

INCLUSION SEND (ELC) POLICY

POLICY ESSENTIAL INFORMATION

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INCLUSION SEND (ELC) POLICY

Guiding Principles

The goal of the Inclusive Education Action Team (IEAT) within GEMS World Academy (GWA) Early Learners Center (ELC) is to promote a whole school approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty or disability. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment. With this support, we believe these learners can be successful learning in an IB World School and become autonomous, lifelong learners.

Policy Statement

We believe that every student is entitled to a fully inclusive education, and every teacher is a teacher of every student, including those with special educational needs. The goal of the Inclusive Education Action Team (IEAT) is to The IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

The four principles of good practice for promoting equal access to the curriculum for all learners at GWA are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning.

Our aims are to:

- To identify and provide for students who have special educational needs and additional needs
- This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- To ensure early identification of students with additional educational needs and to monitor their progress
- To provide support and advice for all Academy staff
- To ensure access to a broad, balanced and differentiated curriculum for all students
- To raise levels of achievement for all students with additional educational needs
- To ensure that all students make good progress commensurate with their ability
- To ensure that all students have equality of opportunity within the full range of the Academy’s curriculum
- To ensure a successful transition of students with additional educational needs into each consecutive phase of learning to maximise their full potential
- To actively work with parents/carers and fully involve them in their child's education.

GWA provides an inclusive learning environment to meet the needs of our school community. The Academy, through the delivery of the PYP, MYP, DP, CP programmes, provides teaching and learning strategies to ensure that each student is able to access the curriculum being provided and successfully demonstrate their knowledge and skills through appropriate assessment procedures.

Identification of Learning Needs via Admissions

All Learning Support applications

- Each application is reviewed individually during the admissions process (refer to Admissions Policy) to establish if additional support needs may be required to support student learning
- Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and/ or a parent meeting
- If additional support is recommended, a parent meeting is set up to discuss the level, type, duration and cost of the support required
- Support provisions are subject to annual review
- The final decision regarding placement rests with the Division Principals and, ultimately the Principal / CEO

There may be some students whose academic and/or social needs are beyond the provision of the Academy. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance. This includes the financial responsibility for a Learning Support Assistant if required.

IDENTIFICATION OF NEEDS

Central to the success of all our students is the swift and effective identification of their additional needs. Those students who require additional support are placed on the Academy's Learning Support register.

Identification of students with Behavioural, Social, Emotional and Mental Health Difficulties

Some of our students experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging and disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

- An analysis of the Academy's behaviour systems of rewards and consequences
- Through Response to Intervention, identification of the need for short-term emotional, social or behavioural interventions
- Referral to Inclusive Education Action Team (IEAT)
- Other meetings involving multiple agencies and the family, to determine the factors underlying the SEMH behaviours, and address issues that lie beyond the Academy
- Referral for diagnosis of mental health issues

Identification of students with Medical Conditions (that may lead to an associate special need e.g. asthma, diabetes, allergies, epilepsy)

- Information passed on to the Academy through the transition process from previous schools
- Medical diagnosis and reports from parents
- Baseline assessments, reading and spelling tests for mid-phase admissions
- Use of the Academy termly assessment data
- Teacher identification

Identification of students with a Speech and Language Disorder (this does not include students whose difficulties arise from being an additional language learner)

- Information passed on to the Academy through the transition process from previous schools
- Clinical Evaluation of Language Fundamentals (CELF-4)
- Speech and Language assessment
- BPVS British Peabody Picture Vocabulary Scale
- Teacher identification

Identification of the needs of students with Communication and Interaction Needs

Some of our students have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, students with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Psychology Support Services
- Developmental paediatrician
- Educational Psychologist assessment, report and diagnosis.
- Personal Tutors making referrals to the Inclusive Education Action Team (IEAT)
- Screening within the Academy using tools such as the social communication questionnaire and strengths and difficulties analysis would indicate whether a formal diagnosis was required.

