


INCLUSION & STUDENTS OF DETERMINATION PROCEDURES		 REGENT INTERNATIONAL SCHOOL <small>Inspiring Minds. Building Character.™</small>	
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 checked="" type="checkbox"/> Website <input type="checkbox"/> Dept. Micro-site		
Linked Policies	Inclusion Policy Child Protection and Safeguarding Policy Admissions & Fees Policy Counselling Policy PosEd & Emotional Wellbeing Policy Behaviour for Learning Policy		
Linked Documents	Memorandum of Understanding for ILSAs Advanced Learning Plans for G&T Dubai Inclusive Education Policy Framework KHDA Parent Contract		
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Leonie Mitchell-Holness / Dr Neil Hopkin	September 24	Annual	
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1.0	n/a		
1.1	Personnel, infographics, Section 2 clarifications. removal of annexe		

1. Introduction

The purpose of this manual is to clearly outline the procedures which have been established at Regent International School to support successful inclusion of all students.

2. Defining Groups of Students

The following groups of students are recognised by Regent International, amongst the general cohort for monitoring.

2.1 Students of Determination

A Student of Determination (SoD) is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age. Students of Determination are identified through one or both of the procedures listed below:

- through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder
- formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder.

Research suggests that learning opportunities for Students of Determination will be restricted if they are exposed to attitudinal, social and environmental barriers. Schools have a duty to take action to reduce or remove these barriers to ensure that all students of determination can access education on an equitable basis with their mainstream peers.

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination.

At Regent International have created class overviews following the colour coding from the framework for SofD and added additional colour coding for students who are ELL, MAGnT, Emirati

Common barriers to learning		Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and Learning.	1	Intellectual disability (1 including Intellectual disability - unspecified)
	2	Specific learning disorders
	3	Multiple disabilities
	4	Developmental delay (younger than five years of age)
Communication disorders.	5	Communication disorders
	6	Autism spectrum disorders
Social, emotional, and mental health.	7	Attention Deficit Hyper Activity disorder
	8	Psycho - emotional disorders
Physical, sensory and medical.	9	Sensory impairment
	10	Deaf-blind disability
	11	Physical disability
	12	Chronic or acute medical conditions
ELL – FELP, SSO or Booster	13	ELL – FELP, School Standard Offer or Booster
AG&T	14	Able, Gifted or Talented (see SIMs for details)
AEN Wave 1	15	Additional Educational Needs with Quality First Teaching
Emirati	16	Students with an Emirati Passport
Neurotypical	17	Students with no known or identified additional needs

At Regent International, students are place into one of six tracking categories:

Diagnosed	SEND-Dx-W1	SEND-Dx-W2	SEND-Dx-W3
Non-Diagnosed	SEND-nDx-W1	SEND-nDx-W2	SEND-nDx-W3

Primary and Secondary SEND will be recorded on our register, with or without a formal diagnosis.

Provision available to support barrier to learning

SEND Classification	Description	Relevant Provisions at Regent
Social, Emotional Mental Health (SEMH)	<p>Students who present with significant and persistent behavior and/or wellbeing concerns, which can impact school life for themselves or others if not addressed.</p> <p>This may include depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), persistently oppositional or defiant behavior.</p>	<p>The school has a strong and experienced pastoral structure (i.e. teachers, assistant heads, and deputy heads of phase) to support students who experience problems with emotional regulation.</p> <p>Support from our full-time Counsellor is available where needed. This may be in the form of parent/teacher consultation and support, group interventions and/or 1:1 counselling sessions. There are 2 PosEd Leads to provide targeted wellbeing support, embedding these within the curriculum. There is also 1 full-time Careers Counsellor in secondary.</p> <p>The school has links with qualified and experienced Behaviour Consultants who can support in development and implementation of a behaviour plan.</p>
Sensory Impairment	Visual impairment; hearing impairment.	Provision for sensory impairment will be determined on an individual needs basis, and in line with what the school can reasonably accommodate. We also liaise with external professionals for recommendations, reports and targets.
Physical Disability	Impaired or limited mobility; absence of a limb.	Students must be able to access a small number of steps, and move safely around the school, with support. We have an Evac Chair protocol for emergency evacuations. These are most suitable for someone who is experiencing a temporary disability or loss of mobility.
Medical / Health-Related Disability	Medical conditions may lead to an associated 'special need.' These may include such illnesses as asthma, diabetes, allergies, epilepsy.	A fully staffed nursing team will ensure all students with medical needs are well catered for. If a child presents with Epilepsy then, depending on the age of the child and the severity of the condition, an additional adult (ILSA) may be requested.
Speech and Language Disorder (this does not include students whose difficulty arises from being an additional language speaker)	<p>Speech Impairment - cannot speak well enough to be understood or who stutter or have a speech impediment.</p> <p>Receptive Language Disorder - find it difficult to respond to language or follow instructions.</p> <p>Expressive Language Disorders – struggle to communicate effectively.</p>	Support will be provided by our Achievement Centre Team where appropriate/possible. Most likely, external Speech and Language Therapy support will need to be brokered through one of our linked agencies, or otherwise. We are happy to facilitate these sessions taking place at school, within school hours.

SEND Classification	Description	Relevant Provisions at Regent
	Global Language Disorder – receptive and expressive, combined.	
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking.	<p>Support will be provided by our Achievement Centre Team where appropriate/possible. Most likely, external specialist support will need to be brokered through one of our linked agencies, or otherwise.</p> <p>Depending on the level of need, a modified curriculum may be required, to augment the National Curriculum, address the additional learning needs often associated with ASD, and support development of the ‘whole person’. An Individual Learning Support Assistant (ILSA) may be required.</p>
General Learning Difficulties	<p>General Learning Difficulty 1 (GLD1) Students whose attainment is well below expected levels in all or most areas of the curriculum (i.e. 2 or more standard deviations below the norm, or a standard score of 50-70 on a psychometric test of attainment or ability; DfES, 2016).</p> <p>General Learning Difficulty 2 (GLD2) Students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.</p>	<p>Support will be provided by The Achievement Centre Team where appropriate / possible. Additional, external specialist support may need to be brokered through one of our linked agencies.</p> <p>Students are likely to require the support of a part- or full-time ILSA and a highly modified curriculum.</p> <p>A modified curriculum for these learners may involve a reduced whole-class timetable, with more time allocated for small group and/or 1:1 learning opportunities. The student is likely to be following a reduced National Curriculum overview, at a year level which is suited to their current learning level (as opposed to year level/their age). They may also follow an augmentative curriculum option which is more appropriate for students with intellectual disability and has a functional life-skills focus.</p>
Specific Learning Difficulty (SpLD)	<p>Dyslexia - difficulty with phonological awareness, decoding (reading), processing speed, encoding (spelling), auditory short-term memory and/or language skills.</p> <p>Dysgraphia - difficulty that affects written expression. Dysgraphia can appear as difficulties with handwriting and trouble putting thoughts on paper.</p> <p>Dyspraxia – motor planning difficulty which makes it hard to plan and</p>	<p>Support will be provided by our Achievement Centre Team where appropriate / possible. This may include in-class support and/or withdrawal intervention sessions.</p> <p>Accommodation may be necessary in class, to remove barriers to accessing and/or demonstrating the learning. These will be discussed with parents and outlined in the class planning.</p> <p>External, specialist support may be recommended.</p> <p>Support will be provided by our The Achievement Centre team (TAC) where appropriate. Additionally, external</p>

