Policy

Policy	**Inclusion – Students of Determination**
Service Pillar	Education I Inclusion
Policy Number	Policy – ED – INC 001
Effective Date	August 2023
Assessment Cycle	Annual
**Author	Modified**	Kate McMillan/ Claire Raidi 21 August 2023

Implementation and Exemptions

All schools are required to observe and implement this policy as a minimum expected service level.

Exemptions will only be granted for legal (contravention of local and / or federal legislation), technological, cultural, or physical reasons. Sufficient supporting documentation is required in order to obtain an exemption.

Objective and/or Scope

The purpose of the policy is to ensure that our schools are inclusive and have systems and provision in place to meet the needs of Students of Determination. It provides staff and employees with the guidance they need to ensure that inclusive practices are upheld, and informs parents and guardians how we will create inclusive school communities and meet the needs of students who require additional support for learning.

The scope of this policy covers all Aldar Education schools, including those on a managed and operated basis.

Guidelines

1. Aldar Education is committed to inclusivity, an all-encompassing practice of ensuring that Student of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. Aldar Education seeks to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

2. Aldar Education encourages all students to be aspirational, to be inspired and to flourish. We provide high quality learning opportunities in a safe, creative and stimulating environment. Aldar Education acknowledges the right of all children to access a broad and balanced curriculum in a manner which promotes school connectedness, wellbeing, resilience and raises self-esteem.

3. The aim of our procedures is to promote the welfare and well-being of all students and ensure individuals are appropriately accommodated, by acting in the following ways:

   - To identify Students of Determination - formerly known as Special Educational Need or Disability (SEND) as early and accurately as possible through a variety of means and in consultation with appropriate personnel.
   - To ensure full entitlement and access for pupils, including Students of Determination, to high quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.
   - To ensure that all children, including Students of Determination, feel valued and have a positive self-image.
   - To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.

- To encourage parental and pupil involvement in the identification, assessment and support for Students of Determination and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate students, including Students of Determination, wherever possible, alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.

4. **Key Principles**

Inclusivity provides students, including those Students of Determination with disorders, disabilities, gifts or talents equitable opportunities to receive effective educational services, with the needed supplementary aids and support, where appropriate in age-appropriate classrooms, in order to prepare students for productive lives as full members of society.

- Inclusion is a value, ethos and school culture that should be evident across all aspects of school life, and meeting the needs of all students is the responsibility of all teachers, leadership, in partnership with the Inclusion Team, family and student.
- Inclusivity provides all students who experience a barrier/s to success at school equitable access to all of school life. These students include multi language learners, poor attenders and those students who struggle to regulate their behaviours. Individual schools will hold policies and/or guidelines on the provision and procedures for these groups of students.
- Inclusivity provides students who are identified as Gifted and/or Talented with the opportunity to achieve their full potential in all aspect of school life. Individual schools will hold policies and/or guidelines on the provision and procedures for this groups of students.

5. **Specialist Staffing** is required to ensure that there is qualified and experienced teachers and assistants working with students. Inclusion Teams are led by a Head of Inclusion (SENCO) and supported by a team of specialist teachers and assistants based on the needs within the school.

- **Head of Inclusion (HoI):** a suitably qualified teacher (as per ADEK Staff Eligibility Policy).
- **Inclusion teacher:** at least 1 suitably qualified inclusion teacher (as per ADEK Staff Eligibility Policy) per cycle.
- **Inclusion assistants:** suitably qualified support staff (as per ADEK Staff Eligibility Policy) who are provided by the family in Private Schools and are school provided in the Charter Schools
- **Individual assistants:** previously referred to as 'shadow teachers'. Appropriate to support a student on a 1:1 basis but not a qualified SEN practitioner. Provided by the family in Private Schools and are school provided in the Charter Schools

6. **Roles and Responsibilities**

   6.1 All members of the school community contribute by
- Sharing a commitment to inclusion;
- Respecting the right of all children and young adults to receive an education;
- Promoting equality; and
- Recognizing the value of diversity.

   6.2 Aldar Education Board and Executive Management Team

- Support inclusion, equity and opportunity at all levels within Aldar Education; and
- Ensure school facilities are accessible and accommodate the needs of SOD.
- Lead strategic development of Inclusion within Aldar Education;
- Coordinate team of School Heads of Inclusion and Counsellors;
- Conduct placement observations and make recommendations on provision needs;
- Provide support to families;
- Consult regarding matters pertaining to Inclusion;

- Monitor and maintain quality provision for students with SEND;
- Develop and maintain links with the community that promote access to services;
- Ensure appropriate CPD is provided to Aldar Education Staff; and
- Manage the ADEK approval process and provision of data for Inclusion.

