

مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza

INCLUSION POLICY AND PROCEDURE



ليوا للتعليم
Liwa Education

2023

INCLUSION STATEMENT

Liwa Schools are committed to Inclusion. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, or individual needs.

We aim to celebrate the individuality of every student and provide a supportive and inclusive educational environment wherein all learners have equal opportunities in accessing the curriculum.

All staff are to implement Inclusion practices as core values of Liwa Schools.

We pay attention to the provision for and achievement of particular groups of learners including:

- Students with special educational needs (SEN)
- Gifted and talented students (GT)

The Senior Leadership Teams have delegated the responsibility for the on-going implementation of the Inclusion policies to the SENCO. The SENCO is responsible for reporting regularly to the Principals and SLT members with responsibility for SEN and GT on the continued effectiveness of the below policies.

LIWA EDUCATION – SEN POLICY STATEMENT

The Governing Body of LE is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

CONTEXT

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty, which requires differentiated/individualised provision. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age.

PURPOSE

To ensure that all students can interact and develop interdependent relationships, so that, as adults, they can successfully participate in a society that values full community involvement and contribution. As such, this policy reflects the needs of both able and less able learning in accordance with ADEK guidelines.

The schools will develop practices and strategies to ensure that they comply with Federal Law No 29 of 2006. Article 12 (Rights of People with Special needs)

“In no case shall the special needs be an excuse for disallowing any individual to join, enroll or be accepted at any government or private educational institution.”

AIMS

LE promotes inclusive schools and aims to provide an environment where all students can succeed and feel safe. This will be achieved through the following:

- Continually monitoring the progress of all learners, to identify individual needs as early as possible and to provide support.
- Making SEN provision an integral part of our School Development Plan.
- Enabling identified pupils with specialized and additional SEN to reach their full potential.
- Enabling successful transition of pupils beyond their life in school
- Reducing barriers to achievement and offering a variety of alternative curricula to meet the needs of the individual.
- Facilitating access to the curriculum through differentiated planning by collaboration with class/subject teachers, Inclusion team and parents.
- Collaborating with parents and teachers to create an individual learning programme (IEP).
- Arranging specialized provision in year groups to meet the needs of groups with low-level achievement.
- Enabling all students with special or additional needs to join in the activities of the school together with pupils who do not have additional needs, as far as is reasonably practical.
- Ensuring that all SLT are up to date and knowledgeable about the School’s SEN provision.
- Giving the learners where possible a voice in planning and in decisions that affect them.
- Ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development. (CPD)

IDENTIFICATION

LIWA follows a Graduated Response that includes regular observing, assessing and recording of the progress of all learners to identify which learners are not progressing satisfactorily and who may have additional needs. This is identified and monitored through:

- Baseline assessments
- International Benchmark, Progress Tests such as CAT4, PISA, PIRL, etc.
- Progress measured against Curriculum standards.
- Observations of behavioural, emotional and social development
- Standardised screening and assessment tools.
- Assessments by a specialist service, such as an Educational Psychologist.

