

Inclusion – Students of Determination

Effective Date	1 st September 2024
Assessment Cycle	28 th October 2025
Modified	4 th July 2024



1. Purpose

These procedures apply to all schools within FLIS. The aim of our procedures is to promote the welfare of all students and ensure individuals are appropriately accommodated, by acting in the following ways:

- Foster a positive and accepting inclusive culture throughout the school which values individual differences.
- Promote positive perceptions of SEN/PoD and value any achievements whether they are social, emotional, academic or physical.
- Build confidence and raise self- esteem to enable students reach their full academic and personal potential.
- Ensure that there is a consistent, whole-school approach to the identification, support, and teaching of SEN/PoD throughout the school
- Use our best endeavors to remove barriers to learning by providing high quality differentiated instruction.
- Empower teachers to make appropriate provision for all their students through appropriate support, information, and advice.
- Provide and encourage continuous staff professional development as well as sharing of good practice in relation to SEN/PoD.
- Develop a partnership with parents and involve them in the formulation and the review of their child’s Individual Education Plan.
- Seek the views of the child and take them into account, where appropriate.
- Ensuring our curriculum and teaching methods are consistent with contemporary research on the best and most appropriate strategies for effective learning and for the personal development of students.
- Utilizing information and communication technology from the early stages of a child’s learning program.
- Facilitating and enabling graduate students to enroll in the best and most appropriate international institutions of higher education.

2. Provision

2.1 Inclusion is a whole school responsibility; every member of staff should contribute to the education of SEN/PoD. 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 SEN/ PoD 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. SEN/PoD 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 SEN/PoD team to enable them support the SEN/PoD and provide the required accommodations and/or modifications based on their needs.

3. Key Principles

3.1 Inclusivity provides students, including those Students of Determination with disorders, disabilities, gifts or talents equitable opportunities to receive effective educational services, with the needed supplementary aids and support, where appropriate in age-appropriate classrooms, in order to prepare students for productive live as full members of society.

3.2 Inclusion is a value, ethos and school culture that should be evident across all aspects of school life, and meeting the needs of SoD is the responsibility of all teachers, leadership, in partnership with the Inclusion Team, family and student.

4. Definitions

4.1 Students of Determinations (SoD)

Students of Determination (SoD), previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational provision, which is different from, or additional to, the provision generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as “any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student’s access to learning and educational performance” (ADEK, 2013).

4.2 Disability (D)

Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.

4.3 Student with SEND (SoD – Student of Determination)

Student with Special Educational Needs &/or Disability (SEND) means a child or young adult who, by reason of any of the following, needs special education and related services. The National Unified Classification for Disabilities (SoD) in the UAE(2018) includes 13 categories, as follows:

- Autism Spectrum Disorder
- Complex Sensory Disorder
- Hearing Disability
- Visual Disability
- Mental Disability
- Physical Disability
- Multiple/Complex Disabilities
- Communication Disabilities (language and speaking)
- Acquired Brain Injuries
- Behavioral and Emotional Disabilities
- Learning Difficulties
- Health Disabilities
- Attention Deficit Hyperactivity Disorder
- Specific Learning Disability/Difficulty

4.4 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.

4.5 Dual or Multiple Exceptionality (DME)

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

4.6 Assistive Technology

Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

4.7 Multi-Level Prevention System

The FLIS-Rabdan follows a multi-level prevention system designed to address the learning needs of every student with interventions provided as each student demonstrated a need. Students who do not respond positively to continued, primary and strategic intervention may become candidates for special education evaluation.

Students with special educational needs 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.

- **Primary Prevention, Level 1**

Primary Prevention provided is provided to all students including those receiving (strategic and Intensive intervention as well as SEND /PoD students. Primary Prevention 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.

- **Strategic Intervention, Level 2**

A student is identified as being at Strategic Intervention – Level 2 (SI-L2) when there is evidence that they are not making progress despite in class interventions and differentiation, monitored over a period of time. SI-L2 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 Primary 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 may be used to better identify targeted areas for instruction and intervention. Weekly formative assessment and progress monitoring is required.

Students making substantial progress exit from SI-L2. Students making questionable or poor progress after a maximum of 8 weeks move to the Intensive Intervention -Level 3.

- **Intensive Intervention, Level 3**

Intensive Intervention – Level 3 (II-L3) focuses on students who have not respond to the SI-L2 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 II-L3. 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.

- **SEN/ PoD**

Students identified as having Special Educational Needs or People of Determination (SEN/PoD) 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 (SaLT), 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, an Individual Education Plan (IEP) or a documented plan is formulated. This plan outlines individualized targets, tracks progress, and incorporates necessary accommodations and modifications. The IEP/Documented plan aimed at supporting the student's educational journey, is anticipated to persist, to varying extents, throughout their educational experience.