6.3 School Principal
- Work in close partnership with the Heads of Inclusion;
- Where necessary liaise with parents and external agencies;
- Facilitate access for staff to CPD which supports provision for students with learning support needs, gifts or talents;
- Maintain an inclusive educational philosophy within the school, and
- Ensure inclusion team staffing is sufficient to meet the needs of the students in their school.

6.4 School Head of Inclusion
- Ensure the policy is implemented;
- Contribute to Senior Leadership strategic planning;
- Lead their Inclusion team;
- Ensure that all pupils' special educational needs are addressed;
- Consult and collaborate with families, reviewing need and progress regularly;
- Provide professional support and guidance to teachers;
- Ensure that appropriate funds and resources delegated to SEN are used for appropriate resources;
- Coordinate the monitoring of progress using a response to intervention approach;
- Collate data to demonstrate effectiveness of quality first teaching and intervention strategies;
- Responsible for the progress and attainment of SOD and impact of provisions; and
- Provide professional development.

In addition, the Head of Inclusion should:

- co-ordinate the day to day implement of the school's Inclusion Policy;
- liaise with and delegate responsibility to Learning Support team;
- maintain the school's SOD register;
- oversee the records of all pupils with special educational needs;
- organise necessary reviews and referrals;
- liaise with parents and external agencies; and
- coordinate with external therapy providers to facilitate the delivery of therapy services in the school setting where required, in line with the *ADEK In-School Specialist Services Policy*.

6.5 Inclusion Teacher / Special Needs Teacher
- work under the direction of the Head of Inclusion;
- be aware of current regional, religious and cultural sensitivities in UAE;
- be familiar with the administrative processes within the school;
- be involved in testing and recording data in order to support the SoD register;
- work closely with all members of staff to identify pupils' needs throughout the school;
- plan, implement and assess suitable programmes for all identified SoD which promote progression within an inclusive setting;
- develop, facilitate the delivery of and review IEPs and ALPs which inform learning and teaching;
- monitor and review progress to inform provision and be accountable for impact and progress; and
- attend professional development training, to maintain up to date knowledge and skills of practice for SoD.

6.6 Form Teachers, Class Teachers, Subject Teacher
- undertake all appropriate actions to remove identified barriers to learning for SoD within the class;
- be aware of cultural sensitivities surrounding SoD, additional needs, learning difficulties, mental health and

special education in UAE;

- keep up to date with information on the SoD register;
- closely monitor pupil attainment and progress in line with policies and procedures to identify underachievement in a timely manner, to facilitate appropriate intervention;
- gather information through observation and assessment;
- submit Cause for Concern documents when students require more specialized support;
- develop and promote an inclusive classroom;
- ensure appropriate resources are available;
- facilitate access to and provision accommodations and modifications in line with student need;
- work closely with other staff to plan for learning and teaching and differentiate appropriately;
- contribute to, manage, implement and review IEPs and ALPs in consultation with the Head of Inclusion; and
- work closely with and involve classroom assistants as part of the learning team.

6.7 Inclusion Team Support Staff (Inclusion Assistants/Higher Level Teaching Assistants/Classroom Assistant)

(Employed by Aldar Education)

- work under the direction of the Head of Inclusion;
- take responsibility for targeted interventions, mentoring Inclusion Assistants as needed.
- contributing to observations and identification of need
- Lead School Action (wave 2) interventions in identified year groups.
- implement the delivery of suitable programmes for identified SoD which promote progression within an inclusive setting;
- work on targets articulated in IEPs and ALPs which inform learning and teaching;
- complete lesson planning and reporting as required;
- be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- attend professional development training.

6.8 SoD Assistant (Private Schools Only)

(Employed by Aldar Education-salary contributed to by 50% parent contributions)

- work under the direction of the Head of Inclusion;
- take responsibility for intervention programmes with assigned individuals;
- implement the delivery of suitable programmes for assigned students which promote progression within an inclusive setting;
- work on targets articulated in IEPs and ALPs which inform learning and teaching;
- complete planning and reporting as required;
- be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- attend professional development training.

