



الأكاديمية الملكية، عجمان  
The Royal Academy, Ajman



## DEPARTMENT OF INCLUSION

### INCLUSIVE EDUCATION PROGRAM POLICY

Royal Academy Ajman is accepting the philosophy of providing all ability students with full access to learning opportunities appropriate to their needs. The school believes that each student has individual and unique needs; however, some students require more support than others to achieve their full potential.

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to support students under SEND category in his/her class, and to be aware that these needs may be present in different learning situations.

The staff is responsible for identifying and making provision to meet the needs of each SEND student, in line with the school procedures.

This policy was developed by the Special Educator and School Counsellor of inclusive education action team and reviewed by a group of people including the Principal, Teachers and Parents of SEN students and Staff of the school.

#### CORE GOALS OF THE SCHOOL

- Academic Excellence
- Character Building • Leadership- Training.

The Royal Academy in compliance with the Federal Law No. 29, 2006 and Dubai Law 2014, is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes, and well-being of all children matter- including those identified as having special educational needs, within the constraints of the school's aims, its environment, and entrance procedures.



## SCHOOL APPROACH TO SEND IDENTIFICATION AND SUPPORT

### 1. SEND Identification

What are Special Educational Need and Disability (SEND)?

“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.”

-Dubai Inclusive Education Policy

Framework

The Inclusive education action team work closely with CT, ,HODs, Principal and SEN teacher using whole school tracking data as an early identification indicator. We use a number of indicators and criteria for special educational needs:

- The analysis of data, including entry profiles at KG 1 onwards baselines data, reading ages, annual and termly pupil assessments
- The following up of a teacher internal referral/
- Following up on parental concern
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
- Identified through Cognitive Abilities Tests as having any three of the following:
  - a) A verbal score of 82 or below.
  - b) A quantitative score of 82 or below.
  - c) A non-verbal score of 82 or below.
  - d) A spatial score of 82 or below

has been formally identified with a condition primarily of a developmental/ educational nature “condition primarily of a developmental / educational nature”, we refer to conditions such as ADHD, Autistic Spectrum Disorder, Dyscalculia, Dyslexia, Dyspraxia, BESD, Moderate (or General) Learning Difficulties, Non-Verbal Learning Difficulties, Speech and Language Disorder on Admission

Students admitted to the school are considered to access the curriculum in this school. It is the expectation that the school will make “reasonable” adjustments in the case of students with Special Educational Needs and Disabilities



Pupils already in the school not previously referred for support

On Admission

### Identification of SEND Flow Chart

#### I. Quality First Inclusive Provision

- Teacher Initial Concerns
- Concern from whole-school assessment data
- CT completes SEND Referral form and Initial Checklists
- IST, HODs, Section Head Reviews Referral; gather data
- CT, HODs or Section Head meet parents; discussion/ action points recorded and shared with Inclusion Support Team
- Student placed in Concerns Register

Learning needs to be known on admission. If necessary parents would have been contacted and needs discussed.

- HODs, Inclusion education action team and Parents meet to assess and plan level of support/provision
- The team along parents will decide the level of support

#### II. Short-Term Intervention And/or Provision

- CT, HODs, IEA to plan Wave 2 provision (4-6 weeks)
- Classroom Support Plan designed and implemented by CTs
- CT to use strategies library to further differentiate in class
- HODs, Monitor and Review Provision

Wave 2

Short term Provisions

Wave 3

Long-Term Specialists Provision

- Counsellor input may be sought for social, emotional and behavioral needs.
- Counsellor Referral form to be completed

- IEP Targets and provisions planned, shared and reviewed with parents.
- External agency recommendations/reports to be considered in planning
- IEA, HODs, CT to generate data tracker
- Add child to SEN register

#### III. Long-Term Specialist Provision

Needs Not Met

- An IEP is planned and implemented
- Parents are involved in assessing, planning, implementing and reviewing the IEP/BMP
- IEA to consider actions which may include 'external' assessment/s
- Discuss accommodation of recommendations and implications of formally identified needs-Monitoring,

IEA may recommend parents to seek external specialists' assessment and services (OT, PT, Educational Psychologist, Psychiatrist, and Neuro-developmental Pediatrician and ABA therapist)

Gaps are narrowed

Gaps are narrowed

- Track/Monitor progress
- Graduate student back to QFT
- Remove student from the register
- Keep in the register if there is Clinical/Medical/Physical Condition

CT, IEA, Section Head, HODs discuss suitability 1:1 provision  
Evidence for 1:1 may include: observation notes CT monitoring records -Any external agency reports, attainment and progress data,



Our teachers are responsible for the initial identification of a child's needs. Their professional judgment along with classroom observations and assessments help to define whether a pupil needs additional support in a certain area or areas.