SEND Classification	Description	Relevant Provisions at Regent
	<p>coordinate physical movement. Can be referred as delayed gross/fine motor skills. Not related to musculature.</p> <p>Dyscalculia - difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p> <p>Intellectual Disability - this is when students show a low ability in assessments such as CAT4</p>	<p>specialist support may need to be recommended.</p> <p>Students with intellectual disability may require the support of a part- or full-time ILSA and a highly modified curriculum.</p> <p>A modified curriculum for these learners may involve a reduced whole-class timetable and/or fewer subjects. (e.g., removal of languages), with more time allocated for small groups and/or 1:1 learning opportunities. The student is likely to be following a reduced curriculum overview, at a year level which is suited to their current learning level (as opposed to their age). They may also follow an augmentative curriculum option which is more appropriate for students with intellectual disability and has a functional life-skills pathway</p>

2.2 AEN (Additional Educational Needs – at this time)

Classification	Description	Relevant Provisions at Fortes
AEN	<p>Students who are currently performing below age-related expectations in one or more areas of learning, without any identified SEND at this time.</p> <p>This additional need may be the result of low school attendance, changes in teachers or curriculum, or circumstances in the home.</p> <p>These students are expected to catch up with their peers upon completion of a time-limited intervention plan (i.e. support is typically required for no more than one academic year).</p>	<p>Intervention Groups are run by class teachers in Primary and Secondary, to bridge the gap in learning.</p> <p>The Achievement Centre Team runs a range of Wave 2 and Wave 3 intervention groups, intended to accelerate progress and help students to fall back in line with class expectations and keep up with the curriculum. Students with AEN may receive up to a maximum of 3hrs per week of Wave 2/3 support.</p> <p><u>If such students have not made expected progress</u> within that predetermined period of time, we must then question whether there is an underlying barrier to learning which must be explored. Referral for specialist assessment through one of our link agencies (e.g. Educational Psychology, Speech and Language) is likely to follow, with the potential of moving onto the SEND register thereafter.</p>

2.3 Wellbeing Concern (at this time)

Classification	Description	Relevant Provisions at Regent
Wellbeing	Students who have been flagged by assessment (PASS), parental concern and/or teacher observation as a well-being concern. This may include poor attitudes to self and school, sudden changes in mood/behavior, persistent behavioural challenges, lack of emotional control, or difficulty establishing and maintaining peer relationships, an external event or trauma that triggers a need.	<p>Monitoring and action-planning during Wellbeing Committee meetings.</p> <p>Support for the student and parents through a strong pastoral care approach, and involvement of the Achievement Centre Team and/or School Counsellor/Nurse/Doctor as needed.</p> <p>Attendance and participation in 'Flourish Groups' sessions, coordinated by the Achievement Centre Team.</p> <p>Referral to The Achievement Centre Team where appropriate.</p>

2.4 ELL (English Language Learner) and EAL (English as an Additional Language)

Classification	Description	Relevant Provision at Regent
ELL	This term has been adopted to make a distinction between our bilingual speakers, versus those who are relatively new to learning English and as such have difficulty in accessing and participating in the mainstream curriculum at this time.	<p>From EYFS to Secondary, students are assessed against the European Language Framework. If they are baselined below a B2 then support will be provided by the Achievement Centre Team, this could be through 1:1 or smaller group intervention, as well as in class support. Support will be reviewed termly through the progress checks.</p> <p>Expected progress is one step of progress per term, equaling to one level of progress a year, e.g. A1-A2. This would enable children to transition from ELL to EAL after a maximum of two years within the school environment if they spoke no English on Admission. We strongly advise parents to seek additional language support if their child is B2 or below.</p> <p>Beginners will receive a maximum of 5 x 60min sessions of additional language support, within a group or 1:1.</p> <p>Intermediate learners will receive a maximum of up to 3 x 60min sessions of additional language support, within a group or 1:1</p>

		In addition to this EYFS uses ‘One Step at a Time’ programme to enhance identification further, due to the age of the children. The programme is then used across all classes and delivered by an ELL Learning Support Assistant. Progress is monitored, if further intervention from the Achievement Centre Team is required.
EAL	Students who speak more than one language in the home (i.e. the majority of the cohort). A student with EAL is expected to functionally and independently access the mainstream curriculum with some Wave 1, in-class support from their teacher. These students will only be listed on the register for monitoring purposes, if they have recently moved from ELL to EAL classification.	These students will be supported through Quality First Teaching (QFT) by the classroom teacher, and classroom accommodations (e.g. writing frames, word banks) as needed.

2.5 Able Gifted and Talented

Classification	Description	Relevant Provisions at Regent
Able	A pupil who is working above age related expectations in their academic subjects (English, Math, and Science). The students will have achieved Stanine 9, in GL Progress Tests, over 2 consecutive academic years. In addition they will be reading at age-related level or above.	Differentiated questioning will be applied in class time requiring students to apply critical thinking skills and reflection. Tasks will be set to engage pupil's problem-solving skills and independent thinking. National and international challenges are set through the Scholar's Cup where students are encouraged to participate.
Gifted	Students achieve a standard score of 130+ in one battery and 110+ in all the other 3 batteries related to the CAT4. We relate CAT4 verbal score to expected performance in English, and Quantitative, Non-Verbal and Spatial scores to performance in Maths. These students may not yet have achieved exceptional levels of attainment.	Opportunities for extension and challenge, and for development of a holistic learner profile, are embedded in classroom planning. Additional opportunities are made available, such as internal, regional and national competitions. Where we have the capacity, subject-specific extension clubs will be offered by teachers.
Talented	Talented Learners are identified by Specialist teachers using the criteria agreed in the Regent Talent Spotting document. This document outlines a specific set of criteria in each subject as agreed with the relevant faculty team.	Opportunities for extension and challenge, and for development of a holistic learner profile, are embedded in classroom planning. Additional opportunities are made available, such as internal, regional and national competitions. Where we have the capacity, subject-specific extension clubs will be offered by teachers.

2.6 Emirati Students

Classification	Description	Relevant Provisions at school
Nationality: United Arab Emirates	Students who are registered as nationals of the UAE	These students will be supported through quality first teaching, by the classroom teacher, and classroom accommodations as needed. Emirati students will be identified by all classroom teachers. The Achievement Centre has a specialist Arabic teacher and there is an appointed member of the Senior Leadership Team responsible for Emirati students' achievement.

