



روضة امباسادور
AMBASSADOR KINDERGARTEN
INSPIRE INQUIRE INNOVATE

INCLUSION POLICY



“Inclusion is being a part, not apart”

PURPOSE

Ambassador Kindergarten values the individuality of all students. We are committed to giving all our students every opportunity to achieve the highest of standard. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our students. The achievements, attitudes and wellbeing of all our students matter. This policy helps to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background.

AIM AND IMPLEMENTATION

Every day, in every classroom, all students, including those identified as determined learners, 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 with.

Ambassador Kindergarten aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual child or groups of students.

- ❖ girls and boys;
- ❖ students who need support to learn English as an additional language;
- ❖ students with additional learning needs;
- ❖ more able and talented students;
- ❖ students with emotional, social and behavioral difficulties

All leaders and teachers work towards these aims by:

- ❖ Providing students who need support to learn English as an additional language; by promoting high quality learning opportunities through planning lessons that enable students to achieve their highest potential.
- ❖ Providing students with additional learning needs; high quality curriculum design that meets the individualized learning needs of each student.
- ❖ Providing our more able and talented students; a high quality learning environment that engages students as innovators, inquirers, critical thinkers and owners of their learning.
- ❖ Promoting students with emotional, social and behavioral difficulties; an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences.

INTRODUCTION

Dubai is 'committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs; AND so are WE.

Inclusion is not just about learners with special needs. It is an attitude and approach that embraces **diversity** and **learner differences** and **promotes equal opportunities** for all learners.

Inclusive education means that all students attend and are welcomed by their schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

The term special education describes the programme and services designed for people of determination (people with special needs) in order to ensure that all students can reach their full potential.

The term 'special educational needs' is used to describe the educational needs of any one with a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance.

The government of the UAE strongly supports education and learning services for people of determination. In November 2006, the UAE signed the Convention on the Rights of Persons with Disabilities and Optional Protocol.

Federal Law No. 29 of 2006 is the first law in the UAE to protect the rights of people of determination. Article 12 of the law provides: the country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille and or any other methods as appropriate.

Another law concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai", The Law cited as "Law No. (2) Of 2014.

Executive council resolution: No. (2) Of 2017 for regulating private schools in the Emirate of Dubai; this concludes inclusion through (Article 4 (14), Article 13 (16), Article 13 (17), Article 13 (19), and Article 23 (4).

PROMOTING AND SUPPORTING INCLUSION

To promote and support Inclusion; we ensure to work together as a team to achieve our desired goals.

Governing Council:

- ❖ Governing Council ensures creation and implementation of specific policies and procedures to bring about an inclusive environment.
- ❖ Make specific provisions in the infrastructure to facilitate inclusion.
- ❖ Ensure appropriate human resource and manipulative to support inclusive education.
- ❖ Monitor progress of students of determination.

Senior Leadership Team:

- ❖ SLTs support to deliver the vision, mission, strategic priorities and values of Ambassador Kindergarten and are also responsible for appointing appropriate staff and monitoring the performance of staff in accordance with agreed policies, procedures and school action plans to promote an inclusive environment.
- ❖ SLTs, Inclusion department and teaching staff are responsible for ensuring that the curriculum; in its narrow and broadest sense, is personalized to match the needs of the students who attend the School.
- ❖ SLTs monitor the progress and attainment of all students of determination against their starting points and according to their IEPs/ IAPs.

INCLUSION DEPARTMENT:

In accordance with KHDA, the Inclusion department has a key role in promoting and supporting inclusive practice at the School. We are committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of students of determination.

- ❖ The Inclusion department undertakes a variety of tasks which include:
 - ❖ Identification – this may have occurred prior to a student’s enrolment at school. If this is the case; parents will provide the relevant documentation as per the Parent Contract. The Inclusion Head will review and determine the appropriate provision to ensure inclusion at Ambassador Kindergarten.
 - ❖ Being the point of contact and supporting all students including new students as and when required.
 - ❖ Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
 - ❖ Work in close collaboration with classroom teachers and other staffs to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis.
 - ❖ Providing learning environments that encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally.
 - ❖ Helping to develop ways of best supporting the students he/she works with.
 - ❖ Working alongside staff and students to promote positive relationships for all students throughout the school day; including break times.

