



Inclusion Policy Guidelines

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0.1	Inclusion Policy Guidelines	Final	Inclusion Head and Vice Principal	Principal/ Vice Principal	July 2023	July 2026	July 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Inclusion Statement of Intent

In line with our mission statement, we aim to provide quality education of an international standard. We aim for excellence through quality management, quality training and quality teaching, bringing benefit to our students, the communities of Dubai, the country and the wider world.

At Newlands School, we are committed to meeting the needs of all students and ensuring that they make progress. Learning diversity is recognised and designed to meet the needs of all its students, including those with disabilities, those experiencing special educational needs, those from all cultural backgrounds and students with English as an Additional Language. In accordance with the requirements of KHDA's Dubai Inclusive Education Framework (2017) and Implementing Inclusive Education: A Guide for Schools (2019), Newlands School provides inclusive education that caters to the diverse population of Dubai. As a reflection of their strength of character, perseverance and courage, students experiencing special educational needs and disabilities are viewed as Students of Determination.

The school recognises the importance of and is committed to offering a broad and balanced curriculum that is based on the principles of effective whole – school policies and whole school involvement. As such, all teachers are responsible and accountable for the learning and progress of all the children in their class, and all teachers are teachers of children with special educational needs. The Head of Inclusion, in collaboration with parents and teachers, will plan the best possible support for these students.

Our inclusion statement is based on the principle that all children have an equal right of entitlement to an education, each with their own potential and learning needs.

Objectives of our Inclusion Policy

Inclusive education is a provision that is committed to educating all students where all students have access to quality instruction, intervention, and support, so that they experience success in learning. At Newlands, we believe that all students should be given opportunities to be successful learners and to form positive social relationships. Various strategies are required to reduce the barriers faced by students, and the staff at Newlands School strives to provide all students with the right to education in a common learning environment.

The purpose of this Inclusion Policy is to provide practical guidance for teachers, parents and staff on the provision of effective learning support to pupils experiencing special educational needs and disabilities, as well as to fulfil our obligations as per the KHDA and DSIB expectations.

Provision for Students of Determination

At Newlands, all staff are responsible for facilitating an inclusive culture. Policies, procedures and practices are implemented to establish a fully inclusive educational setting through diverse assessment strategies and systems of support.

Students with a range of special needs across the spectrum covered by KHDA categories are supported by addressing gaps in the basic skills of literacy and numeracy. The Head of Inclusion acts as the Inclusion Champion and has the key roles of promoting inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods by motivating others to share in this experience.

Admissions

Students experiencing special educational needs and disabilities have the right, as do all other students, to receive 'sibling priority' as stated in our Admissions Policy. At admissions, any prior educational concerns should be raised by parents so that the right accommodations and modifications can be provided by qualified staff.

Identification and support

Every class has students with a variety of abilities that classroom teachers take into account when planning their lessons. This continuous cycle of planning, teaching and assessing ensures that the majority of children will learn and progress within these arrangements. This promotes and provides equality of opportunity for all students, and those whose overall attainments or attainments in specific subjects fall significantly outside the expected range may have learning challenges. Specialist staff will conduct assessments and interventions in cases where students' difficulties have emerged through typical classwork and if needed, specific accommodations may be provided to ensure that all students benefit from the curriculum and can perform to their potential. Student passports and, when necessary, Individual Education Plans (IEPs), Behaviour Intervention Plans (BIPs) or Action Plans (APs) are created to ensure consistency across different subjects.

Through the process of Assess, Plan, Do and Review, earlier decisions and actions are revisited and revised, leading to a growing understanding of the students' needs. To this end, the "Waves of Intervention" or "Graduated Intervention" model is used for the identification and support of students with learning needs, so all students can benefit from quality instruction and can get the help they need. The program is as follows:

Wave 1 – Quality Inclusive Teaching

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all students in the classroom. High quality teaching, engaged with the theories of learning that support child-centered and differentiated approaches for individual pupils, is the first step in responding to students who appear to have difficulties. This includes removing barriers to learning in diverse student populations and creating an inclusive learning environment through the use of various accommodations. When required, students are given specific, additional and time-limited intervention programs to enable them to work at age-related expectations. Wave 1 interventions are often targeted at a group of pupils with similar needs, usually at the end of baseline testing or classwork. This is reflected in teacher plans and students' goals.

Wave 2 - Additional Intervention

Wave 2 describes targeted provision for those students who, despite receiving differentiated learning opportunities, make little or no progress and require provisions beyond classroom work.

Most interventions include some form of direct instruction, which breaks information into shorter segments, or steps, and targets learning by simplifying instruction. Students are also provided with more opportunities to practice what they have learned. The pace of direct instruction is slower, and time is spent showing students' knowledge or skill, as well as practicing it, to build a firm foundation. In addition, teaching, re-teaching, practice and frequent progress monitoring for each specific skill takes place over a much longer period of time than is feasible in a regular classroom. This could take the form of withdrawal in groups or an LSA in the classroom working with a group of students. This intervention strategy will involve detailed discussions with the family and the development of an Individual Education Plan and/or a detailed Action Plan.

