



Inclusion of Students of Determination Policy and
Procedures

2023/2024

Inclusion Policy

The Inclusion Policy at Rosary School builds upon the school's vision which strives to provide a balanced and broad curriculum that is accessible to all students to create a knowledgeable, pioneering and global society.

Purpose:

Rosary School works on the principle that all children have the right to an education and to have their individual needs met. Furthermore, it is our view that all children have a right to access the curriculum and have the same experience of school as their peers. All children have a contribution to make to the school community and every child is an individual with lots to offer. At Rosary School, we strive to meet the learning styles and needs of all our students and break down barriers to learning for them. At the core of this process is the dynamic relationship that exists between the teachers, the Inclusion Department and the parents to work together to promote the best interest of the student. At Rosary School we define students that are eligible for learning support quite broadly and offer support in as flexible a way as possible to meet the individual needs of each student.

Rosary School's Definition of Learning Needs:

Rosary School identifies any student who has a significantly greater difficulty in learning than most children of the same age group, as having specific learning needs. This could be because of a specific diagnosed condition which prevents or hinders the student from making full use of the educational facilities that are provided for other children of the same age in school. Following is a list of learning challenges that is not exhaustive but demonstrates Rosary School's commitment to support as many students as possible within the school environment.

- Cognitive disadvantage.
- Specific learning difficulty such as Dyslexia/dyscalculia.
- Speech and language impairment.
- Behavioral issues, such as ADHD that affect the student's ability to concentrate.
- A sensory impairment.
- A physical disability.
- An emotional issue that is hindering the student academically.
- Health impairment.

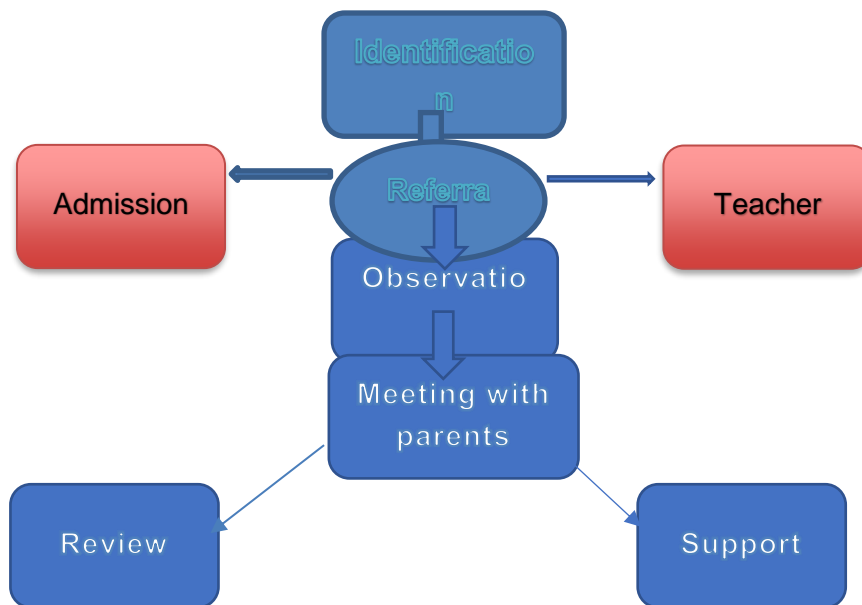
Identification:

At Rosary School we believe, as is widely accepted, that early identification of learning needs is crucial to the future learning outcomes of children. On entry into Foundation Stage 2, the class teachers and inclusion staff observe students to ensure no student's needs are left unsupported.

We also encourage parents to inform the school if they have identified any areas of concern during the preschool years, so support can be planned where possible. Areas that are observed and information gathered at this early stage include the following:

- The child’s learning and development, within and beyond the classroom setting
- Practitioner observations, formal checks, any more detailed assessment, and any specialist advice.
- Progress in the prime areas: communication and language, physical development, social and emotional development.
- Any concern identified will be shared with parents at the earliest opportunity and parents will be an important part of planning for their child’s learning support journey.