3. Inclusion Team (The Achievement Centre)

3.1 Internal

Internal Parties	Definition	Key Responsibilities
Inclusion Governor Dr Neil Hopkin Sub-committee Chair: Inclusion, Protection, Safeguarding and HSE Mrs. Alison Eslick	A representative from the Board of Directors, who has a special interest in inclusion. This person works with the Head of Inclusion to help develop and execute the vision for inclusion at Fortes.	<ul style="list-style-type: none"> Ensuring that the inclusive ethos is embedded across the BOD; Supporting in improvement planning through recruitment, budget approval etc.; Meeting with the Head of Inclusion to ensure accountability for developing and maintaining a high standard of inclusive practices.
Inclusion Champion Mrs. Leonie Mitchell-Holness <i>Assistant Headteacher - Head of Inclusion</i>	<p>The Head of Inclusion is responsible for establishing, evolving and embedding the Fortes' vision of inclusion at RIS, from a position on SLT.</p> <p>A CPT3A qualified Specialist Assessor, who is responsible for assessing the need for Exam Access Arrangements (EAAs).</p>	<ul style="list-style-type: none"> Introducing, developing and implementing systems and procedures, in an ongoing cycle of action and reflection; Strategically overseeing quality of provision and inclusion for all cohorts; Promoting an inclusive culture and climate through whole-school initiatives; Developing and modifying the curriculum to meet the needs of all learners; Conducting parent and teacher training sessions; Maintaining a strong capacity for improvement through rigorous self-evaluation and action planning; Contributing to student-specific provisions (e.g. case management, IAP reviews, admissions, assessments). Conducting student observations and assessments (e.g., admissions, baseline, progress); Supervising and coaching LSAs; Conducting quality assurance observations with LSAs and class teachers & Inclusion teachers
Achievement Centre SENDCo Ms. Faye McLaughlin (Whole School)	Similar to the role of a UK SENDCo, responsibility includes for the day-to-day operation and execution of the school's SEND policy and procedures.	<ul style="list-style-type: none"> Parental co-ordination (i.e. communicating actions, scheduling, conducting and reporting on parent meetings); Liaise with the Inclusion Leader and review the evidence of need; Identifying SEND students through data analysis, class observations, teacher referrals and new admissions; Conduct Wave 3 interventions for students with more complex needs; Co-ordinate the IAP cycle and Pupil Passports

Internal Parties	Definition	Key Responsibilities
		<ul style="list-style-type: none"> Conducting student observations and assessments (e.g. admissions, baseline, progress); Conducting parent and teacher training sessions; Supervising and coaching SEND Coaches; Conducting quality assurance observations with SEND teachers and INSAs Supervising ILSAs;
Inclusion Teachers Ms. Caroline Thomas (Primary) Mr. Jordan Malick (Secondary)	Qualified and experienced teachers with a strong background in SEND.	Support the Inclusion Leaders in: <ul style="list-style-type: none"> Conducting initial class observations; Conducting Wave 3 interventions for students with more complex needs; Offering guidance to teachers re- planning and differentiating for SEND students; Designing, implementing and tracking targeted SEND interventions Tracking, recording and reporting on progress against IAP targets; Conducting quality assurance interventions with INSAs
ELL Teachers Miriam Marasciulo Stephania Shanks	Qualified and experienced teachers with a strong background in ELL. Both have additional certification (TESOL/TEFL/Celta)	<ul style="list-style-type: none"> Designing, implementing and tracking targeted ELL interventions; Offering guidance to teachers re- planning and differentiating for ELL students; Assessing and reporting on progress and language proficiency against a recognised framework. Offering guidance to teachers re: creating an ELL-friendly environment;
Individual Needs Support Assistant (INSA) Ms. Randel Goh Ms. Sun Mi Lee Ms. Samrin Fatima Ms. Leivanne Salvosa Ms. Amna Al Wael Ms. Ardra Thulasi Ms. Reem Pountney Ms. Salima Alkaz	An INSA primarily offers in-class support and/or Wave 2 and 3 interventions (with guidance). Where possible, INSAs should be phase specific (e.g. EYFS, Primary, Secondary) and/or subject-specific.	<ul style="list-style-type: none"> Conducting Wave 2/3 intervention sessions in accordance with the pre-determined learning objectives; Conducting in-class observations and reporting on these in accordance with the guidelines; Conducting ongoing, informal assessment to determine response to intervention and identify gaps in learning; Providing additional in-class support for SoD (depending on capacity); Contribute to IAP reviews, by providing feedback on interventions with students.
ELL -LSA Ms. Jonnell Jemari Ms. Jemelene Arellano Ms. Ivy Cosinero Ms. Charmaine Cordero	The ELL LSA primarily offers Wave 2 and 3 support to students who are “English Language Learners” (ELL).	<ul style="list-style-type: none"> Conducting 1:1 and small group intervention sessions, for ELL students; Support ELL teachers during ELL intervention sessions with larger groups of students; Deliver the EYFS Language Programme, ‘One Step at a Time’ (depending on capacity)

Internal Parties	Definition	Key Responsibilities
School Counsellor Amy Copland	The Head of Counselling is responsible for molding and embedding the Fortes' vision of the social and emotional wellbeing of every pupil across all schools. They ensure that systems and practices which support this vision are established and running effectively.	<ul style="list-style-type: none"> • Strategically overseeing quality of wellbeing strategies and interventions; • Identifying and implementing initiatives to promote parental engagement; • Acknowledging and responding to teacher referrals; • Assigning and/or conduct Counsellor follow up on referrals; • Attend/Lead Wellbeing meetings; • Conducting 1:1 counselling sessions.
University & Careers Counsellor Natasha Rush	To provide to students and families advice, assistance, and resources relating to university and scholarship applications. To provide a well- balanced approach to academic and university planning. Work with students to develop skills that support learning, such as effective time management and study habits.	<ul style="list-style-type: none"> • Organise the timetable for students applying to universities worldwide. • Assist students/parents with college admissions forms and securing financial/scholarships • Implement strategies to help students identify and overcome barriers that may be preventing them from achieving their career goals • Invite and welcome representatives from colleges and universities to the school • Plan and conduct college visits and career days as appropriate • Work with Secondary Leadership Team in providing advice to students/parents about IGCSE, IBDP and vocational programmes and subject choices, by organising meetings with students and parents individually and in groups, as necessary • To keep abreast of issues and trends in university admissions, higher education, testing as well as keeping up to date about specific universities.

3.2 External Specialists

Regent International School welcomes the support of all external specialists offering in-house assessment and intervention services, at the request of the parent. In order to secure high quality therapy provisions, which meet with our policies in the school, we need to ensure that all agencies/practitioners have been security-checked and quality-assured before accessing our students and facilities.

External providers who regularly visit Regent International School (e.g. for assessment or weekly intervention session) must submit a copy of their ID, healthcare professional license (where relevant), Police good conduct certificate, and company trade license (where relevant). They must also read the Child Protection and Safeguarding Policy and sign the **Memorandum of Understanding (MOU)** and the **Confidentiality Agreement**.

It is important to note that Regent International School **does not have any commercial or financial relationship** with external providers.