Identification of the needs of students with Physical Disabilities

Some of our students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

- Medical diagnosis
- Specialists involvement
- Physiotherapist assessment
- Occupational therapist assessment
- Identification within the Academy will generally involve working with, and contributing to, assessments by health professionals

Identification of students with General Learning Difficulties (GLD1, GLD2, PMLD, Assessed Syndrome)

- Educational Psychologist cognitive and academic assessment
- CAT 4 (Cognitive Abilities Test)
- Other cognitive or developmental assessments.
- Information passed on to the Academy through the transition process from previous schools
- Baseline assessments, reading and spelling tests for mid-phase admissions
- Use of the Academy termly assessment data
- Teacher identification

Identification of students with Specific Learning Difficulties (Dyslexia, Dysgraphia, Dyscalculia)

- Educational Psychologist cognitive and academic assessment
- Other dyslexia screening/diagnostic tests

Identification of students with Sensory Impairments (Visual Impairment, Hearing Impairment)

- Medical diagnosis and report
- Specialist Involvement where appropriate
- Teacher observation

HOW WE MEET THE NEEDS OF STUDENTS

Phase 1: Quality first Teaching

The most effective support mechanism for students with additional educational needs is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all students, staff ensure they are fully aware of the additional needs of all students in their class and provide differentiated teaching and resources to meet these needs. Lessons are planned to remove barriers to learning for all students with additional needs and this ensures that most are able to fully access the curriculum. Where a student is making less than expected progress, the subject teacher will ensure that targeted and differentiated teaching takes place to support that student. It is the role of the Inclusive Education Action Team (IEAT) team to support class teachers in their role in delivering quality first teaching, they will do this by:

- Providing advice and information on supporting a range of additional needs within the classroom
- Providing training in meeting additional needs
- Providing information, in the form of context sheets for particular students

Phase 2: Assess, Plan, Do, Review

Where progress continues to be less than expected, concerns can be raised by Form Tutors through a IEAT referral or via RTI meetings. At this stage a decision to provide additional or alternative support may be made by the IEAT team. This is a person centred approach and the views of the parent and student will be very much taken into account. This begins a cycle of *assess, plan, do, review* with the student at the centre of the process.

Assess: IEAT will ensure that staff regularly assess all students' needs so that their progress and development is carefully tracked compared to their peers and national expectations. IEAT will listen to the views and experience of parents/carers and the student. In some cases Inclusive Education Action staff will draw on assessments and guidance from other professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where learning support is required the team will put together a plan outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed.

Do: Subject teachers are responsible for working with the student on a daily basis. They will also liaise closely with IEAT or specialists (e.g. SALT) who provide support and monitor the progress being made. The Learning Support team will continue to provide support, guidance and advice for staff.

Review: The plan including the impact of the support and interventions will be reviewed regularly by the IEAT and Inclusive Champion. This will inform the planning for next steps for a further period or where successful removal of the student from receiving additional support from IEAT.

PARENT/CARER

The Academy recognises the crucial role of involvement offered by parents/carers in supporting our students and therefore values the opportunity to discuss practical strategies to enhance their child's development. When working with parents, carers and students, the Academy follow a person centred approach, which will:

- Focus on the student as an individual
- Enable the student and their parents/carers to express their views, wishes and feelings
- Enable the student and their parents/carers to be part of the decision-making process
- Use clear and understandable language
- Highlight the student's strengths and capabilities
- Enable the student, and those that know them best, to express their views when planning future outcomes
- Personalise support to the needs of the individual
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver outcomes-focused and coordinated plans for the student and their parents/carers

ROLES AND RESPONSIBILITIES

GEMS Governance Inclusion Board will:

- Be led by a CEO / Principal or Head of School who represents the Chief Education Officer (CEO), CEO / Principal or Head of Schools from each cluster, inclusion leaders from schools, and relevant SSC departmental representation.
- Ensure that all GEMS Schools provide outstanding school leadership and management practices that promote achievement of personalised educational outcomes for all students.
- Support the CEO / Principal or Head of School to monitor the performance of students and staff across all GEMS Schools in accordance with agreed policies, procedures and school development plans through the CEO / Principal or Head of School.

The CEO / Principal will:

- Effectively promote a vision of inclusion that develops attitudes, approaches and strategies to ensure that Students of Determination are welcomed, accepted and valued.
- Conduct a school wide review of current practice to ensure that good practice is highlighted and promoted and areas which require targeted support for improvement are identified and acted upon.

