



Inclusion Policy

Updated: August 2024
Owner: Assistant Principal

The Vision

At RPS, we are committed to creating a responsive and inclusive community that meets the diverse needs of

every child. Our goal is to provide a safe and supportive environment where each pupil has an equal opportunity to reach their full potential. By fostering academic growth, promoting positive self-esteem, and building confidence, we aim to ensure the overall wellbeing of all children throughout the school.

The Mission

At RPS, our mission is to identify and support children who need additional assistance by developing strategies that enrich their learning experiences. We are dedicated to creating an inclusive environment where every learner can reach their full academic and social potential. By responding to individual needs and empowering our teachers, we ensure that children with SEND have access to all areas of the curriculum within the mainstream school and the wider community, making sure that the school is fully accessible to everyone.

The Philosophy

At RPS, we believe that every child is entitled to a personalised education that nurtures their strengths, fosters a love for learning, and helps them grow into confident and independent learners.

Our approach is rooted in the fundamental belief that every learner has the right to be included in the educational process. We are committed to shaping well-rounded individuals who are prepared to meet the demands of an ever-evolving world. Central to this philosophy is the recognition of each child's freedom, dignity, and the opportunity to make informed choices.

We celebrate the diversity of our students, acknowledging their unique strengths and needs, and embrace inclusion and differentiation as key strategies to support them. We also recognise the vital role of partnership with parents and guardians in meeting the educational and social needs of our children, helping them achieve their full potential.

Since every child's developmental path, abilities, learning style, and needs vary, our student support team aims to help learners overcome challenges while celebrating their successes. This team works alongside regular classroom instruction, providing the necessary guidance for students to meet the expectations of their academic level.

Our Aims

- Ensure all children, regardless of need, have equal opportunities to access the admission procedures of our school.
- Provide comprehensive support that addresses the learning, social, emotional, physical and behavioural needs of students.
- Implement a thorough identification and early intervention process to accurately determine the types of SEND experienced by students.
- Accurately identify More and Exceptionally Able students and provide appropriate support to help them reach their full potential.

- Create and utilise personalised Individual Education Plans (IEPs) for students requiring Wave 2 and 3 support, incorporating targeted, evidence-based interventions to accelerate learning and development.
- Provide children who may attain significantly below curriculum expectations with access to alternative curriculum pathways that are personalised to their needs.
- Offer students with SEND the necessary academic learning, personal support, accommodations, and curricular modifications to ensure equitable access to educational opportunities.
- Effectively monitor and track the academic and personal progress of children experiencing SEND.
- Provide effective support for children with SEND during transitions into school, new year groups, and different educational establishments.
- Actively consult and encourage collaboration with parents to ensure adequate provisions, accommodations, and services are in place.
- Maintain a rigorous system of monitoring, evaluation, and reporting to track progress towards achieving a fully inclusive education system.
- Ensure that the roles and responsibilities of the Student Support Team, including Inclusion Teachers, Teaching Assistants, and 1:1 Learning Support Assistants (LSAs), facilitate exceptional provision for children experiencing SEND.

Sources and references

This policy has been revised to align with the standards outlined in the 2019 Dubai Inclusive Education Policy Framework. Additionally, we are dedicated to adhering to the mandatory provisions of Federal Law No. (29) of 2006 regarding the Rights of People of Determination, as well as Dubai Law 2014 (No. 2) and Executive Council Resolution No. (2) of 2017, which regulates private schools in the Emirate of Dubai, including Articles 4(14), 13 (16, 17, 19), and 23 (4).

Definitions

The *UAE Federal Law 29 (2006)* defines a **person with special needs** as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The *UAE School Inspection Framework* defines a **Special Educational Need** as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'.

A **Disability** is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing. The definition of “**day to day activities**” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

Legislation

This policy aims to ensure that RPS is compliant with the terms of: the UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

UAE Federal Law 2 (2015) against Discrimination and Hatred;

The School's admissions policy adheres to the stipulations of the **Dubai Inclusive Education Framework (DIEF)** (Published November 2017).

The School's admission policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.