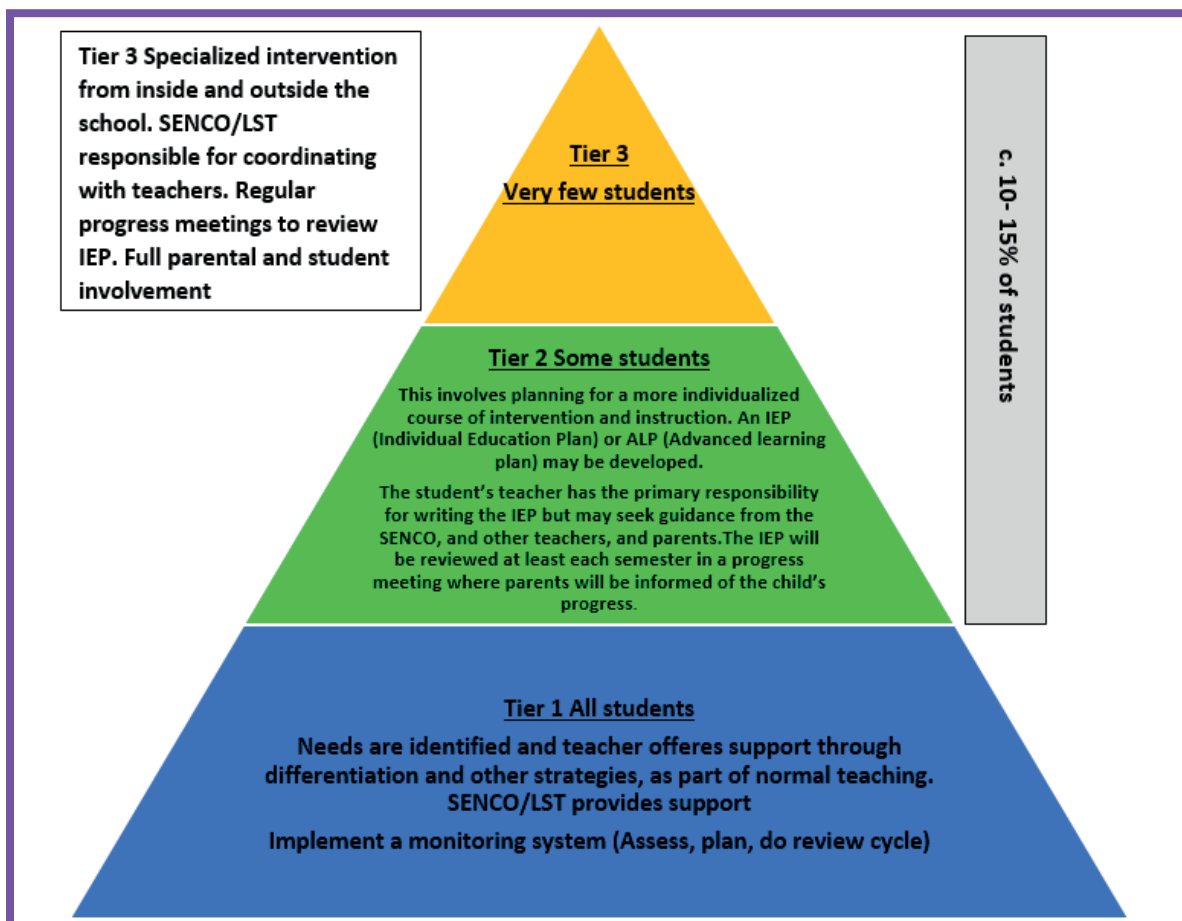
THE THREE TIER MODEL OF INTERVENTION

Commonly referred to as 'Response to Intervention' or 'RTI' this model has its foundation in general education (Tier 1) and focuses on evidence-based classroom instructional practices. The second Tier involves targeted, short term practices whilst Tier 3 involves Intensive specialized instruction. Tier 2 and 3 are in addition to educational provisions made for all students.

- **Tier 1**
 - (1) Identify specific instructional approaches to address the students needs
 - (2) Implement a monitoring system (Assess, plan, do review cycle)
- **Tier 2**

This involves planning for a more individualized course of intervention and instruction. An IEP (Individual Education Plan) or ALP (Advanced learning plan) may be developed. The student's teacher has the primary responsibility for writing the IEP but may seek guidance from the SENCO, and other teachers, and parents. The IEP will be reviewed at least each semester in a progress meeting where parents will be informed of the child's progress.
- **Tier 3**

Tier 3 is typified by students who require extensive support either at school or by another provider (whose fees are to be covered by the parent). The outcomes of tier 3 testing and assessment will inform the outcomes and actions that need to be taken by school. The school may call upon specialist support after a tier 2 review or where following discussions between SENCO, teachers and parents, it is decided that early intensive action is necessary. The SENCO plays a leading role, working closely with teachers and parents and external providers. There will be a new IEP including strategies for supporting progress and monitoring and review arrangements.



LEADERSHIP AND MANAGEMENT

The Governing Body and the Leadership Team will set a clear ethos, which reflects the School's commitment to Special Educational Needs (SEN) provision.

ROLES, RESPONSIBILITIES AND MONITORING REQUIREMENTS

The SENCO and the School's leadership team (SLT) will have overall responsibility to ensure the implementation of this policy.

- The SENCO, along with SLT plays a vital role in ensuring that SEN stays on the school agenda and ensures that the necessary special arrangements are made for pupils with SEN. This includes making all staff involved in teaching these pupils aware of those needs.
- The SENCO is responsible for maintaining the school's SEN student information and will communicate regularly with the school leadership team regarding this information.
- The SENCO will support the school effort to: (1) train teachers to collect data; (2) assist teachers in the interpretation of said data; (3) Coordinate the efforts to construct an IEP or ALP; (4) Monitor along with the class teacher the implementation of any intervention.

- Heads of department/Grade are responsible for ensuring provision across their areas are suitable for pupils with SEN.
- Teachers are responsible for ensuring the curricula and resources within the classroom meets the needs of all students and approaches to teaching help remove barriers to learning for all students.
- Teachers will collaborate in developing an IEP for identified students .If students are receiving services from more than one teacher, the SENCO will determine which teachers will collaborate.

LIWA SCHOOLS - GIFTED AND TALENTED IN SCHOOL PROTOCOL

To be read and implemented in concert with Liwa Education Gifted and Talented Policy Document (EDU 24)

STATEMENT OF INTENT

Liwa Schools are strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all our pupils – including those identified as being able, gifted or talented and those with special educational needs are met.

Our excellent teaching and learning aims to maximize opportunities and develop the children's confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities to help them reach their full potential. We do this through careful personalization of the curriculum opportunities offered and enrichment programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for her future life roles.

AIMS

- To recognize the needs for a child to be given the right opportunity to achieve her full potential and have access to a broad and balanced curriculum.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable pupils to develop special skills or talents.
- To create a positive atmosphere wherein pupils can develop confidence and self-respect.
- To develop approaches that teachers can utilize to provide appropriate support to the gifted pupils.
- To ensure pupils and staff receive specialist support and guidance as appropriate.
- Parents' involvement in supporting gifted and talented pupils.