- Work with the Senior Leadership team, Inclusion Champion (where different from the leader of provision for students of determination/students who experience SEND), the leader of provision for students of determination and LAB Inclusion Lead to develop and implement a comprehensive and strategic Inclusive Education Improvement Plan.
- Promote inclusion through all policies, systems and practices including recruitment and induction processes.
- Ensure that all staff at all levels have access to the professional development and support necessary to ensure that inclusive approaches to teaching and learning are effectively embedded.
- Embed effective collaborative systems to draw on the knowledge and competencies of educators, therapists, outside agencies such as universities, parents, students and other members of staff to assist each other in meeting the needs of students who experience SEND.
- Ensure that recruitment and induction processes prioritise inclusive practice as a key component of professional roles.
- Ensure that Quality Assurance processes are in place and followed (see Appendix C).
- Complete and act upon the GEMS Principals Inclusion Checklist to ensure that Inclusive education is promoted through policies, systems and practices (see Appendix D).

The LAB Inclusion Lead will:

- Be appointed by the LAB.
- Hold school leaders to account for the improvements of provision and outcomes for students with SEND.
- Work with the Principal and leader of provision for students of determination to determine the strategic development of the Students of Determination policy and provision in the school, monitor the quality of Students of Determination provision within the school and update the LAB on this. The role of LAB Inclusion Lead is outlined in Appendix E.

Inclusion champion will:

- Be central in promoting inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods. They will motivate others to share in this experience.
- Share information with senior leaders.
- Lead cultural transformation to achieve fully inclusive provision by engaging thoughtfully with feedback from the community through positive relationships and well developed interpersonal skills.
- Influence the development of whole school policies to ensure that inclusive best practice is embedded.

- Develop and oversee the implementation of the Strategic Inclusive Education Improvement Plan.

The Leader of Provision for Students of Determination will:

- Work with the Principal, Senior Leadership Team, Inclusion Champion (where different) and LAB Inclusion Lead to determine the strategic development and implementation of Inclusive Education Improvement Plan and the Inclusion Policy to ensure that inclusive practice is embedded.
- Work alongside teachers to observe, assess and identify special educational needs and promote high expectations of student learning and achievement.
- Monitor and support teachers to embed inclusive practice which actively lowers barriers to learning and promote the development of relevant and meaningful learning activities.
- Work collaboratively with internal and external specialists to promote student learning, development and well-being.
- Provide support and guidance to teachers, learning support assistants and parents.
- Have day-to-day responsibility for the operation of this Inclusion Policy and the coordination of specific provision made to support students experiencing SEND including facilitating collaborative meetings to promote the development of Individual Education Plans.
- Monitor and support classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- Implement evidence-based programmes of intervention for individual and small groups of students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.

Teachers will:

- Be responsible for the learning, progress and outcomes for every student in their classroom, including those experiencing SEND.
- Create an inclusive learning environment where all students are able to access the curriculum. Ensuring the appropriate accommodations or modifications are in place to ensure students can successfully engage with learning and with their peers.
- Work collaboratively with parents, support teachers, learning support assistants and specialists on the development, implementation and review of Individual Education Plans or provision maps; including assessing, evaluating and reporting on student progress.
- Supervise, coordinate and guide LSAs working with students of determination.

The Inclusion Support Team will:

- Be composed of the Principal, members of Senior Leadership Team, Leader of Provision for students of determination, support teacher(s), Champion for inclusive education, as well as have student, parent, Learning Support Assistants (LSAs) and other representation.
- Meet on a regular basis (e.g., weekly), maintain minutes of the meetings.
- Develop, implement and monitor the impact of the strategic inclusive education improvement plan to ensure the successful inclusion of students who experience SEND. This plan will specify how support to teachers and students will be delivered and how it can be improved over time. Regular and time bound monitoring and evaluation processes will inform targeted improvement strategies and measures of success.
- Work in close collaboration with classroom teachers and other educational staff by providing coaching and support to teachers on a timely basis
- Assign learning support assistants and Inclusion Support Teachers to individual students who experience SEND and/or class groups as needed.
- Where appropriate, develop partnerships with special centres and external professionals who work with individual students.
- Support the inclusion champion, leader of provision for students of determination (if different from Inclusion Champion) and LAB Inclusion Lead for inclusive education to implement and monitor the impact of the strategic inclusive education improvement plan, the plan will be reviewed and updated at least on an annual basis.
- Ensure that Quality Assurance processes are in place and followed (see Appendix C).