6.9 Individual Assistant (Inclusion Assistant/Shadow Teacher/Individual LS Assistant)– IA

(Employed by Parents– salary fully paid by family, external to the school. Usually a school based employee in Charter Schools)

- will liaise with and report to the school Head of Inclusion in consultation with parents and any external specialist providers;
- will provide the child with individualised support, which will take the form of individualised 1:1 sessions to build core skills, small group sessions which promote learning in a social context and more generalised support within the class or wider school setting;
- may be required to attend trips, visits and ECA's depending on agreement between IA, parent and school;
- will attend all school provided training, however will benefit from attending specialised external training as recommended;
- will provide support and guidance to the child as required and in response to identified needs; and

- will focus on helping the child achieve their next steps in learning, achieving IEP targets and promoting independence.

6.10 Classroom Assistant- CA

- work under the direction of the class teacher to support students with additional learning needs;
- be involved in planning and making resources to ensure students' needs area accommodated and supported;
- look for positives by talking to the child about his/her strengths;
- provide practical support, including close supervision when required;
- listen to the child and advocate for the child when needed;
- explain boundaries and operate these consistently and fairly; and
- share good practice.

6.11 Student

The child should, where possible and according to age, maturity and capability, participate in all the decision-making processes which occur in education.

This includes:

- contributing to the assessment of their needs;
- contributing to education plans by the setting of learning targets;
- working towards achieving agreed targets; and
- contributing to the review of IEPs/ALPs, annual reviews and the transition process.

6.12 Family

The relationship between the parents and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school-based action. Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important. It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. It is the school's responsibility to invite parents of students with additional support needs to:

- meet with staff to discuss their child's needs;
- attend review meetings;
- inform staff of changes in circumstances; and
- contribute to and support their child to achieve targets on IEPs/ALPs.

All parents are encouraged, and have the right, to be active members of the team supporting their child and are invited to contribute to, and challenge if necessary, the provision and educational choices recommended by the school. Working closely with the Inclusion Team, parents will be kept informed and consulted throughout the year and are encouraged to seek guidance or clarify any issues to understand the rationale for recommendations relating to their child. We aim to ensure that parents are fully confident that their child is receiving the most appropriate and necessary intervention and support.

7.   Procedures and Processes

7.1 Inclusive Environments and Accessibility

Educators at Aldar Education use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations or modifications necessary to meet the needs of the students. Educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in-class learning.

7.2 Admissions

Children of all abilities are accepted into Aldar Education schools, and families interested in having their child attend will be given an equal opportunity for admission. A waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for the school to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

For Charter Schools, please refer to section 6.11 (eSIS Charter Schools)

7.3 Placement

The placement of students identified as SoD are carefully considered, considering the needs of the individual and the capacity of the class, teachers and year team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned.

It is the responsibility of the school HoI and school leadership team to ensure an appropriate distribution of students and staff with learning support needs across classes, year groups and the school to ensure that the needs of staff and students are appropriately considered.

7.4   Student with SEND (a SoD – Person of Determination or SoD – Student of Determination)

Student with Special Educational Needs &/or Disability (SEND) means a child or young adult who, by reason of any of the following, needs special education and related services. The National Unified Classification for Disabilities (SoD) in the UAE (2018) includes 13 categories, as follows: Autism Spectrum Disorder, Complex Sensory Disorder, Hearing Disability, Visual Disability, Mental Disability, Physical Disability, Multiple/Complex Disabilities, Communication Disabilities (language and speaking), Acquired Brain Injuries, Behavioural and Emotional Disabilities, Learning Difficulties, Health Disabilities, Attention Deficit Hyperactivity Disorder, Specific Learning Disability/Difficulty.

The eSIS categories of eligibility are:

- Autistic spectrum disorder
- Speech or language impairment
- Health impairment
- Attention deficit/hyperactivity disorder.
- Emotional/Behavioural disability
- Deafness
- Visual impairment
- Intellectual disability
- Orthopedic impairment
- Learning disability

7.5   Categories of Educational Need

Students with special educational needs are identified at varying levels of support need and impact of barrier to learning. Waves of Provision, Response to Intervention and Levels of Provision are all terms used across our school group to aid in identifying their level of need.

