



Sama American Private School
مدرسة سما الأمريكية الخاصة



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Inclusion Policy

2021 – 2022



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Key Values and Principles

The Inclusion Policy supports the school's aims and outlines since Sama American Private School (SAPA) strives for excellent learning and teaching through a balanced curriculum in a vibrant, diverse, and inclusive environment that promotes equitable challenges for all students.

SAPS is committed to inclusion to equip all students regardless of their needs and abilities with the skills and attributes required to become active citizens in our international community and support them to access high-quality instructions and interventions to experience success.

Finally, SAPS's core aim is to provide an environment where the learning, achievement, attitude, and well-being of all students are at the heart of the school.

Purpose of the Policy

This policy articulate how SAPS actively meets the needs of students, who experience barriers to learning such as sensory or physical impairment, learning difficulties, or emotional/social/behavioral issues, or may relate to factors in their environment, including the learning environment they experience in school.

Aims and Objectives

SAPS strives to continually monitor the progress of all students, identify needs as early as possible, and provide support while maintaining the balance of the mainstream class.

Additionally, SAPS school aims:

- To promote a culture of inclusion that celebrates values and diversity.
- To remove barriers to learning through high-quality education and personal care.
- To build professional capacity to meet the needs of Students of Determination and those with Additional Educational Needs.
- To facilitate access to the curriculum through differentiated planning.
- To promote positive receptions of a student with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parent.



- To form strong partnerships between all stakeholders so that the student's learning and emotional well-being are optimally supported.
- To give the students a voice in planning and in decisions that affect them.
- To have an open-door policy that support staff and parents.

Inclusion Provision

The Inclusion Department works across the whole school to promote inclusion for all students through:

1. Academic Interventions.
2. Positive Behavioral Intervention.
3. Emotional and social intervention.

MTSS Framework for Instruction, Intervention and Early Identification

MTSS is a comprehensive framework or multiple tiers of instruction and support in which teachers provide quality instruction across three tiers.

SAPS uses MTSS to identify struggling students early and intervene quickly. It focuses on the “whole student.” That means it supports academic growth, but many other areas, too. These include behavior and social and emotional needs.

- Tier 1 is whole group instruction for 80-85% of students
- Tier 2 is small group instruction for 10-15% of students
- Tier 3 is 1 on 1 instruction for 1-5% of students

Different Levels of Support

Tier 1: High quality Instructions. (Whole Class instructions)

High quality Instructions within a typical classroom environment. All students in the general education classroom are in this tier. The teaching strategies and instruction will be aligned to content standards and differentiated at the same time to reach every student in the class. In this tier, the curriculum goals will not be modified. Throughout this process, the classroom teacher will be monitoring all student's progress. A student who is struggling may move to Tier 2. The majority of learners should make sufficient growth in this tier.



Up to 80 percent of students should reach successful levels of learning through Tier 1 support. .

Tier 2: Targeted Interventions.

(Small group instructions).

Students in Tier 2 still attend Tier 1 lessons with the rest of the class. Once the teacher has gathered enough evidence to show that a student is struggling to learn, they are moved to Tier 2. It includes more intensive, systematic instruction, often tailored towards a small group of students demonstrating similar difficulties. This Tier does not typically involve removal from the regular classroom environment; rather the interventions take place in the original classroom. Results of instruction and assessment are closely monitored. But they get more targeted support through small group lessons. In case the students show a progress they can return to Tier 1 or student who isn't making progress may stay in Tier 2 or move to Tier 3. This tier will, on average, account for an additional 15% of students teaching.

Tier 3: Intensive Individual Interventions.

(1 on 1 instructions)

If students are still struggling after a period of targeted instruction at Tier 2, they will be moved to Tier 3. This tier involves increased intensity (more instructional time, smaller group size or individual instruction) and increased explicitness (more focus on teaching specific skills). At this level, resources from outside the classroom will be provided to facilitate the learning. This could include a special education teacher or resource room teacher.

Often, students who struggle enough in their learning to make it to this tier are referred for psycho-educational testing – screening for potential learning difficulties. Students in tier 3 usually given an Individual Education Plan (IEP). It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.

This tier will, on average, account for an additional 5% of students teaching.



Academic Support

The academic instruction will be designed in effective way to allow all students to have equitable access to grade-level standards. Also, students will have learning experiences that are personalized to meet their needs with support from the teacher.

Behavioral Support

Tiered behavioral systems will provide a proactive and preventative approach by developing a system based on data and responsive to student needs. Plus, it emphasizes the importance of providing positive behavioral intervention supports integrated and aligned with effective academic instruction to establish a positive, safe, and supportive school climate.

Social Emotional Support

Students will receive social-emotional supports that are aligned with academic and behavioral efforts, so they fare better on many indicators including academic achievement metrics, positive social behaviors, and attitudes. Also, skills such as self-regulation and teamwork will be strengthened.

Personalized Provisions

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written document for wave 3 students as planning, teaching, and reviewing tool. The special educator makes the IEP and records the goals that are in accordance with the child's current level of performance. All IEP goals are shared with the teachers and parents. Progress is tracked and considered for further interventions.

Learning Support Plan (LSP)

LSP is a written document planned for students in wave 2 to address the areas of difficulty and provide targeted strategies to support the students inside the classroom. This is reviewed three times a year to check for progress.



Individual Accommodation Plan (IAP)

Based on observations, feedback, and assessment reports, an Individual Accommodation Plan is prepared for students. They are carefully planned to help the child to meet his/her basic needs inside and outside the classroom.

Individual Behavior Plan (IBP)

Students who have behavior concerns are provided with Individual Behavior Plan (IBP) and counselors review it for progress.