The School's admission policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

The School's admission policy adheres to the stipulations of the **UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai** (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 4 Clause 14:

To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

Article	13	Clause	16:
To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;			

Article 13 Clause 17:

To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;

Article 13 Clause 19:

To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

Article 23 Clause 1:

To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;

Article 23 Clause 4:

To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

1. POLICY

Special Educational Needs and Disabilities (SEND)

A child or young person is identified as having SEND if they experience a learning difficulty or disability that requires special educational provision. This applies to children of compulsory school age or young people who face significantly greater challenges in learning compared to their peers, or who have a disability that prevents them from fully accessing educational facilities typically available to others of the same age in mainstream schools.

At Ranches Primary School, we are dedicated to fostering the moral, social, cognitive, cultural, academic, and physical development of all our students. We believe that inclusion is fundamental to our ethos and that children with SEND have the right to be educated alongside their peers in a mainstream setting, where appropriate.

Inclusion is an ongoing journey aimed at enhancing participation and providing learning opportunities for all students. Early identification of SEND is crucial for effective planning of support. Ranches Primary School is committed to continuous monitoring and assessment of all pupils to ensure early identification of SEND and the provision of appropriate support. We strive to identify pupils who are not making expected progress and utilise careful formative assessments to maximise their development.

Our guiding principles are:

- a. Support for pupils with SEND should be tailored to their individual needs, and
- b. There should be consistent documentation of a child's SEND, the actions taken, and the outcomes, along with clear communication of provisions and results shared with parents

Students of Determination Register

Students who are on the Students of Determination register are categorised using the revised categorisation framework for students of determination (2019).

Children will have an identified primary need and, in some cases, secondary and tertiary needs will also be recorded.

An official diagnosis is not required for a child to be on the Students of Determination register, however there would be either information from an external specialist such as an OT or SALT and/or internal assessments as evidence to warrant a child's barrier to learning.

Common Barriers to Learning	Categories of Need
Cognition and Learning	1. Intellectual Disabilities (Including intellectual disabilities unspecified) 2. Specified Learning Disorders 3. Multiple Disabilities 4. Development Delay (Younger than 5)
Communication and Interaction	5. Communication disorders 6. Autism Spectrum Disorders
Social Emotional and Mental Health	7. Attention Deficit Hyperactivity 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.

2. IDENTIFICATION OF STUDENTS EXPERIENCING SEND

Ranches Primary School has a thorough referral process that is well understood by all teachers. Educators have access to Student Support resources, which provide guidance on identifying SEND and referring students to the Inclusion Department.

The referral process begins with teachers gathering more information from parents and discussing their concerns. After informing parents of their observations, teachers will complete and submit a referral form to the Inclusion Department. Within two working weeks, the Inclusion Department will conduct an observation of the student. The Head of Inclusion will then decide whether the student should be placed on the Monitoring List for further assessment after in-class interventions or added to the Inclusion Register as Wave 1, 2, or 3, as detailed in Section 4.

3. INCLUSIVE ADMISSIONS

SEND Applications

- Like all children, students who experience SEND must receive “sibling priority.”
- Children with SEND applying for a place must register as all new applicants to the school do.
- If a child is identified as having SEND from previous records or the application form, the Head of Inclusion will be notified, and all relevant documentation will be forwarded to them.
- The Head of Inclusion will then review the student’s records and assess the child in their current environment (nursery, SEND centre, school) or at Ranches, depending on what is most suitable.
- The Inclusion Team will seek to determine whether the school can meet the child's needs within our mainstream learning environment before offering a place.
- If we believe the child’s needs would be better met through a therapy-based curriculum and we cannot accommodate those needs, we will provide parents with face-to-face feedback and advice for moving forward.

Transition into School

- A personalised and bespoke transition plan must be developed prior for all children experiencing SEND who are transitioning into our school.
- The transition plan may include a range of activities, such as visits from the Inclusion Team to their current settings, meetings with any external specialists involved with the child, an extended number of transition visits to school, and an initial reduced timetable, among others.
- If a potential SEND need is identified after a child starts school and no prior information has been disclosed, parents will be invited to meet with the Head of Student Support to discuss the child’s needs and the best approach to support them moving forward.

