respecting the right of all children and young adults to receive an education.
- Promoting equality.
- Recognizing the value of diversity

- **Governing Board Responsibilities**

The Governing Board ensures a commitment to inclusive education by:

- Setting the strategic direction of the school with inclusivity as a priority.
  - Appointing a board member to oversee inclusion.
  - Allocating a budget for specialist staff and resources.
  - Ensuring necessary infrastructure adjustments for accessibility
- 
- **School Principal**
    - Work in close partnership with the Heads of Inclusion.
    - Where necessary liaise with parents and external agencies.
    - Facilitate access for staff to CPD which supports provision for students with learning support needs, gifts or talents.
    - Maintain an inclusive educational philosophy within the school.

- Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

- **School Head of Inclusion**

- Ensure the policy is implemented.
- Contribute to Senior Leadership strategic planning.
- Lead their Inclusion team.
- Ensure that all students' special educational needs are addressed.
- Consult and collaborate with families, reviewing need and progress regularly.
- Provide professional support and guidance to teachers.
- Ensure that appropriate funds and resources delegated to SEN are used for appropriate resources.
- Coordinate the monitoring of progress using a response to intervention approach.
- Collate data to demonstrate effectiveness of intervention strategies.
- Responsible for the progress of students with additional learning needs and impact of provisions.
- Provide professional development.

**In addition, the Head of Inclusion should:**

- co-ordinate the day to day implement of the school's Inclusion Policy.
- liaise with and delegate responsibility to Learning Support team.
- maintain the school's SLNS register.
- oversee the records of all students with special educational needs.
- organize necessary reviews and referrals.
- liaise with parents and external agencies.

- **Special Needs Teacher / Learning Support Teacher**

- work under the direction of the Head of Inclusion.
- be aware of current regional, religious and cultural sensitivities in UAE.
- be familiar with the administrative processes within the school.
- be involved in testing and recording data to support the students with additional learning needs register.
- work closely with all members of staff to identify students' needs throughout the school;
- plan, implement and assess suitable programs for all identified Students with additional learning needs which promote progression within an inclusive setting.
- develop, facilitate the delivery of and review DLP s and ALPs which inform learning and teaching.
- monitor and review progress to inform provision and be accountable for impact and progress.
- attend professional development training, to maintain up to date knowledge and skills of practice for Students with additional learning needs.

- **Teachers, Class Teachers, Subject Teacher**

- undertake all appropriate actions to remove identified barriers to learning for Students with additional learning needs within the class.

- be aware of cultural sensitivities surrounding Students with additional learning needs, additional needs, learning difficulties, mental health and special education in UAE.
  - keep up to date with information on the students with additional learning needs register.
  - closely monitor student attainment and progress in line with policies and procedures to identify underachievement in a timely manner, to facilitate appropriate intervention.
  - gather information through observation and assessment.
  - submit Cause for Concern documents when students require more specialized support.
  - develop and promote an inclusive classroom.
  - ensure appropriate resources are available.
  - facilitate access to and provision accommodations and modifications in line with student need.
  - work closely with other staff to plan for learning and teaching and differentiate appropriately.
  - contribute to, manage, implement and review DLP s and ALPs in consultation with the Head of Inclusion.
  - work closely with and involve classroom assistants as part of the learning team.
- **Inclusion Team Support Staff** work under the direction of the Head of Inclusion.
    - take responsibility for targeted interventions, mentoring Inclusion Assistants as needed.
    - contributing to observations and identification of need.
    - Lead School Action (Tier 2) interventions in identified grade level groups.
    - implement the delivery of suitable programs for identified Students with additional learning needs which promote progression within an inclusive setting.
    - work on targets articulated in DLP s and ALPs which inform learning and teaching.
    - complete lesson planning and reporting as required.
    - be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion and attend professional development training.
- **Inclusion Assistant – IA**  
**(Employed by Parents – external to the school)**
    - will liaise with and report to the school Head of Inclusion in consultation with parents and any external specialist providers.
    - will provide the child with individualized support, which will take the form of individualized 1:1 session to build core skills, small group sessions which promote learning in a social context and more generalized support within the class or wider school setting.
    - may be required to attend trips, visits and ECA's depending on agreement between IA, parent and school.
    - will attend all school provided training, however, will benefit from attending specialized external training as recommended.
    - will provide support and guidance to the child as required and in response to identified needs; and
    - will focus on helping the child achieve their next steps in learning, achieving DLP targets and promoting independence.
- **Classroom Assistant – CA**
    - work under the direction of the class teacher to support students with additional learning needs.