1. The teacher will complete a 'referral form' and pass onto inclusive education action team.
2. This will then be logged onto our Concerns Register for a maximum of 4-6 weeks.
3. The Support team will then work with the teacher to ascertain particular targets relevant to helping that student progress. Classroom Support Plan (CSP) is planned and implemented by the class teacher.
4. Children on the Concern Register are managed by teachers through support and short-term provisions where needed. (Wave 1 Provisions)
5. If the IEA team, HODs and Section Head and teachers feel that a child has failed to make adequate progress, especially after the given input, then the child would be put onto the SEND register(wave 2 provision) Student's main and additional need is identified as follows:  
Categories of Special Educational Needs

- 1) Behaviour, Social and Emotional
- 2) Sensory
- 3) Physical Disability
- 4) Medical Condition or Health Related Disability
- 5) Speech and Language Disorders
- 6) Communication and Interaction
- 7) General Learning Difficulty
- 8) Specific Learning Difficulty

6. An IEP and/or BMP is then written up and shared with the parents, teachers and student. Advice is given to parents about how the child can be best supported at home and any action the school plans to take.
7. The IEP would be reviewed termly and would need to be signed by the parents at each meeting.
8. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the parents to seek external agencies. The recommendations from the external support will be included, this may be specific activities to be carried out in school and/or at home. In addition, the external agency may provide individual or small group interventions (wave 3 provision).

The IEP will consist of a four-step graduated approach that will Assess, Plan, Do and Review a student's progress.

There are occasions when a class teacher or/and IEA team may require a child to be recorded on the SEND register without serving the period on the Concerns Register. This is when a student's learning problems require additional intervention or the student has joined our school with specialist evaluation requiring additional support. Outside agencies may be contacted for support





e.g. Speech and Language Therapy, Occupational Therapy, Literacy support for dyslexia. Through training, the staff has a greater awareness of recognizing children and the Support teamwork sensitively to ensure parents feel supported if they decide to seek a full diagnostic assessment.

## B. SUPPORT AND SERVICES

### Levels of Provision

Level 1	<input type="checkbox"/> Teachers have the highest possible Expectations for all students in his/ her class. <ul style="list-style-type: none"> <li>Teachers put in place different ways of teaching so that students are fully involved in learning in class. This may involve things like using AVK (Audio, Visual, Kinaesthetic and personalized teaching and learning approaches.</li> <li>Putting in place specific strategies (which may be suggested by inclusive education action team to support the student.</li> </ul>	All children in school should receive this as a part of good classroom practice.
<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <p>Document: Classroom Support Plan</p>		
Level 2	<input type="checkbox"/> The teacher carefully checks each child's progress and decides if the child has gaps in understanding/ learning and needs some extra support to help him/her make the best progress <input type="checkbox"/> Teaching Assistants/ Teacher or school support team may run small group sessions keeping in mind individual education Plan goals and targets within the classroom setting.	Students who have specific gaps in their understanding of a subject/ area of learning.
<p>Specific group work within in a smaller group of children. This group may be run in the classroom or outside.</p> <p>Documents: individual education plan ,behavior modification plan</p>		
Level 3	<input type="checkbox"/> The student is identified by Support Team as needing a more specialist input of or in addition to outstanding classroom teaching and intervention groups. <ul style="list-style-type: none"> <li>School counsellor may refer for specialist evaluation or/ and intervention</li> <li>The specialist/ professional recommendations may include: -making changes to the way the student is supported or changing some aspects of teaching to support them better -support to set better targets which will include expertise for teachers to implement</li> </ul>	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups
<p>Specialist groups run by SEND teachers, SEND counsellor in partnerships with outside agencies e.g. Speech and Language Therapist, Occupational Therapist, PT</p> <p>Additional support from external agency /learning support assistants and individual sessions.</p>		