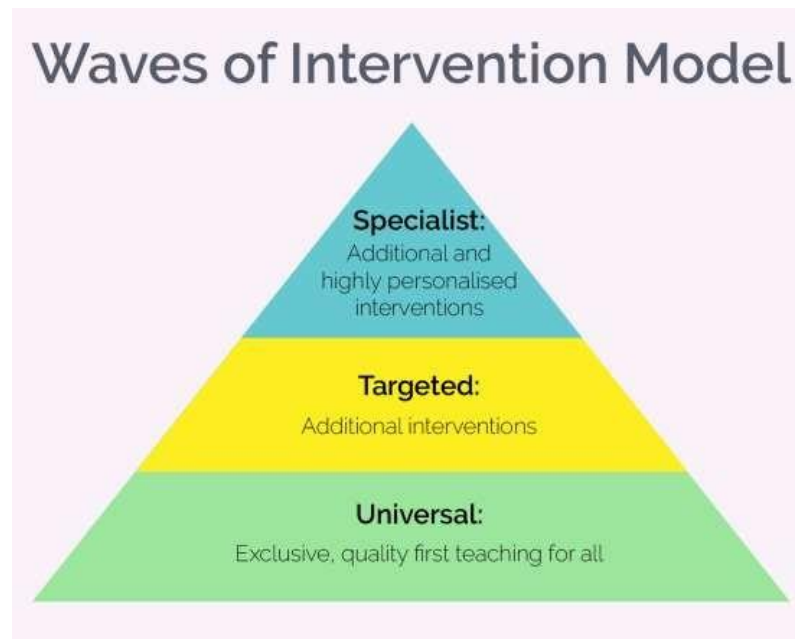
Inclusive Education Team members are able to act in a consulting/advisory capacity for administrators and teachers within the first two waves of support.

Wave 3 – Intensive Intervention

Students who do not respond to targeted intervention in Wave 2 are moved to Wave 3. Instructions and interventions are individualised according to learning needs and may be specific for each student. Students in Wave 3 generally require 1:1 support and have an ILSA to reach their potential. Through the development of an IEP, withdrawal from lessons and sometimes exemptions from foreign languages, extra literacy and numeracy lessons are necessary to access the curriculum. Generally, students in Wave 3 receive therapy and assessments from external agencies, who sometimes run sessions at school.

Wave Model to supporting students

Wave 3	Where sufficient progress is not being made, the school (with parental agreement) calls in external diagnostics and/or support to seek solutions, and – introduces an Individual Education Plan (IEP) with team review, termly.
Wave 2	Where, because of progress slowing or other complications, added interventions are required, the Inclusion team shares responsibility for addressing known difficulties that have been clearly communicated to parents.
Wave 1	Where the teacher has lead responsibility for adapting the curriculum and classroom practice, in order to address known learning difficulties – this is subject to termly review.



More detailed information regarding the Graduated Intervention Model can be seen in the Curriculum Modification Policy.

The Referral Process

Identification and early intervention are important to minimise barriers that affect students' progress. When standard accommodations are not sufficient to improve a student's academic performance in core skills as measured on assessments and when physical, or behavioural functioning are areas of concern, then it might be appropriate for the teacher to contact the Head of Inclusion for a formal referral. Communication is an essential part of this service, and the school will ensure that parents and students are fully involved in this process.

1. Student-referral by teacher or administrator:
 - Fill-out appropriate referral form
 - Meet with Phase Leader and Head of Inclusion to discuss perceived issue/concerns
2. Head of Inclusion investigates/gathers information:
 - Student's past developmental and school history
 - Parental support
 - Qualitative and Quantitative data
 - Collects samples of student's work
 - In-house screening – SNAP (Special Needs Assessment Profile -SpLD or Behaviour - based on needs) or WRAT (Wide Range Achievement Test to check for academic vs chronological age)
3. Head of Inclusion reviews data and meets with parents to discuss findings. If a learning need is strongly suspected:
 - External testing is suggested
 - ILSA is recommended if necessary
 - Added onto the register
 - IEP is created
 - Put on Wave 2 or Wave 3

Continued Professional Development

All staff are encouraged to attend internal and external training courses that help them to acquire/update the skills needed to work with students of determination within the National Curriculum. A range of compulsory internal training is offered as part of the comprehensive staff development plan.

Parental Involvement

Newlands School's ethos has been to build robust partnerships with parents/caregivers and that this will enable Students of Determination to accomplish their goals. Parents/caregivers have a unique overview of their child's needs and how best to support them. This gives them a key role in the home-school relationship. When the school reaches out to parents to flag a concern regarding their child (academically, behaviourally, socially or emotionally), parents are expected to respond to the school's request in a timely manner **(within one week)**. However, if this does not happen, the process of escalation will be used whereby the first point of contact will always be the homeroom teacher/form tutor/subject teachers and then the Head of Phase/Head of Inclusion. If this level of communication has not been adhered to, then the Vice Principal and eventually the Principal get involved. As a procedure, from starting communication with a family till resolution, **no more than 4 weeks should pass**.

Review of the Inclusion Policy

This policy will be reviewed in July 2027 and the outcomes of this review will be used to update the Strategic Inclusive Education Improvement Plan.

Principal: Zeba Khan

Vice Principal: Nicholas Pain

Head of Inclusion: Umar Naeem

APPENDIX 1

The following framework is based upon the UAE's unified categorization of disability.

Common barriers to learning	Categories of disability (Aligned with the UAE unified categorization of disability)
Cognition and learning	- Intellectual disability (including Intellectual disability-unspecified) - Specific learning disorders - Multiple disabilities - Developmental delay (younger than five years old)
Communication and Interaction	- Communication disorders - Autism spectrum disorders
Social, emotional and mental health	- Attention Deficit Hyper Activity Disorder - Psycho-emotional disorders
Physical, sensory and medical	- Sensory Impairment - Deaf-blind disability - Physical disability - Chronic or acute medical conditions

APPENDIX 2

