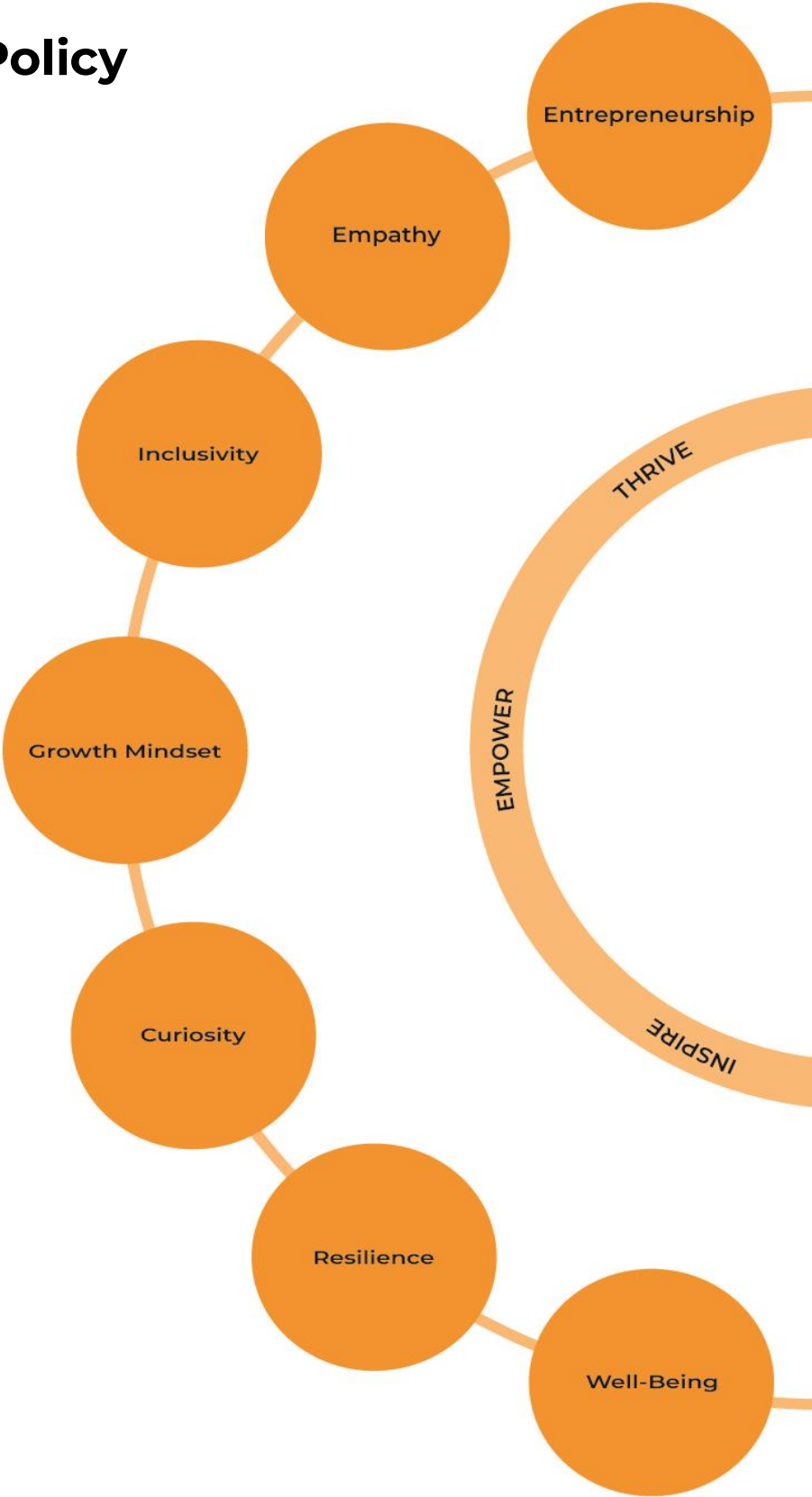




Citizens Inclusion Policy

2024 - 2025



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Introduction from the Principal

The purpose of this policy is to describe inclusive provision for all learners at Citizens School, in compliance with the Dubai Inclusive Education Policy Framework (2017), which outlines its purpose to:

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

Dubai Inclusive Education Policy Framework 2017

At Citizens School we are fully committed to promoting the inclusion of our children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school are important. In accordance with the Dubai Inclusive Education Policy Framework (2017), we ensure “all learners have access to quality instruction, intervention and support, so that they experience success in learning.”