4. INCLUSIVE PROVISION FOR STUDENTS

Support for children with SEND is categorised into three waves on our SEND Register:

Wave 1

Students requiring Wave 1 support have their needs met by their Class Teacher. Wave 1 provision encompasses high-quality, personalised teaching that is available to all children. This includes clear objectives shared with students, careful explanations of new vocabulary, engaging and interactive teaching styles, and the use of visual, kinaesthetic, and auditory/verbal learning methods. These strategies aim to minimise the number of students needing additional help with their learning or behaviour, thereby identifying those who may have SEND from the outset.

Wave 2

Students in need of Wave 2 support receive assistance from an Inclusion Specialist. Wave 2 involves specific, additional, and time-limited interventions designed for some children who need extra help to accelerate their progress and reach or exceed age-related expectations. These interventions are typically targeted at groups of pupils with similar needs and may include sessions with external professionals such as Speech and Language Therapy or Occupational Therapy.

Wave 3

Wave 3 provides highly tailored support for a small number of children who require targeted interventions to accelerate their progress or help them achieve their full potential. This may involve one-to-one or specialist interventions. If the outcomes from the referral process indicate that a child requires specialist one-to-one support and/or needs a Learning Support Assistant (LSA) to access the curriculum, they will be added to the SEND register under Wave 3.

5. TARGETS AND INDIVIDUALISED PLANS

In addition to the Inclusion Register, Individual Education Plans (IEPs) are developed in consultation with the pupil (where age and developmentally appropriate), parents, teachers, external specialists (if needed), and the Inclusion Team. IEPs must be agreed upon and shared with all relevant stakeholders.

They include:

- Benchmark testing results and/or key assessment findings both academic and pastoral
- The pupil's voice (skills, abilities, challenges, and interests)
- A description of the pupil's educational strengths and needs
- Termly target goals with SMART objectives (specific interventions, measurable outcomes, attainable targets, relevant activities, and time-bound measures)
- Accommodations, curricular adjustments, support provisions, and strategies to reduce barriers to learning
- Specific challenges related to transition, if applicable

- Agreed parental support goals
- Review date

Students on the Inclusion register receiving Wave 2 support will receive an IEP containing SMART targets. These targets will be collaboratively created by the class teacher, a member of the Inclusion Team, and, when appropriate, the child themselves. Targets will be established in the first term of the academic year and shared with parents. The class teacher will be responsible for continuously monitoring and reviewing these targets, with oversight from the Inclusion Lead for that key stage, noting when they are achieved. Targets must be updated at the end of each term, and a meeting will be held with parents to review progress and discuss any necessary adjustments.

Students on the Inclusion register receiving Wave 3 support will follow an Individual Education Plan (IEP). The outcomes and targets for the IEP will be agreed upon in the first term of the academic year, involving the child, class teacher, parents, Learning Support Assistant, Inclusion Teacher, and any relevant specialists. The class teacher will continuously monitor and review the IEP. There will be a termly IEP review meeting, with all stakeholders invited to discuss progress towards targets and any necessary amendments to provision.

Students should be aware of their targets and the strategies they can employ to achieve these goals. Targets will be printed and displayed in each class folder in a visible location.

Individual Learning Plan

Students on the Inclusion register receiving Wave 1 support will have an **Individual Learning Plan (ILP)**. These plans are created for any pupils with identified needs and are shared with all staff. They serve as working documents to which parents can also contribute. The **Individual Learning Plans** include:

- The pupil's voice (skills, abilities, challenges, and interests)
- A description of the pupil's educational strengths and needs
- Benchmark testing results and/or key assessment findings
- One Key targets focused on primary need or set by external therapist when applicable i.e SALT or OT

Students who require more personalised learning support may have a **APDR** (Assess Plan Do Review). This document helps the teacher track their own adaptations and strategies before a child is placed on the inclusion register.

All confidential reports and files are securely stored in the school's pupil data system and are only shared with parental permission.