External Services	Definition	Key Responsibilities	Link Agencies / Specialists
Educational Psychologist	A qualified psychologist who specializes in child development and learning.	<ul style="list-style-type: none"> Assessment of learner profile, and identification of strengths and needs; Advice for school re: necessary interventions and supports; Diagnosis of SEND. 	Accessed via external specialist centres, signposted by Achievement Centre Team
Occupational Therapist	An Allied Health Professional who specializes in motor and sensory skills, as well as organization and attention.	<ul style="list-style-type: none"> Assessment and identification of motor, sensory, and/or attention and regulation needs; Recommendations for school re: necessary interventions and supports; Conducting in-house withdrawal intervention sessions. 	Accessed via external specialist centres, signposted by Achievement Centre Team
Speech and Language Therapist	An Allied Health Professional who specializes in language understanding and expression, as well as speech articulation, and social communication.	<ul style="list-style-type: none"> Assessment and identification of speech, language and/or social needs; Recommendations for school re: necessary interventions and supports; Conducting in-house withdrawal intervention sessions. 	Accessed via external specialist centres, signposted by Achievement Centre Team
Behavioural Consultant	A healthcare professional who specializes in behavioural analysis, for learning and day to day interactions.	<ul style="list-style-type: none"> Assessment and identification of behavioural needs (e.g. compliance, attention, interaction); Recommendations for school re: necessary interventions and supports; Conducting in-house withdrawal intervention sessions. 	Accessed via external specialist centres, signposted by Achievement Centre Team
ILSA Provider	An LSA is employed by the parent to support a particular student who could otherwise not access the education and/or environment successfully.	<ul style="list-style-type: none"> Assist the teacher with in-class differentiation, and/or implementation of a modified curriculum; Support the student in accessing and participating in whole-group lessons which 	LSAs can be sourced through: Ruba Bitar Wonders UAE +971 54 407 3515 info@wondersuae.ae Kate Grimes

External Services	Definition	Key Responsibilities	Link Agencies / Specialists
		<ul style="list-style-type: none"> Conduct withdrawal intervention sessions, with guidance, in accordance with the pre-determined learning objectives (e.g. IAP). 	Inspire Therapy +971 4 513 5568 kate@inspiretherapy.ae

3.3 Working with Individual Learning Support Assistant (ILSAs)

What is an Individual Learning Support Assistant (ISLA)?

An Individual Learning Support Assistant (ILSA) is a teaching-related position within the school, generally responsible for specialised or concentrated assistance with one individual student. The ILSA works under the supervision of teachers and The Achievement Centre (TAC). Their job can involve promoting access to class-based learning, conducting 1:1 intervention sessions under the guidance of a teacher, offering support in relation to classroom and behaviour management, as well as social integration. An ILSA may have educational, medical or special needs background, with relevant training and/or experience.

An ILSA must submit copies of their passport and visa, CV and/or relevant qualifications, and an up-to-date police certificate of good conduct, prior to commencing work in the school. They must also read the Child Protection and Safeguarding Policy, and sign the Statement of Understanding.

Prior to appointment, parents and school must sign a **Memorandum of Understanding (MOU)**. This is a comprehensive document relating to the appointment, management, and dismissal of an ILSA. Individual Learning Support Assistants who are required to undertake intimate care work, should also have signed the intimate care policy, along with the Parents.

When is an ILSA necessary?

An ILSA is deemed necessary when it is clear that, without this high level of support, the student would be unable to access and benefit from the curriculum, move around the school safely, and/or demonstrate appropriate behaviours for learning and socialisation. This may be due to language or learning barriers, mobility or sensory issues, and/or behavioural challenges faced by the student. This decision can be reached in response to internal assessments and observations which have taken place during the admissions process or at school, or following the recommendation of an external specialist (e.g. Educational Psychologist, Behavioral Consultant, Pediatrician).

An ILSA is requested by the school if, without this support, there may be an impact on the health, safety and/or learning opportunities for the named student and/or other students in that class.

Who appoints the ILSA?

ILSAs are employed directly by the parents, or sourced in collaboration with the parents through a professional agency (e.g. a clinical/therapy setting). Regent International will interview the ILSA and give final approval prior to the appointment (as per the MOU).

Who Oversees the ILSA?

It is the direct responsibility of the class teacher to oversee the ILSAs practices on a day to day basis, and to guide them in supporting differentiated learning in the classroom. The Achievement Centre Team meets with the ILSA on a weekly basis to review the students' progress towards IAP goals, to introduce new resources/programs, give a basic level of training, and to

conduct in-class observations and give professional feedback. ILSAs are invited to join whole-school professional development sessions as appropriate and will be given key dates for specific training organised by The Achievement Centre, free of charge.

Where does the ILSA work?

It is the role of the ILSA to support in-class learning, in so far as is possible, in addition to conducting more targeted withdrawal interventions (e.g. in the Inclusion Team), where needed. These would be structured, systematic teaching sessions which can (a) coincide with the class schedule (e.g. 1:1 Maths intervention during whole-class Maths time) or (b) replace a non-core lesson (e.g. if this student has been exempt from French).

What happens in the event of ILSA absence?

The school's response to ILSA absence varies on a case by case basis, depending on the primary reason for ILSA appointment. The school will be unable to accommodate the named student during ILSA absence, without the provision of a suitable replacement, under the following reasons;

- a) If the ILSA has been appointed specifically to manage harmful or unsafe behaviours (to themselves, others, or the environment), intimate care requirements or medical needs; if the named student is likely to disrupt the learning of others without 1:1 support in the classroom; or if the student's sensory and/or learning needs cannot always be met within the classroom environment (applicable to absences for **any period of time**);
- b) If the named student requires such a high level of care/attention from the class teacher/learning assistant that it impacts on the attention and learning opportunities given to the other students (applicable to absences of **more than two days**); or
- c) If the School is unable to facilitate a successful and stimulating experience for the named student, without the support of the ILSA, due to the high level of curriculum modification required (applicable to absences of **more than one week**).

4. Identification, Assessment, Monitoring and Review

4.1 Admissions

Regent International School welcomes applications from students of all nationalities throughout the academic year. The school has a diverse student population, including Students of Determination, with a range of needs who all contribute positively to the life of the school.

Regent exercises a positive admissions policy, and endeavours to accommodate all kinds of learners, within the capacity of our premises and provisions. Regent does not reject the application of students based on their special educational need and/or disability. Admission is not conditional on a medical diagnosis, Psycho-educational reports or external therapist reports. However, these should be made available to allow us to determine the level of support needed in school. It is our responsibility, as educators, to ensure that all needs have been accurately identified and considered, so that we can determine whether our educational offer is sufficient to best meet the needs of that individual. This is determined on a case by case basis and is considered in light of the cohort dynamics at that time. We aim to work collaboratively with parents, to facilitate the identification and provision of the most suitable and/or specialist support services, within or outside the school.