We aim to provide equal opportunities for all groups of children, including those with diverse needs through a broad and balanced curriculum. Our main objective is to inspire and empower our children to ensure they achieve their full potential and thrive. Our children should have the opportunity to join with their peers in the curriculum and life of the school. We endeavour to provide the best possible provision to ensure equality of education across the key stages.

Inclusion is about enabling all learners to ‘thrive’.

1. Related Policies

This policy provides an overview of inclusion at Citizens and should be reviewed alongside the following:

- Admissions Policy
- Curriculum Policy
- Medical Policy
- Assessment and Data Policy
- Behaviour for Learning Policy
- Teaching and Learning
- MAGT Policy
- Positive Handling Policy
- Individual Learning Support Assistant Policy

2. Definitions of Inclusion

The UAE Inspection Framework (p117) defines a special educational need, as: ‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder’.

3. Inclusion Legislation

This policy is fully compliant with the Dubai Inclusive Education Framework (2017), in addition to the following legislation:

Dubai Law 2/2014: Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai".

Federal Law 29/2006: Regarding the rights of Individuals with Special Needs, the law stipulates that "Special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution". This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

Inclusion is at the heart of the school and, as such, the school complies with the following articles from **Executive Council Resolution No.(2) of 2017 – Regulating Private Schools in the Emirate of Dubai**, to:

Article 4 (14): Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16): Treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 (17): Admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19): Provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Article 23 (4): Provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

4. Inclusion Responsibilities and Accountability

Citizens School has a commitment to its learners and staff to provide an inclusive culture and enriching learning environment, which celebrates diversity. The school recognises that all mentors are mentors of SEND, this means equity of opportunity is accessible for all. We make this a requirement through strong quality first teaching, and the attention we give to the different groups of children throughout our school. At Citizens School all staff have a responsibility to promote inclusion. This will be achieved by:

- Delivering a curriculum to promote a full range of learning, thinking and life skills.

- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping learners with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within and with the whole community, particularly, parents, governors and outside specialists.
- Identifying and celebrating the strengths and special interests of all children and address challenges from a child's perspective
- Identifying learners with Special Education Needs at the earliest point
- Ensuring that well-being of all children is a key tenet of our values

The school has an Inclusion Support Team, which consists of representees from:

- School Principal
- Inclusion Governor
- Head of Inclusion
- Inclusion Mentors
- Learning Support Assistants
- Middle Leadership Team
- Learner Inclusion Ambassador
- Parent representative

5.Admissions

Citizens School welcomes Students of Determination. Citizens School is committed to ensuring its admission procedures are assessable for all learners. Therefore, prospective parents are required to inform the school of any known special education needs, disability or barrier that could affect the child's wellbeing and/or ability to engage in the admissions assessment process. In addition, parents should inform the school if their child has limited English language skills. Families are encouraged to let the school know in advance if they will need support communicating in English, with the school team, during the admissions process. The school will then make reasonable adjustments to the procedures to accommodate all learners and families.

Children with a range of diverse needs, who are unable to access their year group assessments, which may include additional visits to meet the school team in order to determine the level of support required to access the curriculum and/or learning environment.

Parents and families will be invited to meet with a member of the Inclusion Team to gain a holistic view of the child's strengths, interests and barriers. Where appropriate, the Inclusion Team will arrange a meeting with the child's current or previous setting, as well as therapy centre, as appropriate. Where the school and family feel necessary, a personalised transition plan will be put in place.

In exceptional circumstances, where the school is not able to meet the needs of a Student of Determination the criteria and rationale for the decision will be clearly stated through the completion of KHDA's non-admissions notification procedure.