- **School Action (SA) (also known as Tier 2 / Wave 2)**

  A student is identified as being at School Action (Wave 2 SoD) when there is evidence that they are not making progress despite in class interventions and differentiation, monitored over a period of time. SA may indicate that a student has a diagnosis but requires very little support. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy. A child at School Action (Wave 2 SoD) would continue to receive targeted intervention until the response to intervention indicates it is no longer needed, or if insufficient progress is achieved after

a period of max 1 academic year, the student would be referred to Inclusion team for further evaluation.

- **School Action Plus (SA+) (also known as Tier 3 / Wave 3)**

    A student is identified as being at School Action Plus (Wave 3 SoD) where SA level/Wave 2 interventions have not sufficiently met the student's needs. At SA+ the school may seek external advice from the specialist support services. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. SA+ may also include the involvement of an Educational Psychologist. SA+ requires more detailed planning of targeted and time limited interventions. An IEP is written to detail the student's individual targets and monitors progress, accommodations and modifications. School Action + is likely to continue, to varying degrees, for the duration of their education. In the Charter Schools all Wave 3 SoD are added onto the eSIS platform under the correct eligibility.

- **School Action ++ (SA++) (Tier 3/Wave 3 student with 1:1)**

    Students identified as School Action ++ (Wave 3+ SoD) meet the criteria for School Action + but have the assistance of an Individual Inclusion Assistant. This Assistant may provide support for health, education, behavioral, communication or social-emotional support. They can be 1:1 or shared with students of similar need and age within supported small groups.

7.6 Individual Education Plan

An Individual Education Plan (IEP) is a tool by which schools can plan for pupils with SEND. The IEP will include information about:

- the short-term SMART (Specific, Measurable, Achievable, Realistic, Timely) targets set for or by the student;
- the teaching strategies to be used;
- accommodations and modifications required;
- success and/or outcome criteria; and
- outcomes (to be recorded when the IEP is reviewed).
- Parental signature/acknowledgement

The class teacher and HoI will discuss the IEP or other arrangements to plan individually for the student's progress. Parents will then be consulted, and a final IEP be developed. The school will review the IEP regularly. Wherever possible the student should be involved in the review process and setting of new targets, or at a minimum have their views considered.

In lieu or in addition to an IEP, a student may have a personalized Risk Assessment, Behaviour Plan and / or Education health and Care Plan.

7.7 Advanced Learning Plan

An Advanced Learning Plan is a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon identified strengths, interests, and social-emotional needs. They are critical in ensuring appropriate provisions and assist at transition points for gifted students and are to be reviewed regularly. Wherever possible the student should be involved in the review process and setting of new targets.

7.8 Access Arrangements, Modifications & Accommodations for assessments

The school will ensure that students with additional learning needs are not disadvantaged during any form of assessment. Access arrangements, modifications and accommodations are pre-examination adjustments for candidates based on evidence of need and normal way of working. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the test, for example readers, scribes and enlarged or braille question papers. Reasonable adjustments can be made where a Student of Determination would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. Each school has an Assessment Accommodations Policy in line with the *ADEK Assessment Policy.*

In Charter Schools which follow the American curriculum and assess using MAP, only students who are registered on eSIS as a SoD can be allocated testing accommodations, these accommodations must be noted on the student's IEP.

7.9 Response to Intervention

Response to Intervention (RTI) is a cyclical process of designing, implementing and monitoring the impact of any accommodations, modifications and/or intervention provided for a Student of Determination, at their identified level. This cycle includes assessment, design, implementation and review of individual and small group interventions. Provision should be time bound, and impact driven with clear evidence of development and academic attainment. Details of accommodations, modifications and/or interventions are recorded on the IEP and/or provision map.

7.10   Transition

Transition refers to the movement of students from one year group, phase or environment to the next. Key transitions include Nursery-Foundation Stage/Kindergarten, Foundation Stage/Kindergarten-Primary/Elementary, Primary/Elementary-Secondary/High School and Secondary-Post 16/Further Education/Workforce, however, also includes transitions between schools (internationally and nationally) or from a specialist setting to one of our schools.

Central to ensuring a successful transition is the sharing of information to allow time and opportunity to prepare appropriate accommodations and support in advance. Sharing of information occurs through the transfer of documents relating to a child (within Aldar Education), sharing of specialist reports (with parental consent) and through observations and meetings with the family. A successful transition contributes to how well a student settles into their new environment and as such it is critical that students receive emotional and social support throughout this time to facilitate a successful transition. Transition may occur as a gradual and supported move between settings – depending on the needs of the student.