Support teachers will:

- Serve as a role model, coach and mentor for classroom teachers, as they work to develop their practices to meet the learning needs of diverse student populations. Spending no less than 60 percent of their time engaged in activities that directly influence competence of classroom teachers.
- Implement interventions directly with small groups or individuals either inside or outside of the classroom for up to 25 percent of their time, ideally in the classroom. However, in a minority of cases, some students may require access to specific or specialist support outside the classroom context.
- Provide professional support for teachers through observations, collaborative planning, modelling, co-teaching and collaborative reflection.
- Provide support for the identification of the specific needs and barriers of individual students and strategies to address these.
- Support the development, implementation and review of individual education plans (IEP) including the development of instructional and educational strategies and the modification and adaptation of curriculum structures

- Allocate not more than 15 percent of time working on administrative duties such as maintaining effective communication with parents/service providers/transition support. See Appendix F for job description.
- Key roles of Support Teachers:
 - **Observations** of teaching and learning: Initial class visits and a review of the students' profiles of needs will inform the process of setting mutual goals between the support teacher and classroom teacher. As trust builds and the professional partnership develops, the focus of these observations will become more targeted and be linked to specific outcomes.
 - **Collaborative** review of student data: Support teachers play a key role in modelling effective data literacy. Classroom teachers need to be able to analyze assessment information effectively in order to understand achievement potential, identify student needs and address any particular barriers to learning. The development of the teacher's ability to use formative assessment is a key part of this process; it ensures that teachers can swiftly and effectively adjust their teaching in response to emerging needs within the classroom.
 - **Co-planning:** The development of strategies to meet the learning needs of both students and teachers will be the focus of thoughtful collaborative planning. This will include: identifying the most appropriate teaching strategies; intervention approaches; learning activities; assessment methods; learning outcomes; and collaborative approaches to ensure that all students become fully and actively engaged in the learning process.
 - **Modelling:** An important part of the capacity building process is to provide models of expected practice within the context of the classroom. Engaging support teachers in co-planning with classroom teachers will enhance the impact of these strategies. A critical responsibility of the support teacher is to model strategies which promote effective student engagement and skillful teaching practice. Support teachers may also provide opportunities for the professional development of learning support assistants and give indications on how best to assist individual students.
 - **Co-teaching:** Regular opportunities for co-teaching are essential to enable the continual refinement of inclusive teaching approaches. Such opportunities reduce student/teacher ratio, increase the opportunities to differentiate in response to student need, provide a shared experience of teaching challenges, enable direct professional feedback on the success of new strategies, and promote further learning-centred dialogue between the support teacher and classroom teacher.
 - **Collaborative reflection:** The support teacher should regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development. This is important as it ensures that support is well-targeted and that success indicators are evidenced, shared and celebrated.
 - **Gradual release of responsibility:** As the confidence of the classroom teacher grows and enhanced practices become embedded, the support teacher should gradually withdraw their professional support. A planned follow up with a teacher may be agreed to review the retention of new practices and their impact on student learning. Classroom teachers who are able to refine their practices, grow in confidence as professionals serve as important advocates of further professional development opportunities.

Learning Support Assistants will:

- Work in collaboration with classroom teachers to enable students of determination to be successfully included in the classroom environment alongside peers.
- Support the teacher in lowering barriers to learning and facilitating student engagement and participation within relevant and meaningful learning opportunities.
- Be involved in assessment processes, record keeping, lesson planning and resource development such as necessary to support the inclusion of students of determination.
- Be actively involved in the design, implementation and review of the Individual Education Plan in collaboration with the classroom teacher and Inclusion Support team.
- Where needed, assist students who require personal care and additional support to access facilities in the wider school environment.
- Apply current best practice and strategies learned through professional development courses, in-service training, mentoring and workshops.
- Be actively involved in supporting students of determination to move towards independence.
- Engage with formal appraisal systems, including self and peer appraisal.
- Follow all processes outlined in a memorandum of understanding (MOU) when employed by parents of students who experience SEND that clearly sets out the terms and conditions of employment within the school. See Appendix G for job description.

Medical staff will:

- Work with all staff to promote the inclusion of all children, including the development of health care plans where required.

SEN CPD FOR STAFF

The Academy's Senior Leadership Team delivers whole staff training during INSET days, including workshops from external providers, through Teaching and Learning briefings and further bespoke training where necessary. The LS team receive ongoing training sessions specific to the needs of the students they support.