4.8 Individual Education Plan

An Individual Education Plan (IEP) is a tool by which schools can plan for students with SEND. The IEP will include information about:

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

The class teacher and Head of Inclusion will discuss the IEP or other arrangements to plan individually for the student's progress. Parents will then be consulted and a final IEP be developed. The school will review the IEP 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 IEP, a student may have a personalized Risk Assessment, Behavior Plan and / or Education Health and Care Plan.

4.9 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.

4.10 Access Arrangements, Modifications & Accommodations

Access arrangements, modifications and accommodations are pre-examination adjustments for candidates based on evidence of need and normal way of working. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the test, for example readers, scribes and enlarged or braille question papers. Reasonable adjustments can be made where a Student of Determination would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

4.12 Provision Map

All accommodations, modifications and/or interventions are recorded on a school Provision Map managed by the School Head of Inclusion, which details start and end date, the nature and frequency, who delivers the provision, start and end levels and the students allocated. The Provision Map is a working document and updated regularly, upon the completion of each intervention. The purpose is to ensure Students of Determination are consistently receiving the most appropriate and impactful provisions to meet their needs and achieve their full potential.

5. Roles and Responsibilities

5.1 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; and
- Recognizing the value of diversity

5.2 FLIS Education Board and Executive Management Team

- Support inclusion, equity and opportunity at all levels within FLIS Education; and
- Ensure school facilities are accessible and accommodate the needs of SOD.
- FLIS Education Heads of Inclusion
- Lead strategic development of Inclusion within FLIS Education;
- Coordinate team of School Heads of Inclusion and Social Worker;
- Conduct placement observations and make recommendations on provision needs;
- Provide support to families;
- Consult regarding matters pertaining to Inclusion;
- Monitor and maintain quality provision for students with SEND;
- Develop and maintain links with the community that promote access to services;
- Ensure appropriate CPD is provided to FLIS Education Staff; and
- Manage the ADEK approval process and provision of data for Inclusion.

5.3 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

5.4 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 SOD and impact of provisions; and
- 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 SoD register
- oversee the records of all students with special educational needs
- organize necessary reviews and referrals
- liaise with parents and external agencies

5.5 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 in order to support the SoD register;
- work closely with all members of staff to identify students' needs throughout the school;
- plan, implement and assess suitable programs for all identified SoD which promote progression within an inclusive setting;
- develop, facilitate the delivery of and review IEPs 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 SoD.

5.6 Form Teachers, Class Teachers, Subject Teacher

- undertake all appropriate actions to remove identified barriers to learning for SoD within the class;
- be aware of cultural sensitivities surrounding SoD, additional needs, learning difficulties, mental health and special education in UAE;
- keep up to date with information on the SoD 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 IEPs and ALPs in consultation with the Head of Inclusion; and
- work closely with and involve classroom assistants as part of the learning team.

5.7 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 SoD which promote progression within an inclusive setting;
- work on targets articulated in IEPs 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.

5.8 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 IEP targets and promoting independence.

5.9 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

5.10 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 IEPs/ALPs, annual reviews and the transition process.

5.11 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 IEPs/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.

6. Processes

6.1 Inclusive Environment

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.

6.2 Admission

Children of all abilities are accepted into Future Leaders International Private School, and families interested in having their child attend will be given an equal opportunity for admission. A waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for the school to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

6.3 Placement

The placement of students identified as SoD are carefully considered, taking into account 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.

6.4 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.

6.5 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.

6.6 Electronic 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, IEP's) for students on SoD register as be included and updated on eSIS.

6.7 Collaboration and Other Professionals

Many SoD 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.

6.8 Professional Development and Support for Staff

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.

6.9 Provision Mapping

FLIS use a range of templates and formats to maintain Provision Maps of accommodations, modifications and/or interventions provided for SoD. Provision Mapping in FLIS manages record keeping of IEP/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

The data and information from the Provision Map is used to inform an impact portfolio collated at the end of the Academic Year. The purpose is to ensure Students of Determination are consistently receiving the most appropriate and impactful provisions to meet their needs and achieve their full potential.

6.10 Progress and Attainment Data

The needs, progress and attainment of students identified as SoD will be maintained using school-based programs such as seesaw, McGraw-Hill, MAP, Reading A-Z, Nahla & Nahel, and the centralized FLIS Data Collation Spreadsheet. Furthermore, the Inclusion teachers will use information generated from baseline

assessments, standardized assessments including MAP, Aston Index, **Woodcock Johnson tests** 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, behaviour) 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 supportschools during inspections and to enable strategic planning for Inclusion.

6.11 Individual Education Plans – Advance Education Plans

IEP's and ALP's are developed in consultation with student, parent, class/subject teachers and the HoI. They may be developed using a range of templates or formats, informed by a child's academic, social, emotional, physical and behavioural 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 of time identified for when the student will have achieved this target or be assessed

This policy has been written in line with the following legislation:

- ADEK Student of Determination Directory (ADEK 2016).
- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organizing Regulations of Private Schools in the Emirate of Abu Dhabi, Department of Education and Knowledge (ADEK, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).
- ADEK Reopening Policies and Guidelines (Charter & Private Schools) August 2021.