## II. Record Keeping and Assessment

It is important that records of all children are accurate, yet as positive as possible. This is particularly important for children with special needs. The following tests, if appropriate, will be used and recorded in the individual child's SEND file. These help with the setting up of Individual Educational Plans and aid outside agencies as well as the school in the monitoring of progress. All tests/assessments that are done for all our children in school

- Skilled Observation
- Letters and sounds/Phonics Screeners
- Development matters
- Checklists – ADHD, ASD, ODD-CD, MLD, SLD and IQ checklists, ▪ baseline assessment

A list is made available for staff, which gives information with reference to screening and also for those who have undergone a full psychological assessment. The list is updated on a regular basis. Teachers are responsible for upholding a SEND class file in their care on a termly basis.

Class Teacher SEN File Index	SEND Individual File
------------------------------	----------------------

## III. Monitoring and Evaluation of SEND

The monitoring and evaluation cycle is embedded into school practice and is a continual cycle of the review aimed at improving provision and outcomes for all students. The HODs, and inclusive education action team monitors the movement of students within the school system. Parents and students are actively involved in the process through planning and review discussions. The Inclusive education action team and the HODs hold regular meetings to review the work of the school in this area.

## IV. Medical Information

The school medical record is updated as and when information comes into school clinic. Any major changes are passed on to the School Counsellor/Special Educator straight away.

However, a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation



- SEND Policy
- SEND Register
- SEND Categories
- Student profile
- Observation report
- Academic results
- monthly improvement report
- Current IEP's annual goals /BMP goals
- Parent Communication Log
- guidelines to deal with SEN
- Minutes of SEND Meetings
- Behaviour tracking chart
- Accommodations
- seating arrangement
- worksheets sample/activity sample
- lesson plan with differentiated activity

1. Information sheet with all the details-
  - Name
  - Class
  - Class teacher
  - Age
  - Tel no
  - Mother's name, contact no/email
  - Father's name, contact no/email
  - Referral issue
2. School Assessment report
3. Parent/Guardian Consent form
4. Clinical/Medical Evaluation Report
5. Current I.E.P
6. Old/reviewed IEP's
7. First-term test record sheet
8. midterm progress report
9. Final term Office test record sheet
10. Final term progress report.
11. Meeting notes- between staff/parents
12. referral forms
13. A sample of work done during a session (Worksheets, notebook, etc.).
14. behaviour modification plan
15. assessment documents

and open discussion between the child's parents, the school, the school doctor and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

#### VI. Roles and Responsibilities

1. Principal
2. Inclusive education action team governor
3. Inclusive education action team champion
4. Special Educator
5. School counsellor
6. Inclusive education action team
7. Learning Support Assistant
8. Head of the department
9. Subject leaders
10. Class teachers
11. Volunteer Parents
12. Students

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing any special educational needs in either the long or short term.

The specialist staff will work closely with class teachers in the early recognition, assessment and testing of children. The teachers will be given specific intervention strategies and classroom



accommodations for each SEND student. Parents meeting will be regularly held to update the progress or share any concerns.

#### 1. THE PRINCIPAL HAS RESPONSIBILITY FOR:

- The management of all aspects of the school's work, including provision for students with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

#### 2. THE GOVERNOR OF INCLUSIVE EDUCATION ACTION TEAM

- Undertake supervisory, monitoring, and evaluation of the SEND functions
- Ensure that all students have access to support, advice, and guidance whenever necessary especially with regard to social, emotional, behavioural, or special educational and disabilities support needs.
- Support the IEA team in their respective functions to ensure the smooth flow of the process and availability of the counselling services, SEND, and behavioural interventions and other services related to their functions.