ADMISSION OF SEN STUDENTS

GWA maintains an open policy in making educational provision for a wide range of students, including students with learning difficulties. We are committed to the integration of all students in our care. We believe that students with special educational needs have a right to participate in the full life of the Academy, learn and be able to develop to their full potential. Students with special educational needs have access to the same facilities, activities and extracurricular opportunities as their peers.

In reaching their decision on individual applications the CEO / Principal shall be satisfied that:

- Admission to GWA would meet the educational needs of the prospective student and benefit his/her emotional and social development
- The Academy can provide appropriate experiences to benefit the student and the educational interests of all other students shall not be unduly prejudiced by tuition arrangements or specific behaviours
- Full and satisfactory consideration has been given to the nature of the Academy buildings, site and special requirements in relation to any physical disability
- Sufficient supervision, non-teaching support arrangements can be made
- Adequate financial, human and material resources shall be available including additional teaching support where appropriate
- Appropriate expert guidance on specific disabilities shall be available to teaching and non-teaching staff
- Following admission every student admitted with a disability shall at all times be treated with the same respect and dignity shown to all students

THE LEARNING SUPPORT DEPARTMENT (LS) AT GEMS WORLD ACADEMY

The LS department at (GWA) is intended for those students who have an identified learning need, difficulty or disability. As a school, we recognise that a learner might require additional support if the student:

- has a diagnosed disability (mild - profound). These are aligned with DSIB SEN Categories.
- has a mild learning difficulty which impacts on their ability to acquire, process and/or demonstrate grade level expectations without accommodations
- is considered an Exceptional Learner (see Exceptional Learner Policy)
- has a sensory impairment or a physical disability
- is experiencing emotional, behavioral or social difficulties
- parents/students are able to access external services in Speech Language and Occupational Therapy by external providers for an additional fee
- has a combination of any of the needs listed above

GWA utilises the document from KHDA entitled “Special Educational Needs Categories” to categorise students’ needs. These categories include:

- behavioral, social, emotional depression, anxiety, eating disorders, ADD/ADHD
- sensory and physical disability: blind, partial sight
- medical conditions or health related disability: diabetes
- communication and interaction: autism spectrum disorder
- learning: specific learning difficulty or profound and multiple learning difficulty
- gifted and talented: GWA exceptional learners
- disabled

Students with learning support needs at GWA are able to function in the regular classrooms with support and accommodations. An alternative curriculum may be designed for a student with severe

to profound learning needs if they are unable to meet the curriculum requirements of their grade level.

The Learning Support Team liaises with parents, students and teachers to ensure that learners have access to appropriate assessment accommodations in PYP, MYP, DP and CP programmes.

All accommodations follow the guidelines provided by the IB.

Identification of learning needs via admissions

All potential students of GWA complete the regular admission processes for the grade level for which they are applying. Students with learning needs are identified during this process by parent information (including the provision of medical reports), GWA admission assessments and information provided by the previous school. Students with significant learning needs may complete alternative assessments at the discretion of the Director of Student Support Services. Depending on the student's identified needs and their entry level to GWA the admissions team may request additional information or processes.

Early Years (PYP)

The GWA admission team will review all the documents submitted by the parents including medical reports, reports from outside support agencies and previous school reports and IEPs. The GWA admissions team including the Director of Student Support Services will meet with the parents and discuss a process to determine the student's learning needs. The process may include meeting with outside support agencies, visit to current nursery schools, and additional individual and group assessment at GWA.

Primary School (Grades 1-5, PYP)

Students will complete an individual assessment as per Primary Admissions procedures with a Primary staff member; during this assessment the staff member may observe indicators of challenges to learning. If this occurs, the Director of Student Support Services reviews the file in conjunction with the Primary Principal. Additional documentation may be requested based on admission observations. The Primary Admissions team including the Director of Student Support Services review all documents submitted by the parents including medical reports, reports from outside agencies and previous school reports and IEPs.

Secondary School (Grades 6-12, MYP, DP and CP)

Students will complete an individual assessment as per Secondary Admissions procedures (currently CAT4) and may include MAP. The results of this assessment, together with information provided by parents, previous school reports and medical/intervention reports by outside agencies are reviewed by the Secondary Admissions team including the Director of Student Support Services.

All Learning Support Applications

Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and or a parent meeting. Each application is reviewed individually to establish the additional support needs required to support student learning.