6. The Identification and Assessment of Learners

All learners at Citizens complete a baseline assessment as part of the admissions process, as appropriate for their age (see Admissions Policy, section on 'Assessment Procedure'). This baseline, along with medical, psychological and/or educational assessments or reports are used to identify where a learner may fall into one of the following categories:

1. Students of Determination: those learners with a special education need and/or disability
2. More Able, Gifted and Talented Learners (MACT)
3. English Language Learners (ELL): Learners with a level of English language that it prevents them accessing the curriculum and/or learning environment
4. English as an Additional Language (EAL): Learners with a level of English language that is hinders them from accessing the curriculum and/or learning environment

Citizens School is committed to ensuring each learner is given the experiences to be inspired, empowered and opportunities to thrive. Learners who are not achieving their full potential, despite high quality teaching, are identified at the earliest possible stage through admissions, internal data or referral by the class or home-room mentor.

7. Teaching and Learning for Inclusion

The Inclusion Team works collaboratively across the school to promote inclusion for all children and meet the diversity of the learners' needs. Mentors and support staff are supported to be able to meet the needs of all learners under their care through modelling, co-teaching, learning walks and drop-ins, observations, CPD opportunities, co-planning, coaching and sharing expertise and advice.

8. Modifications

The class or specialist mentor holds accountability and is responsible for all children in their classroom. Support that is in addition to or different from the cohort, and ensures the child has the opportunity to thrive may include:

1. Modification of the curriculum
2. Modification of the environment
3. Quality First Teaching strategies to support, remove barriers, stretch and challenge
4. Targeted Interventions
5. Personalised provision, including an Individual Education Plan (IEP)
6. Additional Adult Support through an Individual Learning Support Assistant
7. Liasing with therapists and outside agencies

9. Parent Partnership

The views of the parents are critical to partnership with school – it is a valued part of the collaborative process. All parents are welcome to contact the Head of Inclusion with any concerns regarding their child's inclusive educational provision, whether this be to discuss matters personally or be directed to their child's Inclusion Mentor or EAL Mentor.

Parents are also encouraged to keep in regular contact with the school regarding their child's progress. Parents' views are requested annually to form part of the learners' Inclusion Profile. Coffee mornings and parent information sessions are held regularly throughout the academic year.

10. Medical Records

Where learners have reports or records from medical and/or health professionals, these are held by the school Clinic. As appropriate, information will be shared with class and home-room mentors. We recognise that some learner's medical needs may fall under the umbrella of inclusion and therefore, the Inclusion Team will consult directly with the Clinic.

11. Inclusion - Identification and Early Intervention

11.1 Overview

Citizens School has a full inclusive culture and ethos that focuses on removing barriers, meeting the learner's individual needs through a personalised approach and inclusive practices from our mentors teaching, following the guidelines of the School Inspection Framework 2016 -2017.

Schools must develop their internal capacities to identify and remove barriers that restrict the achievements and educational experience of students with SEND.

UAE School Inspection Framework 2016 – 2017.

The inclusion Champion is David Lees (Principal).