Learning Profiles

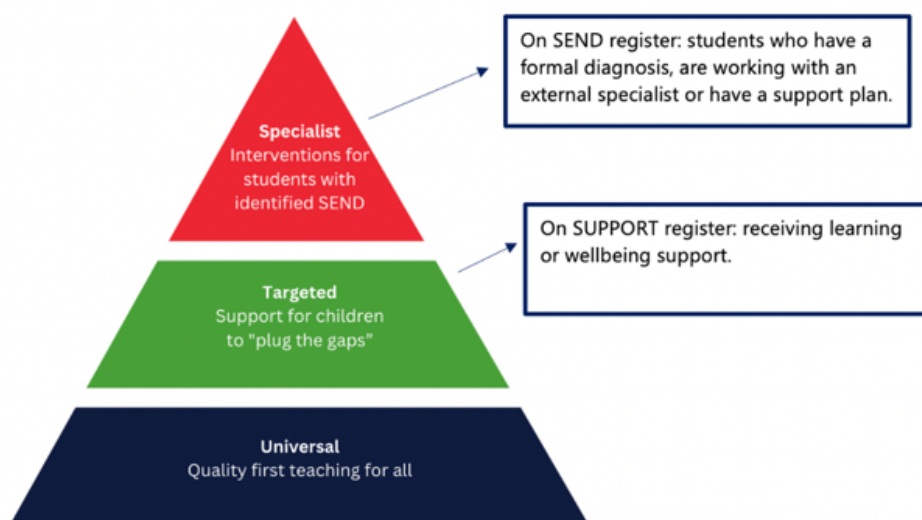
Every child across primary has their own Learning Profile. A Learning Profile is a comprehensive, student-centered document designed to capture each pupil's unique voice, interests, and needs. It triangulates pastoral information, academic data, and direct feedback from the student to provide a holistic view of their learning journey. The profile serves as a guide for teachers and support staff to understand what is important to the student, how they learn best, and the goals they are working towards, ensuring that every child feels seen and supported in their learning environment.

For students with an **Individual Learning Plan (ILP)** or **Individual Education Plan (IEP)**, relevant targets and accommodations are included in a child-friendly format. This allows the student to understand their learning goals and the support in place to help them succeed. ILP or IEP information is presented visually or in simple language, ensuring that the student can easily access and engage with their personalised plan.

6. ACCESS TO HIGH-QUALITY INTERVENTIONS

Learning Support at RPS

- Class Teachers and Specialist Teachers should work closely with the Student Support team to create opportunities that support the meaningful participation of all students in the mainstream learning environment. This includes collaborative lesson planning, classroom organisation, and thoughtful student groupings.



- Where necessary, tailored small group or individual interventions should be organised by the Class Teachers and/or Student Support team to address the student's specific area of need and accelerate progress.
- These interventions may be delivered by Class Teachers, Inclusion Teachers, Learning Support Assistants (LSAs), Teaching Assistants (TAs), or the School Wellbeing Lead, depending on the nature of the support required.
- Each intervention should have clear objectives and targets, with progress being monitored throughout. A review must take place at the end of the intervention period to assess outcomes and next steps.

7. TEACHING AND LEARNING

Continuous Professional Development (CPD)

Quality First Teaching

To ensure high-quality, personalised teaching for all students, regular in-class support and training must be provided by the Student Support team, Subject Leaders, and Senior Leadership Team. This support will be offered to Teachers, LSAs, and TAs within year groups or as whole-school training. The focus is to ensure that differentiated approaches are consistently applied, offering all children inclusive and effective opportunities for learning. Our broad and balanced curriculum must be planned with all learners in mind, taking into account the following:

- All adults have high expectations for every student.
- Learning challenges are set appropriately to engage and extend learning.
- We respond to the diverse needs of our students.
- Barriers to learning and assessment for individuals and groups are actively addressed.

Special Educational Provision

This refers to any educational provision that goes beyond or differs from what is typically provided for students of the same age. Regular CPD sessions should be planned throughout the year to ensure that all staff are equipped with the necessary skills and knowledge to meet the needs of students on the SEND register. Learning activities should be pitched appropriately for all Students of Determination. As part of this, the Student Support team should continuously review the evolving needs of both students and staff, and where necessary, arrange for specialist external training to enhance our provision at RPS.