There may be some students whose academic and/or social needs are beyond the provision of the Academy. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance this includes the financial responsibility for a Learning Support Assistant (LSA) if required. Learning support provisions are subject to annual review. The final decision regarding placement rests with the Division Principals and ultimately the CEO / Principal.

Identification of Learning Needs via Classroom Observations

Primary School (Grades PreK-5, PYP)

Classroom teachers may identify a student with difficulties in learning via a combination of professional observation, classroom work, observation of academic and developmental milestones, grade level assessments, standardised assessments and/or parent meetings. Teachers must follow the Response to Intervention (RTI) protocol prior to making a learning support referral. During the RTI process consisting of classroom teachers and student support services representatives (the inclusive education action team) review their observations and evidence. At the meetings, strategies used are documented along with the impact of the strategies within the designated timeline. Teachers may request additional observations from the student support services team. After the observations, student support services staff will meet with the teacher to share strategies to move forward in the RTI process.

Secondary School (Grade 6-12, MYP, DP and CP)

The subject teacher may identify a student with difficulties in learning via a combination of professional observation, classroom work, subject and grade level assessments, and or standardised assessments and/or parent meetings. If subject teachers have an academic concern they will contact their head of department to discuss strategies to implement and then the progress of those strategies within an assigned timeline. If subject teachers have a behavioural concern they will contact the student's form tutor and/or grade level leader to discuss strategies to implement and then the progress of those strategies within an assigned timeline. In addition, subject teachers will discuss RTI concerns at monthly department meetings as representatives from student support services will be present to assist with strategies. Teachers must follow the Response to Intervention (RTI) protocol prior to making a learning support referral. During the RTI process consisting of classroom teachers and student support services representatives (the inclusive education action team) review their observations and evidence and may request additional observations from the student support services team. After the observation, student support services staff will meet with the teacher to share strategies to move forward in the RTI process.

Learning Support Referral

Once the decision to refer a student to the learning support department for more information, the following process is followed:

Official notification that the learning support department will be completing observations and diagnostic assessments with their child is sent to the parents by the learning support teacher or the Director of Student Support Services. The observations and assessments are to assist in providing more in-depth information about their child's learning strengths and needs. The assessments may include the following diagnostic tests:

- KTEA-III-Kaufman Test of Educational Achievement, Third Edition
- Key Math 3
- Gilliam's Asperger's Disorder Scale (GADS)
- CTOPP (Comprehensive Test of Phonological Processing)

The learning team will examine the information and results to identify student needs. These sources may include:

- teacher observations
- internal and external assessments and products
- specialised assessments
- parent observations

Representatives from the Student Support Services Team (Inclusive Education Action Team) will meet with the parents and outline an intervention plan. The intervention plan may include:

- Collaboration between Class/Subject Teacher, Learning Support Team, Counsellor, Parents, Grade Leader and student (if they are old enough) with strategies and accommodations to assist in learning
- In Class support by Learning Support Team to provide intervention in class with specific links for curriculum and appropriate learning behaviours
- Learning Support Lessons – this is an intensive lesson for small groups or individuals to address specific skills and knowledge by direct instruction and may also include curriculum assistance, pre- teaching of concepts and homework assistance.
- Accommodations to support learning assessments, but proper documentation is needed to meet MYP and DP requirements as outlined by the IB policy (IB policy – “Candidates with Special Assessment Needs, Middle Years Programme and Diploma Programme)

The Learning Support Team will complete a Learning Support Document (LSD) or an Individualised Education Plan (IEP) outlining the relevant learning information for the student. This document also provides suggested strategies for differentiation and assessment accommodations. If students are to receive intensive lessons from the learning support team, the student will have an IEP that outlines the academic and/or social goals and if they are not receiving intensive lessons but are receiving in class support, or test accommodations they will have an LSD.

