



Lead: Principal
Review: November 2024

INCLUSION POLICY

INTRODUCTION

Vision, Values and Aims. Horizon International School's (HIS) main aim is to provide an environment where a holistic education matters and the learning, achievement, attitude and wellbeing of all students is at the core of everything we do; this includes those identified as having Special Educational Needs and Disabilities (Students of Determination).

AY 2023-2024



HIS firmly believes that all students have the right to high quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 3 of this Policy. HIS caters for students with a range of Special Educational Needs and Disabilities (SEND), along with those who are Most Able, Gifted and Talented (MAGT). Applications for admission to the school for children with SEND are welcomed, and curriculum modification takes place to ensure a personalized approach so that 'everyone succeeds Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

At HIS, every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), or those being monitored for a possible concern. This includes students with English as an Additional Language (EAL), English Language Learners (ELL) and students identified as MAGT (see separate Policy).

This policy explains the approach to Inclusion and Special Educational Needs and Disabilities within HIS and is in keeping with the school's aims, its teaching and learning policies, and its philosophy on equality of opportunity. Our aim is to know every individual exceptionally well in order to help them to achieve their full potential. We do this through careful modification and personalisation of the curriculum. It is imperative to us that every student reaches their full potential holistically; this includes academically, socially, emotionally and physically whilst feeling included, secure and valued.

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Miss Sharleen Whitney - Head of Inclusion

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Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Inclusion Champion and Head of Inclusion in conjunction with the Inclusion Support Team. This policy was written with the aim of providing a consistent, systematic and robust approach to Inclusive Education across the school.

Our procedures and policies are in line with the guidance provided by the KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016), Dubai Inclusive Education Policy (2017), Implementing Inclusive Education: A Guide for Schools (2019), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated by the following objectives, in line with section 6.2 of the SEND Code of Practice (UK, 2015) and Dubai Inclusive Education Policy Framework (2017):



- We use our best endeavours to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs
- We have a 'Standard School Service' which is funded by the school's general operational budget and ensures that students of determination are able to access inclusion provision and additional human and physical resources as required. This means that 'most' parents of students of determination will not incur additional costs (unless a student requires high levels of individualized support to meaningfully engage with classroom activities and make progress).
- We ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- We designate qualified and experienced professionals to be responsible for coordinating SEND provision; the Head of Inclusion and the Inclusion Champion. They are members of the school's Leadership Team.
- Parents will be informed when special educational provision for a student is required
- We provide support, advice and training for parents and staff working with students with SEND.
- We ensure early identification, assessment and provision for any child who may have special educational needs
- We encourage the whole school community to demonstrate a positive attitude towards SEND and Inclusion
- We closely monitor and review progress of students on the Special Educational Needs register through a cycle of assess-plan-do-review
- We encourage and support students to participate in all decision-making processes that occur in their education through a Person Centred approach to their provision.

3a. Inclusion Statement

HIS 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 and MAGT students. We work in line with the Dubai Inclusive Education Policy Framework (2017) and incorporate best working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- SEND Code of Practice (UK, 2015).

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 through the academic and student support networks (see admissions policy for further information).



The whole school community is encouraged to ensure inclusion and the best possible social, emotional, behavioural 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. The Inclusion Support Team works under the umbrella of The Achievement Centre department.

Within the Inclusion Support Team and across the wider school, all students and staff have access to:

- A highly qualified Inclusion Champion and Head of Inclusion
- Highly qualified and experienced teachers and leaders
- Diagnostic Assessment and Identification
- JCQ Experienced Exam Access Arrangement Team
- Dedicated school counsellor
- Year group and departmental Inclusion Champions
- Inclusion teachers
- Higher Level Teaching Assistants and In-class Learning Support Assistants
- Lead Practitioners who are able to provide professional coaching and modelling
- Class Teachers, Tutors, Progress Leaders, Heads of Department and Senior Leaders.

The commitment to being an inclusive school is both a passion and a focus for every member in the organisation, stemming from CEO, through to the Principals, to the teaching and non-teaching staff. It is a cohesive part of all student learning particularly through PSHE, Circle Time and Moral Education lessons.

3b. Admissions Policy

In line with the school's Admissions Policy and the Dubai Inclusive Education Policy Framework, HIS believes that students experiencing SEND have the same right as other students to access a school of choice. Upon admission, an Assessment of Educational Need 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 teacher in order to inform our provision. Any access arrangements will be based on the student's usual way of working. As per Standard 2.2 of the Dubai Inclusive Education Policy Framework, students who experience SEND will receive "sibling priority" for admission. On application parents are asked to share all known information regarding their child's SEND or possible SEND in order to ensure that we have all possible information available to make the most appropriate modifications and adaptations. Where parents have withheld such information the school reserves the right to withdraw the place.

3c. The Common Learning Environment

Horizon International School defines disability according to The UK Disability Discrimination Act 2005 & Equality Act 2010. 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 joins in the activities of the school, together with those who do not have a Special Educational Need or Disability.



