



مدرسة الرشيد الأمريكية الخاصة
Al Rashed American Private School





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Introduction

This Inclusion Policy is an overarching policy that supports the vision and aims of the school.

This policy has been written with reference to the following guidance and documents:

- The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

The following official documents and Laws have been adhered to when writing this policy;

At ARAS we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equity for all.

We believe:

- That all students have the right to quality instruction and support that will enable them to become successful learners.
- That all students have the right to learn in common learning environment alongside their peers.
- That all students benefit when the principles of inclusive teaching practice are embedded within a school.
- That every teacher is a teacher of every student; including those with Special Educational Needs (SEND), English Language Learners (ELL) and those who are More Able, Gifted and have exceptional Talents (MAGT)
- That inclusive teaching approaches can reduce the barriers that some students experience to the benefit of all.



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Aims

We aim to ensure;

- That all students have access to high quality inclusive teaching and the necessary support to enable them to become successful learners.
- That there is early and accurate identification of additional needs to ensure that the correct support is in place for students experiencing barriers to learning.
- That students have access to high- quality intervention programs when it is identified that they have needs that require provision that is additional to or different from their peers
- That all students have the opportunity to learn in a common learning environment alongside their peers.
- That every student feels safe, confident, and happy at school. and every student makes the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes, or when involved in any of our school excursions and extra-curricular activities.
- That students believe in themselves as a learner and valued members of our school community.
- That systems are in place to enable all stakeholders to work in partnership and collaborate effectively.
- Those teachers and paraprofessional working with the students receive the ongoing professional development and support needed in order to develop the knowledge, skills and confidence required to meet the needs of all of their students.

Inclusion Statement

ARAS has a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with Special Educational Needs and Disabilities, English as a Second Language, English Language Learners, High Achievers.

Support for students begins at admission, with an Assessment of Educational Need to ensure that appropriate provision is implemented and continues with ongoing identification and support.

The whole school community is encouraged to ensure inclusion and the best possible social, emotional, behavioral and academic progress for all of our students. This is provided through innovative learning and teaching, dissemination of information, training and access to SEND specialists at all levels.



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The Common Learning Environment

The school is mindful of their duties and responsibilities under the Equality Act 2010 and are fully committed to avoiding discrimination and promoting equality for all students. We seek to ensure that any student with Special Education Needs, or a disability join in the activities of the school, together with those who do not have a Special Educational Need or Disability.

ADMISSIONS, PARTICIPATION AND EQUITY

OVERVIEW

Matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same right as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in a quality learning experiences alongside same aged peers.

We ensure that:

- students are not refused admission based only on their experience of SEND. This will ensure that students will be able to attend the school chosen for them by their parents.
- students who experience SEND will receive “sibling priority” for admission to a specific school or educational programme.
- students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across sharjah.
- students who experience SEND will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments.
- students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment.
- Establish common inclusive education quality standards, that will be applied to all education settings, and will be utilized to monitor and evaluate the quality of provision and outcomes for students who experience SEND.



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Upon admission, an assessment takes place to identify any potential barriers to learning, enabling the school to make reasonable adjustments. Students will not be refused admission based only on their experience of SEND.

For applications from Students of Determination, we request a recent report written by an Educational Psychologist or Specialist center in order to inform our provision.

Categories of need

The school uses the Categorization Framework for Students of Determination (2019- 2020) to inform planning for provision

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 and interaction	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. ² Chronic or acute medical conditions

Gifted and Talented

All Taaleem schools are committed in their mission to support the needs of all students so that they may realise their full potential. The definitions of gifted and talented students as cited from The United Arab Emirates School Inspection Framework 2016/17 and take into account the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

Definitions Gifted:

The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.' These domains will include:

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- Creative
- Social
- Physical abilities

Talented:

The term talented refers to 'a student who has been able to transform their giftedness' into exceptional

performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The role of Head of Inclusion in supporting Gifted and Talented Students a) Evaluate provision.

b) Maintain and update annually the G&T register.

c) Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.

d) Make students on the G&T register, and others as appropriate, aware of local and national opportunities.

e) Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

As staff we have a responsibility to:

- Maximize inclusion so that students are not excluded and no student is disadvantaged.
- Plan for diversity.
- Work to develop appropriate environments for all students.
- Use appropriate teaching methods and approaches.
- Take care to have appropriate and fluid student groupings.
- Support all students with identified needs.
- To maintain a positive approach and have high expectations for all students regardless of level of need.



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Head of Inclusion

a) Head of Inclusion is a member of the Senior Leadership Team (SLT). He takes the leading role in coordinating support and provision, particularly regarding students and families.

b) In partnership with other senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Class Teachers/Subject coordinators

a) Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment

b) Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school

c) Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans through individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provisions and their outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) . Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.

d) Teachers take the lead role in monitoring the attainment, learning, behavior, and well-being of students in their class. This information is recorded and students' achievements and needs are discussed and further planning is undertaken by way of regular student performance reviews.

e) Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaisons with parents/carers and colleagues.

School Nurses

a) The school nurse has a key role in promoting and supporting inclusive practice at the School.

b) The nurse undertakes a variety of tasks which include:

- Keeping health records
- Informing SLT of medical conditions which impact on learning
- Promoting healthy lifestyles
- Ensuring students are sun safe
- Ensuring the Health and Safety of all students under the care.



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The Inclusive Education Action Team:

Is led by the Head of Inclusion and consists of the Teachers, Counsellors, and support staff and all come under the wing of the Head of Inclusion. The team is responsible for the leadership and development in each of their specialized roles. On-going progress meetings are held with the Head of Inclusion to assess the effectiveness of each aspect and to inform future developments as part of the Strategic inclusive education improvement plan.

Legislation and guidance

This policy is based on the UAE Disability Act, Federal Law (29) 2006 and 2009 which guarantees a Student of Determination access to equal opportunities of education. This policy is also based on the following guidance and legislation;

- The United Nations Convention on the Rights of Persons with Disabilities

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

- Federal Law (29) 2006 and 2009

<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>

Policy Review

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