Identification Process Flow Chart



Identification Process

- Parent may directly approach teacher or school administration during admission assessment and present the diagnosis and request for HOI/SENCo assistance.
- Parents may choose to not disclose the child’s condition. Subsequently, a teacher may identify in class and get in touch with the SENCO/Social Worker. As much as we can we would like to help parents overcome denial. This may take a few counselling meetings with HOI/SENCo and Social Worker.
- Teachers may spot a child with special needs while parents may not be aware that their child has an additional need. In such situations, we help parents understand and create awareness (teacher’s referral)
- We also identify students with additional needs by the following tests administered at school:
 - CAT4
 - Progress test
 - Benchmark assessment

- Poor Academic Performance

Referral Process

- Teachers may notice red flags in terms of poor academic performance or behavior concerns.
- Teachers will provide differentiated activities, make their observations, and anecdotal notes for a month depending on the child's need.
- Teachers will discuss the issue with their respective Pastoral Leaders/Social Workers.
- The teacher will fill out the referral form.
- After the referral is placed, HOI/SENCO will complete the observation in two weeks depending on the caseload and student need.
- Pastoral Leader/Social Worker/SENCO can be consulted to confirm/clarify if there is a genuine problem before approaching the parents.
- Pastoral Leader/Social Worker/SENCO or HOI to discuss possible initial meeting with parents, and class teacher based on the child's need.
- Upon the agreement with the parent, the Inclusion team will proceed with appropriate intervention based on the child's learning disabilities.

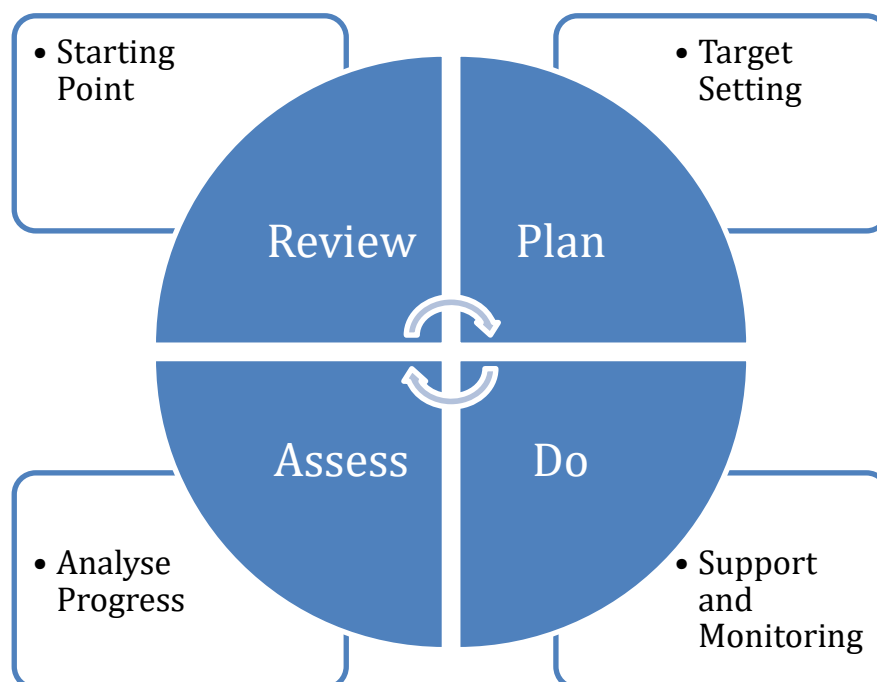
Observation Process

- Before we set out to provide observation, the student's level is determined through observation of the teachers. (fill out the observation form)
- HOI/SENCO may conduct a functional assessment in class to gather information such as behavior and environmental factors to understand the function or purpose of those behaviors. This observation aims to determine why a student engages in certain behaviors.
- If needed, HOI/SENCO may request for an assessment by an external professional for to determine the appropriate support for the child's educational needs in a school setting.