When a student is transitioning within Aldar Education, be it from one school to another or from primary to secondary, the HoI from both schools will meet and complete a thorough handover of documents and information pertaining to a child. An additional meeting will be held with parents and both HoI to clarify expectations and needs, explore support and intervention required and recommend strategies for home to ease the transition.

7.11   Confidentiality

Confidentiality applies to all verbal and written information about current, potential enrolling and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Principal, HoI and the student's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school (external to Aldar Academes) without first receiving the written permission of the parent/guardian. This excludes the responsibility held by all members of our school community as mandated reporters of suspected child abuse and neglect.

7.12 Electronic Student Information System - eSIS

eSIS is the centralised web-based electronic student information system which contains all students records and data. It enables the collection and collation of information from a range of stakeholders - school and local authorities and administrators, office staff, counsellors, teachers, nurses, special education personnel, parents, and students. It is the ADEK centralised information management system and as such, access is controlled within our schools. ADEK request that evidence of need (specialist reports, IEP's) for students on SoD register as SA+ and SA++ be included and updated on eSIS.

Private Schools

We encourage parents to give consent for the child's details to be uploaded and ask them to sign a letter of permission before any information is shared. To ensure that our SoD records are as accurate as possible we:
- List as SoD on eSIS when an inclusion assistant is required, the student has a significant lifelong condition, a student is SA+ and where there has been a formal diagnosis (with parent permission)
- Upload the specialist report (with parent permission)
- Maintain for compliance / inspection reporting purposes the figures of SA+ where permission not granted

to be on eSIS
- Maintain for compliance / inspection reporting purposes the figures of SA+ with internal identification
- School Action are always quoted for data purposes – but are not required on eSIS.

These updates are required on an annual basis.

Charter Schools

All students identified as having a special educational need, diagnosis or disorder are identified on eSIS as SoD. Parental consent is gained when any external specialist report in shared with the school. All records and identification on eSIS remain on the student's file as they transition through phases or schools.

To ensure that our SoD records are as accurate as possible we:
- Work closely with ADEK Charter POD Team to review all applications and specialist reports submitted during admissions. If a parent/guardian highlights that their child is a SoD the SEN box must be checked on application. The case is then reviewed by ADEK before a place is offered.
- List as SoD on eSIS when identified as Wave 3 SoD - as confirmed upon receipt of the specialist report.
- Upload the specialist report.
- Ensure that the correct eligibility is checked.
- Wave 2 SoD are quoted for data purposes – but are not required on eSIS.

These are updated throughout they academic year and admission cycle.

7.13 Collaboration and Other Professionals

Many SoD with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers and others. Aldar Education welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the HoI, child's teacher and the service provider work collaboratively to determine the best strategies to support the student.

There is the opportunity for students to receive SALT/OT and or psychology sessions in school. Please refer to the Service Guideline Specialist Services in Schools for further guidance.

7.14 Professional Development and Support for Staff

An extensive range of professional development sessions are available to all staff at Aldar Education, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate.

7.15 Provision Mapping

Aldar Education schools use a range of templates and formats to maintain Provision Maps of accommodations, modifications and/or interventions provided for SoD. Provision Mapping at Aldar Education manages record keeping of IEP/ALP's, provision, progress and attainment data for students receiving support and interventions delivered by the Inclusion team. The Provision Map should be maintained regularly and any changes to provision be updated half termly. The Provision Map acts as an important summary of provisions, their impact, and monitoring that a student is responding to interventions in place.

Data contained within the Provision Map includes:

- start and end date
- the nature and frequency
- who delivers the provision
- start and end levels – summary of impact
- students allocated

The data and information from the Provision Map is used to inform an impact portfolio collated at the end of the Academic Year. The purpose is to ensure Students of Determination are consistently receiving the most appropriate

and impactful provisions to meet their needs and achieve their full potential.

7.16 Progress and Attainment Data

The needs, progress and attainment of students identified as SoD will be maintained using school-based programmes such as Classroom Monitor, Engage, Power Schools, MAP, and the centralized Aldar Education Data Collation Spreadsheet. Furthermore, HoI will use information generated from baseline assessments, standardized assessments including MAP, CAT, NGRT, Woodcock Johnson and WRAT tests to monitor progress over time and progress as compared to peers.