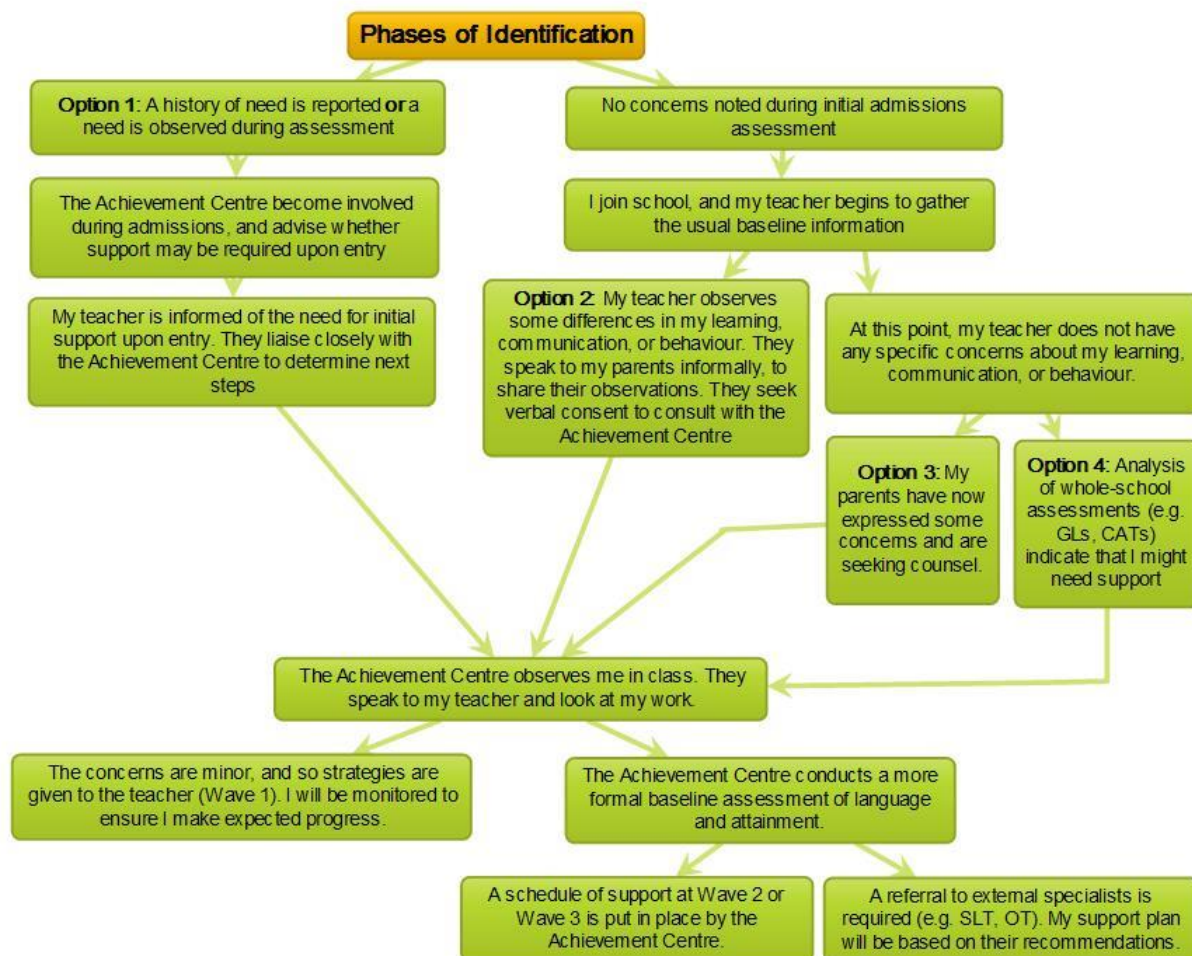
It is the responsibility of the parents to disclose any suspected or known learning difficulty and provide the school with copies of all written reports and other relevant information. The offer of placement can be withdrawn if, in the professional judgment of the Principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld (see KHDA Parent Contract). Where

specific needs have been identified, an offer will be made, which outlines the agreement between Regent International School and parents outlining how the child's needs will be met.

Admissions assessments follow a standard procedure and are typically conducted by a relevant member of Senior Leadership Team (SLT) or the Admissions Team. In some instances, where the appropriateness of the placement is in question, a trial day may be suggested, with the involvement of external agencies where appropriate. The purpose of this is to further explore the student's response to our learning environment, so that we can be confident in our ability to support them upon admission to the school.

Where specific needs have been identified, it is possible that a conditional/provisional offer will be made, with the understanding that the parents and school must work together to ensure that all necessary provisions are in place. The conditions of the Provisional Offer of Placement (POP) will be made in the best interests of the child, to ensure that their needs are being addressed, and will be clearly stated in writing. Such terms may include, but are not limited to, proof of enrollment in an intensive English language course, ongoing Speech and Language Therapy, an accompanying ILSA to facilitate progress and participation in this common learning environment, etc. Parents are asked to sign this agreement, as an acknowledgement that the placement is conditional upon these provisions being put in place. In the instance whereby, the agreed terms of enrolment have not been adhered to, this **will** affect your child's chances of re-enrolment the following year. If parents foresee any difficulty in meeting these terms (e.g. financial constraints), they should therefore not sign the POP until they have discussed these concerns with the admissions team/Inclusion Team. Once the POP is signed, it is assumed that parents are in agreement with and able to meet the conditions. It is important to note that parents will have had several conversations/meetings regarding the importance of the agreed provisions in advance of an end-of-year review regarding re-enrolment.

4.2 Identification Pathway for SEND



4.3 Assessment of SEND/ AEN/ AG&T

Observations and screenings are conducted by the class teacher and/or a member of The Achievement Centre Team. Fortes has a highly skilled leadership team, who are qualified and equipped to conduct in-house assessments. Depending on the needs of the student, the assessments will form the next steps of the Achievement Centre actions.

Following Tools-Assessments are used:

- Detailed Assessment of Speed of Handwriting (DASH);
- RAPID Dyslexia Screener
- International Dyslexia Learning (IDL) Literacy and Numeracy
- Wechsler Individual Achievement Test (WIAT)
- Wide Range Achievement Test (WRAT)
- GL Dyslexia Portfolio
- Sensory Profile 2
- Visual Stress Assessment;
- White Rose Math Papers

Checklists, such as the below, can be used to guide observations:

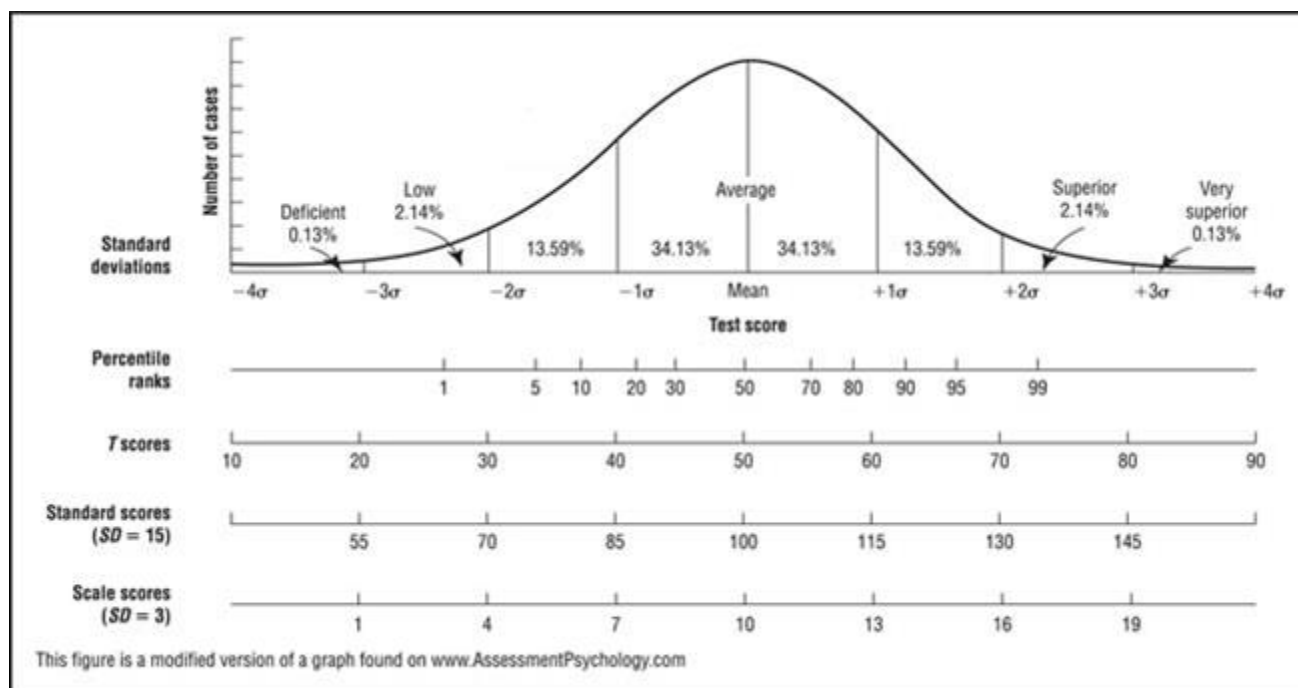
- Learning Disability checklists from Matt Grant's "Humans Not Robots"

- If there are specific concerns relating to learning behaviours, the Boxall Profile is used to guide observations, and a brief analysis and summary report can be generated online.

If the profile of need, as indicated by the internal assessments, suggests an underlying barrier to learning and/or well-being concern, referral to a specialist assessor may be required. As outlined by the KHDA guidelines, it is the obligation of every school, to ensure that accurate and timely identification of need occurs. The co-operation of parents in securing such an assessment is imperative, as this will serve as the foundation for future goal-setting and action-planning.

The whole-school GL and CAT4 data is analysed by Subject Leaders, The Achievement Centre Team, and Senior Leadership. Students may be flagged up through these assessments for one of the following reasons:

- A SAS score of **85-89** may result in candidacy for a short-term intervention in that subject;
- A SAS score of **84 or less** may result in candidacy for Wave 2 intervention and/or AC Baseline assessment to identify possible SEND;
- A SAS score of **130 or above** may result in consideration for G&T register (Year 3+). These findings would be triangulated with other sources of information, including samples of work, teacher observations, curriculum progress, reading ages or a learner profile checklist;
- A notable discrepancy between verbal and non-verbal SAS scores on CATs may result in a referral to an external agency (e.g. Speech and Language Therapist), if the student is not already registered as ELL.



4.4 Progress Monitoring and Tracking

Regent International School acknowledges that the progress of students with SEND may be slower than their age-matched peer and as such, may not be accurately/fairly represented in reports of whole-school data. We must therefore take into consideration a variety of other data sources when evaluating and reporting on the progress of these students, including:

- 1) **IAP Reviews:** IAP targets are reviewed every eight weeks or less, with the expectation being that at least 90% of SEND students will have met their “expected targets”. Students who meet their “ambitious targets” within the prescribed time frame will be considered to have made “better than expected progress”.
- 2) **Baseline and Progress Reports:** Students with SEND will be re-assessed on this same battery of tests at the end of each academic year, in order to determine their progress and compare this to age- matched peers. Progress may be reported as Standard or Scales Scores (i.e. comparing their performance to that of age-matched peers at the time), Percentile (i.e. a ranking system to determine whether the students’ ranking in relation to a cohort of peers has improved), and/or Ratio Gain (i.e. the number of months’ progress made, in relation to age equivalent, when compared to the number of months’ intervention provided)
- 3) **Whole School Assessment Data:** This includes data sources such as the White Rose assessments for Maths, Head Start for Science, NGRT and PIRA for Reading, the Phonics Screener, and the STAR assessment for Accelerated Reader.

4.5 Exam Access Arrangements (EAAs)

Students with SEND may require specific accommodation to be put in place during exams. The purpose of this is to minimize the impact of their SEND on exam performance, so that these students are not placed at an unfair disadvantage. Such accommodations must be the students “normal way of working” (JCQ, 2018) and reflect the whole-school support which the student receives in their education. These accommodations will be referenced on the students’ Individual Achievement Plans, where applicable, and in Exam Access Arrangement (EAA) document, shared with all teachers, so that they can be used as the student’s normal way of working at school. A Data Protection form must be signed by the parents to agree to school applying through the JCQ site.

Access Arrangement Options	May be necessary for a student who:
<ul style="list-style-type: none"> Laptop with spell check on 	<ul style="list-style-type: none"> Has impaired spelling, rendering the writing almost incomprehensible; Produces almost incomprehensible free writing due to grammar and sentence structure
<ul style="list-style-type: none"> Laptop with spell check off 	<ul style="list-style-type: none"> Has adequate spelling / grammar; Has very poor-quality handwriting, to the point of near illegibility; Has very slow handwriting speed.
<ul style="list-style-type: none"> Scribe Voice recognition technology (speech to text software) 	<ul style="list-style-type: none"> Cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long-term impairment.
<ul style="list-style-type: none"> Reader Computer reader (i.e. text to speech software) 	<ul style="list-style-type: none"> Demonstrates limitations in their reading comprehension; Has slow and/or inaccurate reading.
Electronic examination reading pen	<ul style="list-style-type: none"> Needs support for reading accuracy as opposed to comprehension; Does not meet full criteria for a reader; Prefers to work independently.
25% extra time	<ul style="list-style-type: none"> Reads more slowly than their peers; Needs to re-read passages in order to comprehend them; Is much slower to produce handwriting than their peers; Is slow to process information; Has difficulties retaining information (i.e. due to working memory limitations); Struggles to complete their work in the same time frame as their peers.

Access Arrangement Options	May be necessary for a student who:
Up to 50% extra time	<ul style="list-style-type: none"> Is substantially slower than their peers in the measures listed above.
Oral Language Modifier	Demonstrates substantially lower ability than their peers in relation to: <ul style="list-style-type: none"> Vocabulary; Language Comprehension; Reading Comprehension. Note: This does not apply to students for whom English is a foreign language.
Transcript for audio / video components	Struggles to process speech in real time as a result of auditory or cognitive processing difficulties, and/or an underlying receptive language impairment.
Bilingual Dictionary	Speaks English as a relatively new language.
Prompter	<ul style="list-style-type: none"> Becomes easily distracted; Finds it difficult to focus; Becomes fixated on Questions and struggle to move on.
Separate Room	<ul style="list-style-type: none"> Becomes emotional and/or distressed during exams; Is easily distracted by others; Needs to read aloud to themselves as a comprehension strategy.
Supervised Rest Breaks	<ul style="list-style-type: none"> Struggles to focus for extended periods of time; Requires movement breaks during lessons; Loses attention easily; Becomes emotional and/or distressed during exams.