LEARNING SUPPORT SERVICES

Protocol for Students Receiving Intensive (Pull-Out) Services

- Internal or external learning support assessment completed
- Student's scores on assessment show that student is performing below grade level expectations consistently over time and require intensive services to be successful
- Number of pull out sessions depend on individual students' needs based on assessment, observations and different areas of need/concern

Learning Support Lessons (Intensive or Pull-Out Instruction)

Students may attend Learning Support lessons to work on identified challenges to learning. The lessons may be small groups or individuals to address specific skills and knowledge identified by the referral process or via progress monitoring, and may also include curriculum assistance, pre-teaching of concepts and consolidation of skills. In addition, some students may participate in an alternative life skill curriculum ASDAN which is an activity based curriculum resource which supports the delivery of PSHE, Citizenship and Careers Education. Student goals are designed and documented on the student's IEP. Learning support staff will monitor progress by completing in class observations, reviewing classroom work and external assessments, and other assessments done within the learning support setting. Students/parents will receive IEP progress updates quarterly and goals will be updated annually.

Evidence for changing Learning Support services from Intensive to In-Class Support:

- progress monitoring data
- consistently meet IEP goals
- school reports
- teacher feedback
- parent feedback
- student has become more independent in their learning
- student has met expected progress
- student has learnt necessary strategies to be successful

In-Class Support

Learning support teachers work in collaboration with class/subject teachers to provide intervention within the regular class instruction. This assists students by ensuring their understanding of content and processes, curriculum homework expectations and assists in promoting appropriate classroom behaviours. Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments.

Evidence for changing Learning Support services from In-Class Support to Monitoring

- school reports
- review internal and external assessment results (MAP, CAT4)
- teacher feedback
- parent feedback
- student has met expected grades with minimal support within class from learning support staff

Evidence for Monitoring Learning Support Students

- review internal and external assessment results (MAP, CAT4)
- communication with classroom teachers after these external assessment
- review Managebac grades monthly to observed sustained progress/attainment
- communication with teachers if a consistent concern or decline in grades
- observation(s) in lessons for areas of concern
- email communication to all teachers just before report times

Monitoring

These students no longer require a Learning Support Document as they are either in the process of being progressed from learning support or are being observed for learning support services. Learning support staff use external and internal assessments to monitor progress and communicate with teachers when necessary.

Assessment Accommodations

All assessment accommodations follow IB guidelines in IB publications:

- Candidates with Special Assessment Needs
- Candidates with Assessment Access Requirements, Middle Years Programme and Diploma Programme
- Learning Diversity in IB Programmes

Students' ability to access and complete assessment is evaluated based on their individual learning needs. The information is shared with teachers, parents and students. All accommodations are in place to ensure that students with learning disabilities or learning difficulties are equitable and promote fairness where their individual learning challenges may disadvantage their ability to demonstrate knowledge, skills and/or understanding.

Learning Support Services and Fees

The support services may include; working with the classroom teacher to provide support strategies within the classroom environment, in-class support and/or intensive pull out support lessons, either individually or in a small group.

When a student's support needs require an alternative curriculum or their learning needs require continuous highly individualised support, the Academy may recommend a Learning Support Assistant (LSA) to work 1:1 with the student to provide the appropriate level of support for learning. All arrangements are discussed with parents and reviewed yearly.

The cost of the LSA service is passed on to the parents. Parents must sign an LSA contract which states the role of the LSA, expectations of LS staff, teachers, communication and fees to be paid by parents, and this contract is uploaded to KHDA.

Learning Support no longer necessary

Evidence for Exiting Learning Support Student

- progress monitoring data
- consistently meet and attain IEP goals
- school reports
- teacher feedback
- parent feedback

A student may exit learning support services when the learning support teacher, classroom teacher, Director of Student Support Services (Inclusion Champion) agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the grade-level requirements. If the student is successful for one semester, the student will be exited, but a note will be added in the student management system of the exit date so future staff will be aware that this student has received learning support in the past. The student's parents are part of the decision-making process and are included in all recommended changes to student support services.

COMPLAINTS

When a parent/carer has a concern about the special provision made for their child, they should contact the Inclusion Champion in the first instance. If the issue cannot be resolved then they need to follow the Academy's Complaints' policy ([See the Academy's Complaints' policy](#))

This policy should be read in conjunction with the following information, guidance and policies

- The Equalities Statement
- The Accessibility Statement and Guarantee
- The Academy's SEND offer (also known as Local Offer)
- The [Anti-Bullying Policy](#) which is found in the [Behaviour Policy](#)
- [The Complaints Policy](#)

SOURCES

- KHDA Dubai Inclusive Education Policy Framework
- Candidates with Special Assessment Needs
- Candidates with Assessment Access Requirements, Middle Years Programme and Diploma Programme
- Learning Diversity in IB Programmes