Modified Curriculum and Assessments

A modified curriculum is changing what the student is expected to learn, not how it is presented. Curriculum modification is done for the students based on the difficulty level. The modified assessments are also provided to support the students to cope up with the curriculum.

Advanced Learning Plan (ALP)

It developed for Gifted and Talented Students to meet individual learning needs. If a school-based instructional program is determined to be insufficient to meet the student's needs, a referral will be made to the School Support Team for further study and planning.

Inclusion Support Team

In line with the Dubai Inclusive Education Policy Framework, all members of the school community are expected and encouraged to adopt behaviors that support the school's inclusive ethos.

Senior Leadership Team

- Responsibility for making a school truly inclusive lies with the Principal and Senior Leaders of the school.
- School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage at school or on educational visits.
- School leaders need to provide training to educators at all levels to increase their awareness about the importance of supporting all the needs of the students.
- School leaders need to provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.



Inclusion Department

- The Head of Inclusion takes the leading role in coordinating support and provision to support the needs of all students.
- Together with admissions the Head of Inclusion coordinates the liaison with previous schools, organizes appropriate support, and ensures a smooth transition for students with SEND.
- In partnership with the school's senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates, and plans for the development of inclusive practice and provision across the school.
- The Inclusion Department works in close collaboration with classroom teachers and other educational staff to support the education of students.

SEN Teachers and Learning support Assistant

- SEN Teachers will work under the supervision of the inclusion department to teach either individuals or small groups of pupils within, or outside, the class. Prepare lessons, resources and assess children who have long or short-term learning difficulties and work with colleagues to identify individual pupils' special needs.
- Learning support assistants may be employed by the parents of students who experience SEND and will receive training from Head of inclusion.
- Learning Support Assistants collaborate with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.
- In line with the Dubai Inclusive Education Policy Framework, close partnerships with special centers have been developed to ensure access to inclusive education for students with determination.

School Support Team (SST)

At SAPS the SST (School Support Team) consists of the School Principal, Social Worker, Psychologist, SEND Teacher, Learning Support Assistants, and Head of Inclusion. The team is responsible for the leadership and development in each of their specialized roles. On-going weekly team progress meetings are held to assess the effectiveness of each aspect and to inform future developments. The team strives to establish equal opportunities



for all students and establish learning environments that encourage and support the active involvement and inclusion of every student thereby promote the wholesome development of all students.

Teachers

- Teachers are responsible for managing and creating an inclusive classroom environment.
- Teachers share responsibility for removing barriers to learning.
- Teachers Identify barriers to learning and communication through the referral process.
- Teachers collaborate with inclusion to create opportunities that ensure meaningful participation in the learning environment.
- Teachers implement individual plans and set targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom support plans in line with the expectations as set out in the Dubai Inclusive Education Policy Framework.
- Teachers, in collaboration with the inclusion department, provide students with learning opportunities that allow all students to access subjects taught, encounter appropriate challenges, and promote progress.
- Teachers will collaborate effectively with parents and inform them of any additional or different provisions being made for their child.
- Teachers take the lead role in monitoring the attainment, learning, behavior, and well-being of all students in their class.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognized that it is particularly important for students who have barriers to learning to have the support and encouragement of parents so that they can achieve success. The school considers parents as partners in the student's learning. This will involve:

- Parents will be consulted by telephone call, email, or meeting when difficulty be suspected or identified.
- If the class/subject teacher has an initial concern about a student's progress, parents will be contacted to discuss strategies being used to help, following the graduated approach to learning support.



- Parents will be informed and consulted regarding IEPs/PBIS/ALP/AIP that can be used in class and at home and invited to discuss outcomes as their comments and views are taken into consideration when deciding upon future action and targets.
- Parents will be advised and consulted before any testing of students taking place and if involvement with an external agency is deemed appropriate or necessary.

Working with Outside Agencies

Where necessary and appropriate, the school will seek support from outside agencies such as occupational therapists, educational psychologists, speech and language therapists and other appropriate experts or will recommend specialists who have the ability to help the student.

Student Voice

The school will work to ensure that, where possible and depending on the age and level of need, students are fully aware of their individual needs and have been involved in the targets that are set for them. Parents will also be involved in this process and encouraged to discuss with their child his/her individual needs. Moreover, as far as is possible and practicable, students will be involved in the decisions which are taken regarding their education.

Admission Policy

SAPS is in line with the Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities.

SAPS ensures:

- Students are not refused admission based only on their experience of SEND.
- All applicants have the right to sit admission assessment tests.
- All applicants are fairly assessed.
- Collaboration between parents and previous schools to ensure a successful transition.
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants. Access arrangements will be made based on the student's usual way of working.



- Students who experience SEND will be provided with appropriate levels of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers.

The Admissions Team will seek the support and advice of the Inclusion Support Team to conduct assessments and determine educational needs for new joiners. The Inclusion Support Team will use the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

Monitoring and Review and Evaluating

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of students in judging ‘value added’ factors and the comments from the annual parent questionnaire. Moreover, the Inclusion Department monitors the movement of determined students within the system in school. The department functions effectively with a detailed Action Plan providing a regular summary of the impact of the policy on the practice of the school.

The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Educational Plans for the determined students. In light of the findings, the policy is revised and amended accordingly.

This policy has been discussed and agreed upon by the SAPS teaching staff, and leadership teams for implementation. The policy is amended and updated in line with the Dubai Inclusive Education Policy Framework.



References

- UAE Inspection Framework 2015-2016
- Laws and Regulations such as Dubai Inclusive Education Policy Framework (2017)
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Federal Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- Federal Law of Individuals with Disabilities Education Act (IDEA) (1975)
- Resolution No. 43 of 2018 in support of the people of determination
- International and local inclusion policies