- be involved in planning and making resources to ensure students' needs are accommodated and supported.
- look for positives by talking to the child about his/her strengths.
- provide practical support, including close supervision when required.
- listen to the child and advocate for the child when needed.
- explain boundaries and operate these consistently and fairly; and
- share good practice

- **Student**

The child should where possible according to age, maturity and capability, participate in all the decision-making processes which occur in education.

**This includes:**

- contributing to the assessment of their needs.
- contributing to education plans by the setting of learning targets.
- working towards achieving agreed targets; and
- contributing to the review of DLP s/ALPs, annual reviews and the transition process.

- **Family**

The relationship between the parents and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action. Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important. It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. It is the school's responsibility to invite parents of students with additional support needs to:

- meet with staff to discuss their child's needs.
- attend review meetings.
- inform staff of changes in circumstances; and
- contribute to and support their child to achieve targets on DLP s/ALPs.

All parents are encouraged, and have the right, to be active members of the team supporting their child and are invited to contribute to, and challenge, if necessary, the provision and educational choices recommended by the school. Working closely with the Inclusion Team, parents will be kept informed and consulted throughout the year and are encouraged to seek guidance or clarify any issues to understand the rationale for recommendations relating to their child. We aim to ensure that parents are fully confident that their child is receiving the most appropriate and necessary intervention and support.

### **Provision Mapping**

FLIS use a range of templates and formats to maintain Provision Maps of accommodations, modifications and/or interventions provided for Students with additional learning needs. Provision Mapping in FLIS manages record keeping of DLP /ALP's, provision, progress and attainment data for students receiving support and interventions delivered by the Inclusion team. The Provision Map should be maintained regularly and any changes to provision be updated half termly. The Provision Map acts as an important summary of provisions, their impact, and monitoring that a student is responding to interventions in place.

Data contained within the Provision Map includes:

- Start and end date

- The nature and frequency
- Who delivers the provision
- Start and end levels
- Students allocated

**Policy Statement**

Future Leaders International School (FLIS) - Rabdan policies have been developed by the School Leadership Team. Policies reflect current best practice at the time of writing and aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

## Appendix A

### Concern for Student's Learning

Teacher closely observes the student, discusses concerns with other teachers, and collects data (formative and summative assessments, work samples, attendance, health, and behavior)

Teacher raises concern with the Head of Section and provides evidence of implementing differentiated strategies to meet the student's learning needs.

Teacher fills classroom observation checklist as well as a referral form provided by the Inclusion department.

Head of Section contacts parents and inform them about the referral. Parents are encouraged to provide the school with additional information about the student.

HoI carries in class observations during different subjects and writes a report that includes some recommendations

The Students' Support Committee meets to examine the referral form as well as all collected information.

Learning Support / intervention or strategies are initiated to students for a limited period of 6 to 8 weeks.

An evaluation will be held after the period of 6-8 weeks to check the progress and determine if further actions are needed.

If the student does not show progress, parents are advised to carry a formal outside assessment.

Based on the external assessment report, additional interventions will be implemented. SMART goals will be developed and incorporated into the Documented Learning Plan (DLP), and teachers and parents will be provided with new strategies to support learning

Ongoing Monitoring Student Progress



## Appendix B