#### 3. THE CHAMPION OF INCLUSIVE EDUCATION ACTION TEAM

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Training staff to identify students with send
- Training teachers on different kinds of strategies useful for send
- Training learning support assistants on how to work with the send child
- Monitoring of classroom practice
- Coordinating the provision for students with send
- Taking an overview of the key work arrangements and implementing any necessary actions.
- Liaising closely with parents of students with send, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teacher and parents
- Assisting in the monitoring and evaluation of progress of students with send through the use of school assessment information
- Contributing to the in-service training of all staff
- Managing learning support assistants within the SEND department.
- Work closely with the principal to ensure the effective administration and operation of the inclusion support team
- Ensure that all students get consistent, high-quality response to meeting their needs in school





#### 4. THE SEN TEACHER

- Monitoring the SEND student in the classroom.
- Facilitating the carrying out of assessments as appropriate to the individual needs
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Coordinating all the support for the children with special educational needs and disability (SEND)
- Ensure that all students get consistent, high-quality response to meeting their needs in school
- Familiarize themselves with student's records and information regarding their special educational needs
- Support in maintaining SEND file
- Keep parents updated with the current IEP goals in the beginning of the term
- Support individual and groups of students to achieve IEP/BMP targets and through individual sessions and 'recognized' Intervention programme
- Keep annotated notes and records to provide detail of success and difficulties of students
- Carry-out their duties as stated in the job description
- Liaising with all the other people who may be coming into school to help support student's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy
- Support teachers in an active and sustained manner across the year

#### 5. INCLUSIVE EDUCATION ACTION TEAM

- Implements and monitors the impact of the strategic inclusive education improvement plan
- Classroom support and learning assistance
- Work closely with inclusive education action team

#### 6. SECTION HEAD

- Apply knowledge and understanding of current developments in education policy, schooling, social, and environmental trends/ developments to improve educational opportunities for students with SEND.
- Supporting the implementation of individual education plan, goals and targets in the curriculum which engages the SEND students.
- Ensure a consistent and continuous focus on student assessment and achievement using appropriate data and benchmarks to set monitor, track and evaluate student progress including students who experience special educational needs.
- Monitor, review, and evaluate classroom practices, provision and support and promote improvement strategies to ensure outstanding standards of teaching and provision.

#### 7. TEACHERS' RESPONSIBILITIES INCLUDE:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN students
- Collaborating with the team to decide the action required to assist the student to progress.
- Working with the team to collect all available information on the student



- In collaboration with the team, contribute to the development of Individual Support Plans for SEND students.
- Ensuring the lesson plans include the targets from the IEP for the SEND student.
- Including students with SEND in the classroom, and for providing an appropriately adapted curriculum. Teachers must adjust teaching to respond to the strengths and needs of all students
- Working with SEND students on a daily basis to deliver individual support
- Developing constructive relationships with parents
- Provide inputs in to the development of the school's SEND policy

#### 8. PARENTS

- Provide the school medical, psychological or educational assessments or reports before entry to the school. Such materials are a pre-requisite in enabling us to provide the best education for the child. Failure to disclose any such information including the deliberate withholding of information may result in the child not making the expected progress in school.
- Notify the principal in writing if they are aware or suspect that their child has a learning difficulty.
- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under home-school agreements which set out expectations of both sides.
- Liaise and discuss progress towards targets with teachers- ask for help or advice if needed.

#### 9. STUDENTS

The school acknowledges the student's role as a partner in their own progress and develop their participation in the decision-making process.

- Involves in target setting and formation of the IEP/BMP
- Involves in the review meeting and discuss progress and future provision ➤  
Discuss strength and difficulties with teachers and support staff

#### VII. Communication and Reporting

- ❖ Acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ Focus on the children's strengths as well as areas of additional need
- ❖ Recognize the personal and emotional investment of parents and be aware of their feelings
- ❖ Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ Recognize the need for flexibility in the timing and structure of meetings.



Counsellors/Special Educators and class teachers talk both informally/formally to parents in school, may mail/ telephone/ direct communication

#### Resources

The school is fortunate to have an additional resource room that caters both academic and behavioural needs. The provisions are updated regularly. All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the counsellor/inclusive champion, Special educators, head of the department, and grade leaders.

#### Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and student involvement.
2. Careful monitoring of targets achieved against those set in the IEP, /BMP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and Informal assessment.

Policy Details	Special Education Needs Policy
Version Date	<del>September 20</del> April 2024
Reviewed and Approved by:	<i>[Signature]</i> 29/1/25
Next Review Date	<del>September 20</del> March 2025

