

INCLUSION POLICY		 RIS REGENT INTERNATIONAL SCHOOL Inspiring Minds. Building Character.™			
Applicable to	<input checked="" type="checkbox"/> Schools <input type="checkbox"/> Nurseries				
Teams / Individuals	<input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Administration Staff				
Publishing Channel	<input checked="" type="checkbox"/> Parents' VLE <input checked="" type="checkbox"/> Staff Dashboard <input type="checkbox"/> Website <input type="checkbox"/> Dept. Micro-site				
Linked Policies	Positive Relationships Policy (Anti-Bullying Policy) Safeguarding & Child Protection Policy Admissions & Fees Policy Positive Education and Emotional Wellbeing Policy Behaviour for Learning Policy Intimate & Personal Care Policy Able, Gifted & Talented Policy Complaints Policy Assessment Policy Curriculum Policy				
Linked Documents	Inclusion and Students of Determination Procedures Memorandum of Understanding for LSAs funded by parents				
Updated By	Latest Publish Date	Monitoring Cycle			
Dr Neil Hopkin	August 25	Annual			
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1.0	None				
1.1	Logo Update				
1.2	Removal of expired links				
1.3	Formatting				

1. INTRODUCTION

1.1 KHDA Definition of Inclusion

“Inclusive education is the process through which schools develop systems, classrooms, programs, and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings, and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. Inclusion does not mean treating people the same without regard for individual differences” (KHDA, 2015).

“At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention, and support, so that they experience success in learning.” (Dubai Inclusive Education Policy Framework, 2017)

1.2 KHDA Priorities for Schools

- School owners and senior leaders fully understand the need for all schools to become inclusive, thus strengthening the capacity for the education system to reach out to all learners.
- Schools further develop their systems so that teachers are supported, trained, challenged, and held to account for the outcomes of all students.
- Schools develop more effective systems to track, evaluate and monitor the level of progress of students with SEND over time.

1.3 Inclusion for All Learners

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

SEND – Special Educational Needs and/or Disabilities (i.e., recognized disability and/or disorder), with a formal diagnosis or identified as requiring additional support beyond what is available in the classroom to access the curriculum with adapted or modified resources. These learners are known, in Dubai, as People of Determination (PoD).

AEN – Additional Educational Needs (pending formal identification of any recognised learning barrier and/or disability).

ELL – English Language Learners (those who are new to learning English).

Able, Gifted and Talented – Demonstrating exceptional ability and/or attainment in English, Math, or Science, which is in line with the criteria set out in the Inclusion & Students of Determination Procedures.

Wellbeing – Students who present wellbeing concerns (i.e., behaviour, social and/or emotional needs).

UAE Nationals – Emirati Students who chose to access an international private school with the main language of instruction being English.

2. INCLUSION STATEMENT – REGENT INTERNATIONAL SCHOOL

Fortes Education schools are inclusive schools which respect the right of every individual to a high-quality education. As per Federal Law 29 (2006), we recognise our responsibility to provide

“equal care, rights and opportunities for people with special needs in education...within the limits or their abilities and capabilities”.

According to the “School for All” publication issued by the UAE Ministry of Education, “inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time”.

We endeavour to ‘create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with their peers, and to become fully participating members of the learning community.” (Dubai Inclusive Education Policy Framework, 2017)

At Regent International School, every member of the school community is regarded as being of equal worth and importance.

Inclusion recognises differences; meeting the needs of individuals and taking positive action, so that everyone has equal access to the educational opportunities offered by the school this includes regularly monitoring individual progress and achievement.

Inclusive Education for All

We aim to achieve this through:

- all students learning together;
- adapting systems and structures to meet the needs of students whatever their disability, learning difficulty or personal circumstances;
- fully involving all students in the learning process;
- enabling students to participate in the life and work of this school to the best of their abilities, whatever their needs;
- recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's learning;
- fostering and sustaining relationships between our school and the local community;
- setting and monitoring achievable targets that challenge the learning capabilities of all students.

We will work towards this by:

- Creating inclusive cultures through building a community ensuring that:
- everyone is made to feel welcome to the school;

- students help each other;
- staff work together to include everybody;
- staff and students treat each other with respect;
- staff work in partnership with parents;
- staff and governors work together to include everybody;
- all local communities are involved with the school.

Establishing inclusive values ensuring that:

- there are high expectations for all students;
- staff, governors, students and parents share a belief in inclusion;
- students are equally valued;
- staff and students are seen as individuals;
- staff seek to remove all barriers to learning and participation in school;
- the school strives to remove all discriminatory practices;
- supportive friendships are actively encouraged.

Producing inclusive policies through developing a school for all will ensure that:

- staff appointments and promotions are fair;
- all new staff are helped to settle into the school;
- the school seeks to admit and retain all students from its community;
- the school seeks to make its building physically accessible to all people;
- all new students are helped to feel settled;
- parents are encouraged to participate in the life of the school.