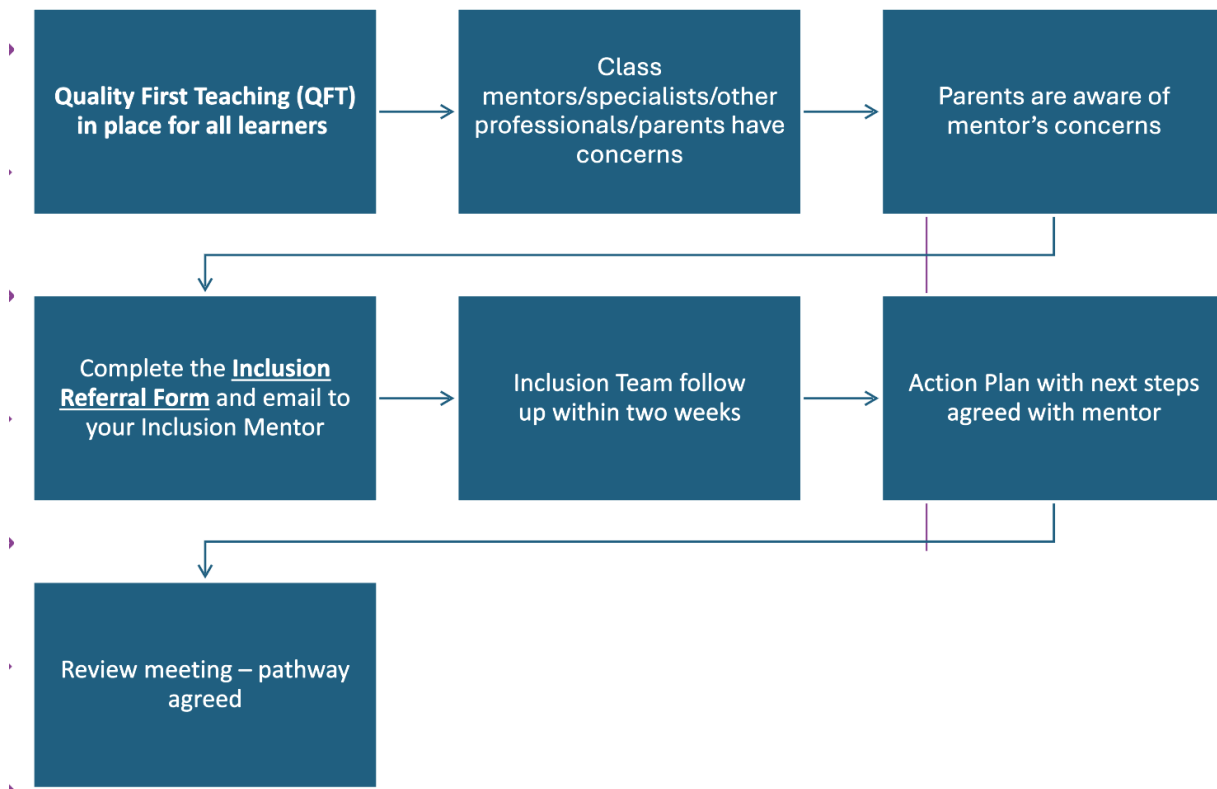
The Head of Inclusion is Dialla Mustapha

11.2 Identification

This based on the identified four main areas of need outlines in the *Revised Categorisation Framework for Students of Determination (2019-20)*:

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

11.3 The Inclusion Referral Process



11.4 Graduated Response

Level 1 (Inclusive, Quality First Teaching)

All learners benefit from quality first teaching. However, there are some learners who may require further differentiation within the classroom and well-matched interventions, which is part of the school's offer. The child's Inclusion Profile will outline key areas for support and development, including personalised QFT strategies. The class mentor will be responsible for writing and reviewing the Inclusion Profile in consultation with their Inclusion Mentor.

Level 2 (Targeted Support)

Learners are identified as 'Level 2' if they meet any of the following criteria:

- Learners who continue to make little to no progress in specific areas over time;
- Learners who continue to work at National Curriculum levels below peers of a similar age;
- Learners that are presenting with a need or barrier that cannot be met in the learning environment by differentiation alone;
- Learners with persistent behavioural difficulties that are regularly impacting on their learning or the learning of others despite the implementation of a Positive Behaviour Support Plan;
- Learners who have a sensory or physical impairment that impacts or could potentially impact on their future learning, requires specialist equipment or frequent input from a specialist service;
- Learners who have on-going communication or interaction barriers that hinder the development of social skills, relationships and cause significant barriers to learning.

An Inclusion Profile will outline key areas for support and development, including QFT strategies and targeted support. The class mentor will be responsible for writing and reviewing the Inclusion Profile in consultation with their Inclusion Mentor.

Level 3 (Individualised Support)

Learners are identified as 'Level 3' if they meet any of the following criteria:

- Learners who require additional one-to-one support for part or all their time in school to access the curriculum, including a high level of modification;
- Learners who require additional one-to-one support for part or all their time in school to access the learning environment;
- Learners who require a high level of individual support for part or all their time in school to enable them to make progress.

In some cases, external therapists and agencies will provide additional intervention or consultations to ensure the personalised provision is implemented.