All interventions provided in schools, irrespective of focus area or targeted skill (eg fine motor, social, language, behaviour) require a data recording the baseline entry point at start of intervention and a comparative exit assessment to enable impact to be measured. This allows HoI to justify and evidence the impact and make informed decisions about the deployment of people and resources in an effective and accountable manner.

It is expected that the school HoI will prepare a presentation and report on SoD attainment and progress data, and the impact of interventions on a bi-annual basis. This will enable overall Aldar Education data for SoD for specific school groups to be maintained to support schools during inspections and to enable strategic planning for Inclusion.

7.17 Impact Portfolio

The Impact Portfolio is a summary document of Inclusion infrastructure, provision and impact across the school and academic year and is aligned to the SoD / ADEK Inspection Framework. It allows Aldar Education to compare and contrast provision and impact across the group, identifying action points, centralized support needs, strategic priorities, common and outstanding practice and assists in inspection preparation, school reviews and departmental action planning. Key features of the Impact Portfolio are:

- School summary of student cohort and community
- Inclusion team structure and staffing
- SoD statistics – number / need type / level of need
- Attendance
- Progress, attainment and achievement data
- Impact of Interventions
- IEP impact and target monitoring
- Inspection summary and priority areas
- CPD delivered and undertaken

7.18 Physical Accessibility

- School will ensure that the building and learning spaces provide equitable access to education to all students. In line with the ADEK Buildings and Facilities Policy.
- In order to provide specialist pull-out intervention or targeted specialist support in line with the *ADEK In-school Specialist Services Policy*, the school will allocate an appropriate room where specialists can deliver interventions

8. **Our policy is informed by:**
   - ADEK Student of Determination Directory (ADEK 2016).
   - School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
   - Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
   - Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006).

9. **Definitions**
   - **Students of Determination (SoD)** Students of Determination (SoD), previously identified as Special Educational Needs (SEN) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them. Special education provision means educational

provision, which is different from, or additional to, the provision made generally for children of comparable age (School for All –UAE MOE, 2013). Abu Dhabi Education & Knowledge previously defined SEN as "any disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance" (ADEK, 2013).

- **Gifted and Talented (G&T)** Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance.
- **Dual or Multiple Exceptionality (DME**) The term DME describes educationally vulnerable pupils who belong to both the SEND and G&T groups, with the features of SEND dominant and the other gifts, talents and exceptional abilities may be hidden or partially hidden.
- **Assistive Technology** Assistive technology means any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.
- **Disability** Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.
- **Provision Map** All accommodations, modifications and/or interventions are recorded on a school Provision Map managed by the School Head of Inclusion, which details start and end date, the nature and frequency, who delivers the provision, start and end levels and the students allocated.
- **Push in intervention –** an intervention to identify any cognitive, behavioural, social or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
- **Pull out intervention –** an intervention to identify any cognitive, behavioural, social or emotional need delivered by a specialist outside the student's classroom.
- **Tiered model of support** an approach to meeting the needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal support), whilst some may require specific intervention (Tier 2: Targeted), and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and individualized).
- **Accommodations and modifications of teaching** any adjustments to the way teaching is delivered so that it is suitable to meet the needs of different learners.
- **Accommodations and modifications of assessments** any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. All accommodations and modifications must be in line with the guidelines of assessment providers and/or examination boards.
- **Adaptive teaching** an approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources and levels of differentiation to meet the needs of all learners in the class.
- **Annual review** an annual review meeting includes a range of stakeholders, including external therapists who provide services, that meet to discuss progress and provision for any students who require a highly personalized approach to learning.
- **Clinical assessment report -** a report arising from an assessment of a student conducted by an educational psychologist.
- **Modified curriculum** enables alternative or multiple routes for engaging in learning, including means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional needs but may not be equivalent to the qualifications obtained through the regular curriculum.
- **Multi-lingual learners'** learners who are acquiring the language of instruction and required additional support to address any language barrier to access and attainment.
- **Personal Emergency Evacuation Plan (PEEP)** is a plan, for any students who require it, to support a short or long term need, which specifies the type of assistance required to support their safe evacuation and continuous safety from the point of raising an alarm to exiting the school building.

Responsibility

School Principal	Implementation & Review
School Head of Inclusion	Implementation & Review
School Staff	Implementation
HQ Head of Inclusion	Development, Implementation, Compliance & Review