Organising support for diversity ensures that:

- all students have access to appropriate support;
- all forms of support are coordinated;
- staff development activities help staff to respond positively to diversity amongst students.
- the Inclusive Education Framework Policy (2017) is used to reduce barriers to learning and participation for all students;
- pastoral and behaviour support policies are linked to curriculum development and learning support policies;
- barriers to attendance will be reduced;
- the school actively works to eliminate bullying;
- support for those learning English (ELL) will be co-ordinated with learning support.

Evolving inclusive practices through orchestrating learning ensuring that:

- learning is responsive to diversity amongst students;

- learning is accessible to all students;
- learning develops an understanding of difference;
- students are actively involved in their own learning;
- students are encouraged to learn collaboratively;
- assessment encourages and recognises the achievement of all students;
- classroom rules are based on mutual respect;
- practitioners plan, review and teach in partnership with their colleagues, students and parents;
- practitioners support the learning and participation of all students;
- Learning Support Assistants (LSAs) support the learning and participation of all students;
- parents are encouraged to work in partnership with the school to support the learning and participation of all students;
- homework contributes to the learning of all;
- all students have access to all learning activities outside the classroom as well as access to extracurricular activities;
- All students are given access to an assessment system that is able to demonstrate their progress and achievements.

Mobilising resources

- School resources are distributed to support inclusion.
- Community resources are identified and support inclusion
- Staff expertise should be fully utilised.
- Diversity amongst students and families should be used as a resource for teaching and learning.
- Staff should develop resources to support learning and participation.

3. THE FORTES EDUCATION PROMISE

3.1 Inclusive Culture and Climate

We facilitate and develop inclusive attitudes and practices throughout our school to create a happy, healthy, and safe school by:

- exercising a positive admissions policy, which welcomes a diverse range of learners;
- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils;
- educating staff and students about special educational needs and disabilities (SEND);
- promoting a growth mindset among our students and staff;

- providing high quality pastoral care, support and guidance to students and parents; through a focus on Positive Education which fosters strong partnerships with parents, through regular and effective communication and full transparency at every appropriate stage of the care pathway;
- establishing the Inclusion Team as approachable, available, non-judgmental professionals whose role is to offer advice, support and counsel to parents, teachers and students;
- recognising that children with SEND needs can be more vulnerable to exploitation and abuse
- and therefore staff are hyper-vigilant to safeguarding the health, safety and welfare of all pupils, including those with a SEND.

3.2 Inclusive Curriculum

We provide a varied curriculum which meets the needs of all pupils, individuals, and groups by:

- following the systems and procedures outlined in our comprehensive Inclusion & Students of Determination Procedures;
- developing a varied and flexible curriculum pathway for all students including modified and alternative curriculum options as appropriate and feasible (e.g., National Curriculum, Life Skills Pathway, ASDAN, BTEC, IB);
- setting suitable learning challenges at all levels (determined through comprehensive analysis and assessment);
- emphasising the importance of, and creating opportunities to develop, a holistic learner profile, which helps all individuals to become responsible members of local, national and global communities;
- involving Learning Support Assistants in planning and delivering the curriculum;
- seeking and deploying support from external agencies (e.g., speech and language therapy);
- taking care to balance the needs of all members of the school community.

3.3 Inclusive Teaching

We ensure that the needs of all groups of learners are effectively met by:

- following the systems and procedures outlined in our comprehensive Inclusion & Students of Determinations Procedures;
- maintaining clear and effective whole-school systems for accurate and timely identification of individual needs in relation to communication, learning, social-emotional wellbeing, and behaviour;
- establishing Individual Achievement Plans (IAPs), in collaboration with students, teachers and parents, specifically tailored to the unique need of individual students;
- empowering the class teacher as a highly effective lead practitioner in the support of

students of determination;

- offering additional, systematic, targeted small group and/or 1:1 instruction (Wave 2 and Wave 3) within the Achievement Centre;
- embedding extension and enrichment opportunities for our AG&T students throughout the curriculum and school;
- offering intervention through small groups and/or 1:1 instruction within the Achievement Centre and in class support
- for those who are English Language Learners' offering small group and/or 1:1 targeted session with our Wellbeing team to support social and emotional aspects of a child's development
- monitoring how planning and differentiation is undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account;
- analysis of data, focusing on the progress made by various identified groups of students;
- rigorous self-evaluation and action planning.

3.4 Inclusive Assessment

We promote equal access opportunities for all students during assessment, by:

- following the systems and procedures outlined in our comprehensive Inclusion & Students of Determination Procedures;
- conducting appropriate and timely screening and assessment (with a CPT3A specialist assessor), to determine the need for additional exam access arrangements (EAAs);
- implementing suitable accommodations (e.g., access to a laptop, reading software, additional time) as the "normal way of working" for students of determination.
- evidencing the need for, and impact of, EAAs through exam logs, teacher feedback, etc.
- acquiring formal approval for EAAs from the relevant exam boards/governing bodies