- ❖ Undertaking individual or group work with students whose behavior is a matter of concern.
- ❖ The department advises other support staff on the running of groups aimed at developing students' social skills.
- ❖ Taking a supporting role in working alongside external family support agencies.
- ❖ There are six broad areas that give an overview of the difficulties a student may have. However it is important to note that a student's needs could cross one or more of the following:
 - Communication and interaction
 - Speech and language disorder
 - Cognition and learning
 - Behavior, social and emotional
 - Sensory and/or physical needs
 - Medical conditions or health related disabilities
- ❖ Department uses a 'graduated response' to identify and remove barriers to learning in order to put effective special education provision in place

CLASS TEACHERS:

- ❖ Class teachers are responsible for managing and creating an inclusive classroom environment.
- ❖ Students receive differentiated instruction according to their strength and ability. Teachers have overall responsibility for the planning and delivery of lessons to their class.
- ❖ Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or individual action plan (IAP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- ❖ Teachers take the lead role in monitoring the attainment, learning, behavior and well-being of students in their class. This information is recorded and students' achievement and needs are discussed and further planning undertaken by way of regular student performance reviews.
- ❖ Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.

LEARNING SUPPORT ASSISTANT:

- ❖ Learning Support Assistants (LSAs) in partnership with the teachers and Inclusion team, work with individual or groups of students during lessons and break times to support students' learning and promote their well-being.
- ❖ Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist.
- ❖ To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- ❖ In order to best utilize their support for students' learning, the deployment of Learning Support Assistants within the school are strategically managed by the Head of Student Support in consultation with other members of the Senior Leadership Team.

ARRANGEMENTS FOR INCLUSION

At Ambassador Kindergarten, we ensure that all our school policies and those that are being re-written are strongly underpinned with an understanding that all students shall be included in all areas of the curriculum.

The school's Development Plan, curriculum planning, termly planning as well as day to day planning should all reflect this policy and have at its heart, inclusion for all. We recognize that inclusion for all is a social process, one enabling students to be able to value each other within the school and the wider community. In order to achieve this we have set up many initiatives, including;

- ❖ Buddy system
- ❖ Parent Counseling
- ❖ Happy Helper
- ❖ Peer tutoring

The policy is considered to be a working document, open to comment and reviewed regularly according to changing circumstances. Monitoring will consider the following:

- ❖ Do all students have equal access and opportunity
- ❖ Are they equally included in the mechanisms of this policy
- ❖ The teaching and learning that drives it
- ❖ Are we identifying students' difficulties early and quickly enough?
- ❖ Are the IEP targets SMART and addressing the needs of the students?
- ❖ Are class teachers meeting their duties?

- ❖ Is there effective communication/support between staff and Special Educator and parents/carers and Special Educator?
- ❖ Are parents/carers happy with the provision for SEN students?
- ❖ Are IEPs being delivered within the learning environment?
- ❖ Are they considered in teachers' planning?
- ❖ Are IEPs regularly reviewed and students sufficiently monitored through the profiling system?
- ❖ Support that is provided to Students of determination is evaluated at the end of each term.

SUMMARY

At Ambassador Kindergarten, we value each child as a unique individual. We will always continue to strive to meet the needs of all our students and seek to ensure that we meet all statutory requirements related to matters of inclusion.

If parents/carers are anxious or concerned in any way about any aspect of their child's education they are always welcome to approach the school in person.

- ❖ We respond promptly to parental concerns by organizing a meeting to discuss the matter.
- ❖ Informal concerns are discussed initially with the class teacher or team member of Inclusion department by prior appointment.
- ❖ Formal complaints can be discussed with the Special Educator and/or Principal. They investigate the concern and arrange to meet the parents/carers again to advice of the outcome. Minutes of meetings with parents are maintained, recording what has been agreed in response to a specific concern.

IDENTIFICATION:

We use a range of strategies to identify our SEND, G&T and EAL students and those who may demonstrate a particular flair in a certain area. The identification process is on-going and begins when the student joins our school and involves staff, students, parents and carers.

Data taken into account will include:

- ❖ Information from the external standardized testing
- ❖ Information from parents and carers
- ❖ Information from previous teachers or pre-school records
- ❖ Discussions with students
- ❖ Identification by staff using professional judgments, classwork and test and assessment results

THE SCHOOL REGISTER

- ❖ Students who are identified by the school as being; SEND, EAL and Gifted and Talented are entered on to the school register.
- ❖ The register will be reviewed twice a year at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made.

- ❖ Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

STAFF DEVELOPMENT AND TRAINING

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

LEADERSHIP AND MANAGEMENT

The Head of Student Support will:

- ❖ Maintain the register in consultation with other staff
- ❖ Liaise with relevant staff for timely progress meetings
- ❖ Monitor the school's provision for students identified as being SEND, EAL or G&T
- ❖ Monitor the progress of identified students by making at least twice yearly reviews of individual assessments.

MONITORING AND REVIEW

The Principal and Head of Student Support will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.

Supporting Policies and Documentations:

- ❖ Special Education Needs Policy
- ❖ KHDA Parent School Contract
- ❖ Positive Behavior Policy
- ❖ Safeguarding and Child Protection Policy
- ❖ School Admission Policy
- ❖ Gifted and Talented Policy

Effective date: April, 2019

Review date: March, 2020