Learners who are level 3 may have a Individual Learning Support Assistant in addition to the personalised provision offered by the Inclusion Team. An Individual Service Agreement will outline the provision and responsibilities of the school and parents, as part of the agreement.

All children within Level 3 have an Individual Education Plan (IEP) in place. The IEP is part of the child's Inclusion Profile. The writing and review of the IEP for learners is the responsibility of the class mentor, with support and collaboration from their Inclusion Mentor. The Head of Inclusion will coordinate the IEP cycles to ensure communication with any external professionals, consistency and accountability across the school.

11.5 Inclusion and Monitoring Registers

The Inclusion Register is maintained by the Head of Inclusion and is continually updated throughout the academic year. The Head of Inclusion will ensure the register aligns with the information on the KHDA portal and shared with KHDA during inspections and visits.

The Inclusion Register holds information on all Students of Determination and ensures staff have access to up-to-date and relevant information regarding their learners so they can meet their needs effectively. Learners may be archived from the register if they leave the school, or following successful interventions, if they no longer meet the level criteria listed above.

The Monitoring Register holds information on learners who have been referred to the team, but no clear identification of need can be determined in the current child's particular context. Children on the Monitoring Register receive support and provision using the Graduated Response.

11.6 Record Keeping

Learners on the Inclusion or Monitoring register will have an Inclusion Profile, which is uploaded to both Team and Toddler. Learners who are level 3, have an IEP as part of their Inclusion Profile, which is updated termly with the team around the child, including mentors, members of the Inclusion Team, parents and children/young people, where appropriate.

Reports and assessments from outside agencies (Educational Psychologist, Occupational Therapist, Speech and Language) are stored in the child's Inclusion Profile on Microsoft Teams.

Mentors have access to these reports via the Inclusion Team for specific students. Staff should not copy, print or share confidential reports.

12. External Agencies

Citizens School has a partnership with several external support specialists.

Appendix 1: Inclusion Support Team

<u>Name</u>	<u>Role</u>
David Lees	Principal
Dialla Mustapha	Vice Principal of Inclusion, Wellbeing & Safeguarding
Cheryl Pavitt	Inclusion Governor
Sheila Robinson	SENDSCO
Maighread McAvinchey	Inclusion Mentor Nursery and Foundation Stage
Fiona Cunningham	Inclusion Mentor KS1
Dimple Bahl	Inclusion Mentor Lower Key Stage 2
Chantelle Philips	Inclusion Mentors Upper Key Stage 2 and Key Stage 3
Mira Batrawi	School Counsellor
PAG	Parent Representative
Learner Council	Inclusion Ambassadors

Appendix 2: Inclusion Team

<u>Name</u>	<u>Role</u>
Head of Inclusion	Dialla Mustapha
Inclusion Mentors	Maighread McAvinchey (Inclusion Mentor Nursery and Foundation Stage) Fiona Cunningham (Inclusion Mentor KS1) Dimple Bahl (Inclusion Mentor Lower Key Stage 2) Chantelle Philips (Inclusion Mentors Upper Key Stage 2 and Key Stage 3)
Inclusion Learning Support Assistants	Riziel Flores Gelli Dianne Samson Abigail Moratillo Josephine Rugendo
School Counsellor	Mira Batrawi

Appendix 3: Glossary of Terms

Mentors

The role of a mentor is to help learners navigate their academic journey, develop skills, and build confidence through the opportunities they create to enable the learner to be successful.

Knowledge and Human Development Authority (KHDA):

A government authority in Dubai responsible for the growth, direction, and quality of private education and learning in Dubai.

Quality First Teaching:

An educational approach where high-quality, inclusive teaching meets the needs of all students, including Students of Determination and those who are gifted and talented.

English Language Learners (ELL):

Students whose first language is not English and who are learning English as an additional language.

CAT 4:

A cognitive abilities test that assesses students in various domains, including verbal, non-verbal, quantitative, and spatial reasoning, used for identifying giftedness.

Reviewed Annually: January 2025

A handwritten signature in black ink, appearing to read 'David Lees', with a horizontal line underneath.

Signed
David Lees, Principal