Team Meeting

The key for our special needs students to achieve their maximum potentials is to establish and build on successful partnerships with the team. We work closely with the parents, teachers, pastoral leaders and social workers by providing information on provisions and arrangements for special education needs, including ways in which they can participate I the process.

Support through SOD Graduated Approach



Plan

This Stage is where it is decided to provide SOD support and having formally notified the parents, the outcomes they are seeking, the interventions and support to be put in place, and the expected impact on progress. The IEP or Individual Education Plan should be discussed and agreed with the parents/carers.

Do

The teacher, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCo/HOI, they should oversee the implementation of the interventions or programmes agreed upon as part of the SOD support. The SENCo supports the teachers in assessing the impact of the interventions and in recording and monitoring them.

Assess

- Carry out clear observation of the child's needs. The initial assessment should be reviewed regularly to check the support matches the needs.
- Gather information through observations and views shared from the parents, careers, and teachers.
- Assessment reports, such as 2-year checks.
- Additional reports, such as progress reports from the therapist, if any.

Review

The final stage of the process for the review meeting is to take place. At the meeting, the SENCo or key person updates the parent and professionals (if present) on the child's progress towards the outcomes and targets. The professionals would also report on their assessments, advice, and any progress they have measured. This information should be recorded at the meeting.

The Inclusive Classroom:

As inclusion is very important to us at Rosary School, we aim to provide students with a positive educational experience which is fully supportive of their needs and, in addition, offers support to subject and class teachers.

Each subject and classroom teacher uses a variety of differentiation strategies in lessons; and planning, assessment and evaluation within departments is routine. Regular reviews of student progress take place throughout the year and target setting is part of this process. Also, students who benefit from the learning support service have their own Individual Education Plan written with consideration of their specific needs, and this is reviewed termly.

Levels of support offered:

The level of support provided at Rosary School is carefully considered in order to be supportive and useful but not lead to over dependence. Therefore, students can be offered short-term in-class support to solve a barrier in a particular subject, or longer-term support as required. Support is tiered in the following way:

Level of Support	Description of Support offered
Wave 1	General level of support within the classroom: Differentiated tasks from teacher and individual attention payed by teacher as required.
Wave 2	Higher Level of support within the classroom: Teaching accommodations include differentiated tasks from teacher along with close supervision and differentiated assessments as required. Assessment support is provided only if required. Individual support is provided to these on a need basis, when the teacher or the student feels like it is required. This level of support includes providing practical support for medical issues such as making enlarged copies of work available, ensuring unhindered access to all parts of the school or any other medical support, according to the individual needs of the student.
Wave 3	Highest Level of Support: One-to-one withdrawn support provided to student along with differentiated tasks and assessments set out by the teacher within the classroom. Assessment support is provided. These students all have an Individual Education Plan which outlines the goals these students are working towards during the year.

Intervention and provision:

We try to be as flexible as possible in the level of intervention we offer. As our students are individuals each may require slightly different support. However, the support we are currently able to provide is listed below:

- In-class support
- Differentiated learning materials.
- Handwriting and spelling support.
- Social skills support.
- Personalised learning.
- Work on improving self-esteem and self-worth.
- Additional time in examinations.
- Scribe or reader during the exams.
- One to one Academic support

At times the support we offer is subject to regulations from examining boards. In these cases, we may need to ask for an Educational Psychologist Report to support our request for additional time or a scribe/reader. The Inclusion Department can offer details of this service on request.

Teaching and learning development:

At Rosary School, our teaching staff is committed to developing their awareness of the evolving learning needs of students. Thus, training and information on specific learning difficulties and learning support is provided. In addition, we offer the following to all the staff:

- Student of Determination register
- Gifted and talented register.
- A Student Profile on each student who is on the SOD register.
- Information of syndromes, conditions, disorders which may adversely affect a student learning capacity, and strategies on how best to account for such conditions within the classroom and meet the individual needs of the students.
- Advice sent out and updated information if a student's situation changes.
- Training days and awareness sessions
- Group meetings and advice about specific students.
- Teachers utilize learning support data within the lessons to support students. Lesson plans highlight different groups of students such as SEN, gifted and talented and Emirati to ensure all needs are met within the lesson.