5. Support and Intervention

5.1 The Graduated Approach

Regent International adopts a graduated approach with four stages of action: assess, plan, do and review

Assess

In identifying a child as needing SEND support, the class or subject teacher, working with the Inclusion Team, conducts an analysis of the student's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the student's progress, more specialist assessment may be called for from specialist external agencies (e.g. Educational Psychologist, Speech and Language Therapist). These can be contacted by the school, with the parents' agreement.

Plan

Where the need for structured, systematic intervention has been identified, parents should be formally notified and give written consent. The Head of Inclusion/Achievement Centre Manager, in consultation with the parent, teacher, and relevant external agencies, should decide on the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child, and are represented in an Individual Achievement Plan (IAP) document. The support and intervention provided should be selected to meet

the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Internal support, offered by the Inclusion Team, is part of each student's inclusive education, and so it is offered at **no extra cost** to the parents.

Any related staff development needs should be identified and addressed (e.g. training in the implementation of a specific intervention program). Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

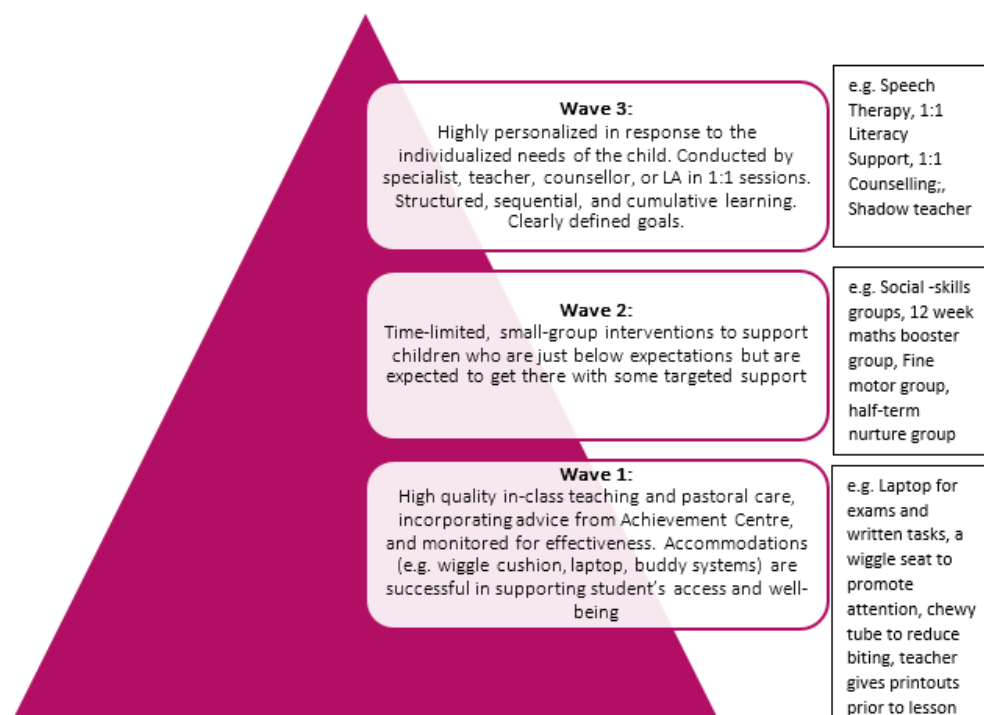
Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with Individual Needs Support Assistants (INSA) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Team should support the INSAs, specialists, and class teacher in assessing the child's response to the action taken, in problem solving, and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The class or subject teacher, working with the Inclusion Team Manager, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. At each stage parents should be engaged with the setting, contributing their insights to assessment, planning, and review

5.2 The Three Waves of Intervention



Pyramid based on SEN Provision Model illustrated by the Dyslexia SpLD Trust (2015).

- **Wave 1** – classroom teacher’s awareness of and response to a student’s learning need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress.
- **Wave 2** – students are working just below age related expectations and need some additional focused teaching to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support, and will be set at a pace which supports accelerated learning. This will be provision that goes beyond the “normal” classroom. In relation to student well-being, this may include a short-term series of counselling sessions (see Wellbeing and Guidance Policy).
- **Wave 3** – highly individualised and based on fine-tuned assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and achievable. Internally, this may include withdrawal support for highly targeted intervention (**at no extra cost to parents**) with the Inclusion Team. Externally, this would involve specialist support (e.g. SLT, OT, Counselling Psychologist), which is a private contract between parents and external agencies. These interventions need to be rigorously evaluated to ensure that pupils are making expected progress.

5.3 Provision for Students with SEND or AEN

Who offers this provision?

Additional provision for students with SEND or AEN (beyond high quality classroom teaching) can be offered by one or more of the below parties, and may involve a combination of in-class support and withdrawal intervention:

- Achievement Centre Team
- External therapists
- ILSA
- A combination of the above

How much support will my child receive?

As we do not charge any additional fees for support services provided by the school, our capacity is limited to the approximate guidelines below, although this may be adjusted in response to the needs of the school cohort at the time:

- **AEN** (Wave 2): These students may receive up to a maximum of 1hr of additional support per week in EYFS, and 2hrs in Primary and Secondary.
- **SEND** (Wave 3): These students may receive up to a maximum of 1.5hrs of additional support per week in EYFS, and 3hrs in Primary and Secondary.

What intervention programs are available?

The intervention programs available within the school include, but are not limited to:

- One Step at a Time - Language Program (EYFS)
- Colourful Semantics (language structure)
- Letters and Sounds (phonics)
- See and Learn: Literacy (sight-word approach)
- IDL (Literacy & Numeracy)
- RazKids
- Nessy

Language Exemptions

In alignment with UAE legislation, learners at SMS learners study Arabic either as a mother tongue (Arabic A) or as an additional language (Arabic B), unless exempted by the regulatory authorities (KHDA) from year 1.

Applications may be made to KHDA for temporary exemption from Arabic in extraordinary circumstances, i.e., for students who are full beginners in English. This is done in collaboration with the KHDA liaison on a case-by-case basis involving all relevant stakeholders. This will include letters of evidence from parents, English Language and Literature teacher and Head of School as well as a copy of the most recent CAT 4 Assessment

5.4 Provision for Able, Gifted and Talented

It should be noted that good practice for AG&T students is good practice for all, and as such is not reserved just for students who are listed on the AG&T register. Teachers can offer such opportunities to any/all students who they feel would benefit, as this can be used to raise attainment standards throughout the school. These may include opportunities for enrichment, extension and acceleration within and beyond the classroom.