OBJECTIVES

- To provide different learning experiences suited for a pupil's level of learning.
- To ensure that all able, gifted and talented pupils have access to a broad, balanced and enriched experience.
- To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To provide teachers with adequate professional development so that they are well equipped in providing advanced support to gifted pupils.
- To help children realize their full potential and optimize their self- esteem and self-worth.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

DEFINITIONS

Able or high achieving learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted learners are those with the potential to exhibit superior performance across a range of areas of endeavor.

Talented learners are those with the potential to exhibit superior performance in one area of endeavor.

Most Able/High Achieving Pupils in the Classroom

In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

Those whose outstanding ability is so evident (and in some cases linked with behaviors that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,

Able pupils can have/be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal/social skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)
- Behavioral difficulties
- Keen to 'disguise' their skills due to peer pressure

IDENTIFICATION

Identification is a three-stage process of nomination, screening and monitoring.

NOMINATION

Nomination is the identification of gifted and talented students by teachers, parents and the gifted & talented committee members. It involves the collection of subjective information, usually via checklists.

Procedures for identifying and monitoring Gifted and Talented students also include:

- Development of whole-school policy
- Challenging curriculum and educational programs in place
- Supplementary identification tools decided on, e.g. checklists, nomination
- Forms, tests
- Process for analyzing the data collected
- Analysis of information
- Evaluation and assessment of programs and identification procedures
- Monitoring of students
- Modification based on evaluation

FACULTY RESPONSIBILITIES

The member of Senior Leadership overseeing Gifted and Talented is responsible for identifying able, gifted and talented pupils and for tracking their progress to ensure that they achieve their potential. The most able should be identified as a sub group when tracking and interrogating data. In addition, every pupil will have an advanced learning plan with targets set by teachers and reviewed on a termly basis. Pupils are part of the target setting process and are also encouraged to reflect on their targets and provide feedback.

Strategies and provisions that faculties should consider include, but are not limited to:

- **Acceleration** – Pupils can be accelerated across the year or within subjects.
- **Differentiation** –Using the Advanced Learning Plan to ensure that a range of Advanced Cognitive Performance characteristics and Values, Attitudes and Attributes are used to create tasks to extend pupils with richer and more challenging tasks.
- **Teacher-pupil matching** – matching interests; personalities as well as learning styles
- **Mentoring/cross age tutoring** – matching younger or older pupils with similar interests/abilities to enhance learning of both.
- **Enrichment** – To broaden a child's education by enabling the pupil to be involved in aspects of topics outside the curriculum.
- **Independent Negotiated Programs** – pupil interest and skills determine the scale and scope of the project, negotiated with staff regarding resources.
- **Competitions** – individual, team, internal, external.

TYPES OF PROVISION

Class provision:

- All classrooms include a challenge corner with activities to promote auditory, visual, and kinesthetic learning.
- Teachers have high expectations.
- Teaching is personalized, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively eg. Setting, mixed ability etc. There is access to higher level tests for assessment.
- Enrichment of learning.

Academic challenge

The purpose of extension programs is to provide the appropriate level of academic challenge to cater for the intellectual and affective needs of gifted students. There are various ways in which appropriately complex extension opportunities can be offered to gifted students inside the classroom, instructional strategies, grouping, enrichment and accelerative options.

School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements. School clubs including sports, arts, music.
- School societies and councils.
- Specialist Teachers.
- Enrichment opportunities including specialist days. Intervention Groups.
- Opportunities to learn a variety of musical instruments. Opportunities for performance.
- Partnership with cluster schools.
- Workshops with cluster schools.
- Responsibilities given to talented pupils.

Out of school provision:

- To access after school challenges where appropriate.
- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter national schemes/competition.

Process for Review and Development

The member of Senior Leadership team responsible for the able, gifted and talented pupils with the support and active participation of the whole staff, is responsible for:

- Updating and reviewing the information record of children on the gifted and talented register and monitor their progress
- Ensuring liaison with parents where necessary when reviewing the policy
- Monitoring provision
- Identification of any suitable mentors for pupils' provision of any necessary resources
- Keeping up to date with information to do with the AGT and feeding back to the staff
- Developing links with agencies or organizations that support AGT
- Consulting with the SLT, staff and governors
- Yearly review of the Gifted & Talented Policy with SLT

COMMUNICATION OF POLICY

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

A copy of the School's Inclusion Policy (in English and Arabic) will be communicated to parents and students via website, newsletters, etc.

MONITORING AND REVIEW

This policy will be reviewed annually by LE

The Principal, Leadership Team and SENCO.

School Name	Liwa International School Falaj Hazza	Issue Date	
Policy Name		Revision Date	
Prepared By		Policy Number	
Approved By	Mr. Neil Murphy, Principal		



مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza



@lisfuae

+971 3 7810 444 | liwaschool.ae