Assessments:

At Rosary School, students are assessed on each subject at least thrice throughout the academic year. Students with learning needs require assessments to ensure progress is

made and they are being fully monitored. However, we do understand that some students who struggle with learning find this very daunting. As such we assess in a variety of ways to suit the needs of all students.

- **External assessments:** Assessment begins when the student enters the school. At Rosary School, we make use of external tests at various points of a pupil's school journey to see how students are performing in a wider context, compared to other students in international schools and other schools in the UAE.
- **Internal assessments:** Subject teachers use formative and summative assessments and feed this back to the Inclusion Department. Oral assessments have also been introduced as another way of assessing student learning. For those students where there are serious concerns the Head of Inclusion meets with parents to discuss a strategy of support where necessary.

Admissions:

At the point of admissions our registrar will meet and discuss any learning issues with the parents and refer to the Inclusion Department if any learning needs arise. Students are assessed at point of entry and complete a Mathematics and English test along with participating in an oral interview, but any learning needs are considered when marking assessments.

Partnership with parents:

At Rosary School, we believe it is of great importance that there exists transparent communication between the parents and the school. A parent can contact the Inclusion Department at any time through email and regular meetings are held to discuss students' needs. Individual Education Plans (IEP's) are reviewed, shared, and agreed upon with parents and students on a termly basis.

Regular communication is maintained through email and a confidential record of all communication is maintained. At Rosary School, we have an open-door policy which means that we encourage active partnership through an ongoing dialogue and termly Parent Workshop to enhance their knowledge and understanding by providing clear information relating to the education of children with special education needs.

There are Parent Teacher's Meetings during the year, where parents can speak to all their child's teachers.

Partnership with students:

At Rosary School, students are helped to become aware of their learning and what type of learner they are. They are taught to understand about targets and what to do to meet them. They are allowed to talk about issues relating to home and school. All learning support students have access to their own Individual Education Plan which is shared and discussed.

Distribution of information:

At Rosary School all staff are informed of the needs of the students they teach, and they are made aware of the confidentiality of information pertaining to students. Information is gathered by the Inclusion Department and teachers who support students in class. This way students' progress is tracked and monitored.

The information that is shared among the staff can take the following forms:

- Students of Determination Register – Including details of what wave of Intervention support each student is.
- Student Profiles for every student on the SOD Register.
- Informal notes to particular staff – to support specific issues.
- Record of internal and external tests.
- Reports of meetings with staff.
- Contact details of parents/carers.
- Individual Education Plans (IEP).
- Details of the common learning issues and advice on how to support the students.

The Referral Process:

The Inclusion Department will receive referrals from teaching staff in the first instance if they have noticed a concern of a student. Any concerns about students would be raised by the teachers during their department meetings and the subject coordinator will relay these concerns to the Inclusion Department. Referrals can also come from parents who might be concerned about their child's learning.

Once a referral has been made, a member of the Inclusion department will receive details of assessments, make a classroom observation, speak to subject/class teachers and gather evidence of the students learning. Once this has been done and it has been decided that the student needs some level of intervention, the parents will be contacted and informed. At that point a student will be offered support that is relevant to their learning need.

An Individual Education Plan will be written if they are decided to need Tier 3 support. All IEPs will be made in conjunction with staff and parents. Teachers will be informed of learning need of the student and necessary accommodations will be made in the classrooms. There may be occasion when a request for an Educational Psychologist report is made to support a student with a more complex learning need. In such instances, details of supporting agencies are available on request from the Inclusion Department.

The Inclusion Policy is a working document and is regularly reviewed. Feedback from parents is an important part of this review and we welcome feedback to improve our service.

Review Date:	11/01/2024
Next Review Date:	11/01/2025

Head of Inclusion		Date:	
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