It is important to consider the below points, raised in the UAE Inspection Framework (KHDA, 2015), when planning appropriate provisions.

Learner Profile – Appropriate support for AG&T student takes into account their learner profile as a whole. This includes motivation and inquiry, creativity and adaptability, leadership skills, interpersonal communication and social-emotional wellbeing.

Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for these learners whose potential is unlikely to develop without special educational provisions. Differentiated homework could include medium-term project-based learning. For students who truly are performing above and beyond age-related expectations, work should be set for them which is largely inappropriate for typical students of that age.

Pace - It is likely that AG&T students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn. This does not mean assigning them a larger workload, as this may be perceived as punishment. Instead, consider creating inquiry-led learning opportunities so that the student can move on to the "depth and mastery" aspect of the learning.

Level – AG&T students generally understand concepts and ideas at a level which is above usual age-related expectations. The curriculum therefore needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended. Development of higher order thinking skills such as conceptual and inferential reasoning, hypothesizing, critiquing, comparing/contrasting, justifying, summarizing and organizing data can be promoted through purposeful, targeted questioning. A focus should be placed on the skills promoted through the Thinking Schools and Philosophy for Children approaches used throughout the school.

Assessment - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to students' needs. Assessment is important in determining what students already know, so that a more challenging learning program can be provided.

Groupings - Students who are exceptionally able can benefit from flexible grouping within the classroom, where they can work individually or with other highly able students. Students can be offered the opportunity to engage in new roles, such as leadership roles within the class, team-work opportunities, enterprise activities, etc.

Outside the Classroom – Fortes makes a wide range of extension opportunities available to its students outside of the classroom. Please consult the school's subject-specific provision map for an overview of these opportunities.

5.5 Provision for Students with Social, Emotional, Mental Health (SEMH) Needs

A variety of support strategies have been put in place to support students with wellbeing concerns, and/or persistent and significant BSE needs which are having an impact on their daily life at school. Interventions may include, but are not limited to:

- Invitation Nurture Groups sessions with the school's Positive Education Lead;
- 1:1 counselling sessions with the School Counsellor, following an Individual Wellbeing Plan;
- Social groups with the School Counsellor;
- Parent advice and coaching from the School Counsellor;
- Referral to a specialist external agency, and ongoing collaboration, as needed;
- Physical intervention strategies (e.g. positive handling) for responding to physically aggressive behaviours, or behaviours which may place the student and/or others in the environment at risk. It is important to note that **any** physical intervention strategies need to be developed and implemented in consultation with a trained and experienced specialist and are implemented with prior parent knowledge and approval.
- Representation at Pupil Wellbeing Meetings, with subsequent actions from school, as needed.

6. Professional Development

6.1 Whole School

In order to embed inclusive practice as the normal way of working throughout the school, our teachers are supported through:

- In-class observations and feedback from the Senior Leadership Team and/or Achievement Centre Team;
- Guidance and feedback from SLT regarding differentiated lesson planning;
- Sharing of best practice through dissemination of pedagogical research and/or peer mentoring;
- A series of internal trainings presented by the Achievement Centre Team and skilled mainstream teachers;
- Guest lectures and workshops (internal and/or external) from specialists and organisations;
- Personalised CPD to allow specific interests in supporting SEND pupils to be developed
- Team-teaching (with an identified inclusion driver, a member of the Inclusion Team, or a member of SLT) where appropriate and available;
- An ongoing open-door policy at the Achievement Centre Team.

6.2 Achievement Centre Staff

The achievement Centre Team staff are supported in their professional development through:

- Weekly meetings;
- Half-termly lesson observations with their line manager;
- Half-termly performance management meetings with their line manager;
- Team teaching opportunities where required;
- Continuous online learning;
- Departmental trainings conducted by the Head of Inclusion, Achievement Centre Manager, and/or external specialists from our linked agencies.

7. Parent Partnerships

7.1 Parental Engagement

Regent International is committed to building strong parental relationships through ongoing parental engagement. We endeavor to engage and support parents through:

- **Annual:** parent information sessions and/or a feature at Curriculum Evening, which gives parents a general overview of the Inclusion Team, the referral pathway, and the provisions available to students;
- **Termly;** IAP review meetings with Achievement Centre
- **Interim:** parent observations of their child in a 1:1 intervention session. This can be organised at the request of the parent, if they are looking for guidance as to how they can support progress towards IAP targets in the home.
- **SeeSaw and OneNote:** Parents with children with SEND and ELL will have a SeeSaw & OneNote account maintained by the Inclusion Team with weekly updates of progress towards targets and intervention methods to be repeated at home. Parents are encouraged to respond with feedback and comments of progress at home

7.2 Inclusion Subcommittee

The RISAC (Governors) 'Inclusion, Protection, Safeguarding and HSE' Subcommittee, invites parents to volunteer as advisory subcommittee. Their role in this committee is to act as a "critical friend" and advisor to the Inclusion Champion, so that our practices and policies are shaped by the perspectives of all stakeholders. Their responsibilities may include reviewing and responding to school self-evaluation and improvement planning documents, as well as progress and intervention data for groups of students. These advisors are offered the opportunity to observe Wave 2 and 3 intervention sessions and high-quality differentiated in-class teaching, and to offer their feedback and insights. They can speak to various members of the Inclusion Team to gain a better understanding of the roles, as well as the various systems and procedures in place at the school.

7.3 Parental Collaboration

The UAE Ministry of Education (MOE), in their "School for All" publication, outlined the importance of parental involvement. A goal of the MOE is for schools to "collaborate with parents of students with special needs and gifts and talents at every step of the educational process starting from the assessment phase to developing an Individual Education Plan and monitoring the progress of the student".

At Regent International, we believe that effective intervention is student-centered and is the product of a collaboration between parents, teachers, and relevant external parents. Parental attendance at IAP meetings is mandatory, since it is important that parents have contributed to the goal-setting, if they are to actively support these at home. The role of parents in supporting individual targets will be outlined on the IAP, and parent feedback during the review process is fundamental.

7.4 Parental Communication

We are committed to promoting a two-way channel of clear, transparent and regular communication with parents (e.g. meetings, emails, phone calls). We therefore urge parents to please be forthcoming in disclosing and history of need and/or specialist provision for that student. We are a non-judgmental, non-discriminating school, who would view this information as a crucial factor to consider when planning a bespoke, well-suited provision for each student.

Parents are invited to make contact with the class teacher and/or relevant members of the Inclusion Team via email, on an as-needed basis. We endeavor to respond promptly to meeting requests, and make it our practice to ensure that communication is team-centered, looping in all relevant parties. Regular review meetings will be set for Students of Determination (i.e. students

with SEND) who are following an IAP, though interim communication is welcomed. Where possible, we aim to provide parents with regular, informal updates regarding application and assessment procedures, and progress in intervention sessions.

In order to enhance and improve our provisions, we will systematically gather parent feedback through short feedback forms, distributed after (1) parent workshops, (2) parent observation sessions, and (3) IAP meetings. We thank parents in advance for their co-operation and contributions.

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