8. ASSESSMENT/TESTING

- The Student Support Team, Class Teachers, and relevant Specialists should collaborate prior to assessments to ensure that students with SEND receive the necessary accommodations for a fair testing experience.
- Students with SEND may complete assessments in a smaller group setting with support from the Inclusion Team and/or Teaching Assistants to minimise stress. Accommodations could include: reading assistance during numeracy tests, extended time, modified assessments, short breaks, scribing, or the use of assistive technology for longer writing tasks.
- Students with SEND who are working at a different year group level from their peers may complete assessments aligned with their current academic level.
- For ongoing assessments, progress should be measured against individual goals or differentiated targets that consider the student's starting point and specific learning objectives.

9. ROLES AND RESPONSIBILITIES

At RPS, we are committed to ensuring that all students can access every area of learning, reflecting our belief that every child has the right to a high-quality education. Leadership and staff roles in promoting and supporting inclusion are aligned with the KHDA's "Implementing Inclusive Education: A Guide for Schools" (p. 22-29).

Role of Leadership

The Governors and Head Teacher hold the Principal and the Leader of Provision for Students of Determination accountable for the quality of provision and student outcomes. Inclusion is a regular agenda item at governing body meetings, and a designated Inclusion Governor supports this focus.

Role of the Inclusion Governor

The Inclusion Governor is committed to enhancing their knowledge and understanding of inclusive practices, providing the school with effective support and challenge as it works towards achieving an inclusive learning environment.

Role of the Principal

The Principal is responsible for ensuring a strong understanding of inclusive education strategies within the school, guiding the integration of these approaches throughout RPS.

Role of the Leader of Provision for Students of Determination

The Head of Inclusion/Student Support acts as the Leader of Provision for Students of Determination, possessing deep expertise in identifying learning barriers, understanding the challenges teachers face, and driving strategies to enhance student outcomes.

Role of the Student Support Team (SST)

The Inclusion Support Team, led by the Principal, works collaboratively to implement the school's inclusive vision. The IST includes key staff members with specific roles in promoting inclusive practices.

Role of Support Teachers and Support Assistants

Support Teachers work under the guidance of the Leader of Provision for Students of Determination. They assist classroom teachers by spending the majority of their time supporting teachers directly, working with students in small groups, and performing a limited amount of administrative tasks. They play a key role in removing barriers to learning and enhancing inclusive practice within the school.

Role of Learning Support Assistants (LSAs)

Children with more significant needs who are experiencing SEND may require one-to-one support. This support can be funded by parents, who have the option to either employ a Learning Support Assistant (LSA) themselves or request that the school take on this responsibility.

If parents choose to hire the LSA independently, a Memorandum of Understanding (MOU) will clearly outline the terms and conditions of their employment within the school.

If parents prefer for the school to employ the LSA, the school will handle the recruitment process, and the LSA will become a member of the school staff. For full terms and conditions, please refer to the School-employed LSA contract.

Role of Teachers

Classroom teachers are responsible for the learning, progress, and outcomes of all students. Teachers may be the first to identify potential learning difficulties and are expected to work closely with a collaborative team, including parents, support teachers, LSAs, and specialists.

Role of Parents

Parents and carers are essential partners in their child's education. At RPS, we foster strong collaboration between parents, the school, and the student. Parents are encouraged to participate in the termly Inclusion Parent Committee meetings.

Role of Heads of Department

Each Head of Department works closely with the Leader of Provision for Students of Determination to ensure inclusive practices are embedded within departmental schemes of work and policies, ensuring curriculum accessibility for students with SEND.

Inclusion Support Team	Name
Inclusion Governor	Lizzie Varley
Leader of Provision for Students of Determination	Emma Synnott
Principal	Emma Ledger
Inclusion Teachers	Sarah Duncan and Georgia Brooks
Wellbeing Lead/Teacher	Jenna Tayfield
ELL/EAL Leads	Maryam Aslam
Inclusion Advanced Teaching Assistants	Ruqaiyyah Gulzar (MEA), Mandy Ruse, Melanie Gray,
Learning Support Assistants (School Employed)	

10. ADDITIONAL SUPPORT FEES

In most cases, the costs of additional support provided to children in the classroom are covered by the school and included in the standard school services, in line with the **Directives and Guidelines for Inclusive Education** (p.26). However, in a few cases where a student requires a higher level of specialist provision—such as one-on-one support from a Learning Support Assistant (LSA) or access to specialised therapy services—these costs will be the responsibility of the parents.