4a. Identification and Assessment of Students with SEND

The SEND Pathway (Appendix 1) outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s). The views of the student and parents are included in the process of informal information gathering. The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, Individual Education Plans and provisions that are put in place in response to the specific needs of individual students.

The catalyst for identifying students could come from students, parents, teachers, external agencies and from data / management processes.

Early identification is key to the progress of SEND students. Horizon International School has access to the following in order to support with the identification of students with special educational needs:

- Meetings between the ACe Department and staff of feeder schools during transition phases
- Screening checks (phonics, reading, mental maths)
- Examination Access Arrangements screening in Year 9
- GL Assessment for Years 2 to 13.
- CAT4 data
- Observation and concern regarding lack of progress noted by staff /parents
- Student self-assessment
- Information supplied by parents
- Special Needs Assessment Profile (SNAP)
- The Aston Index
- York Assessment for Reading (YARC)
- Dyslexia Screening
- WIAT II
- DASH
- PASS Data
- Dubai Student Wellbeing Census Data
- Dedicated school Counsellor
- Progress measured against Development Matters and the Early Learning Goals within the Early Years Foundation Stage Curriculum;
- Assessments by external specialist services, such as medical staff, educational psychology, occupational therapy, speech and language therapy, dyslexia specialists to identify additional needs;
- Information provided by another educational organisation which has identified or has provided for the students' additional needs.

In addition, staff monitor the personal, social and emotional development of students, including their behaviour, to identify where additional support or intervention may be required. Concerns around wellbeing and any incidents of negative behaviour are logged on the Information Management System (iSAMS) so that they can be tracked for individual students.

The School Medical Team support in the monitoring of students' health and the identification of potential sensory, physical or health barriers to learning. They carry out routine medical examinations. Following a detailed assessment process, students will be placed on the SEND register in consultation with teachers and parents, whose views will be recorded.

4b. Categories of Need:

We place huge emphasis on the accurate identification of Students of Determination. The categorization framework we use is in line with the Revised Categorisation of Students of Determination (KHDA, 2019-20) and is outlined below:

Common barriers to learning	Categories of Disability (aligned with the UAE unified categorization of disability)	Description
Cognition and Learning (C&L)	1. Intellectual Disability	
	a) Mild Intellectual Disability	Mild Intellectual Disability- (2-3 years below in most areas of the curriculum)
	b) Moderate Intellectual Disability	Moderate Intellectual Disability (3-5 years below despite appropriate intervention)
	c) Severe Intellectual Disability	Severe Intellectual Disability (3-5 years below despite appropriate intervention)
	2. Specific Learning Disorders	A disorder in one or more of the basic psychological processes involved in understanding or in spoken or written language. This may manifest itself in an impairment to read (dyslexia), write (dysgraphia), with mathematical concepts (dyscalculia) or with coordination (dyspraxia).
	3. Multiple Disabilities	A student who experiences a number of severe barriers to learning such as a sensory disability and a physical disability. They will have significant impact on their personal and educational functioning, making tiny steps of progress over time.
	4. Developmental Delay (Younger than 5 years old)	<p>Global Developmental Delay - Difficulties progressing in most developmental domains. Some children may catch up. Early and targeted intervention is key and many children can have their developmental needs met in a well differentiated FS curriculum</p> <p>Specific Developmental Delay - Children who are delayed in one specific area of development whilst other areas develop at an expected rate.</p>

Common barriers to learning	Categories of Disability (aligned with the UAE unified categorization of disability)	Description
Communication and Interaction (CI)	<p>5. Communication Disorders</p> <ul style="list-style-type: none"> a) Expressive Language Disorder b) Receptive Language Disorder c) Global language Delay d) Speech fluency Disorder e) Speech Sounds Disorder 	<p>Significant barriers expressing themselves using verbal language. Their understanding of the language is at a higher level than their spoken word.</p> <p>Significant barriers in understanding receptive language.</p> <p>Significant barriers with using and understanding verbal language.</p> <p>Barriers with speech fluency such as stuttering.</p> <p>Most typically developing students can say all expected speech sounds by 8 years old. Students with persistent barriers with making speech sounds may have a speech sounds disorder.</p>
	<p>6. Autism Spectrum Disorders</p>	<p>Level 1 - Mild barriers with social interaction, communication and flexibility. Most students with Level 1 ASD can have their needs met in an autism friendly classroom.</p> <p>Level 2 - Moderate barriers with social interaction, communication and flexibility (rarely responding to or initiating social interactions, speaking only in simple sentences, significant difficulty coping with change).</p> <p>Level 3 - Extremely complex barriers with social interaction, communication and flexibility. Very limited range of recognizable speech sounds or a complete absence of speech, limited interactions, very inflexible behaviour and extreme distress coping with change.</p>

Common barriers to learning	Categories of Disability (aligned with the UAE unified categorization of disability)	Description
Social Emotional and Mental Health (SEMH)	7. Attention Deficit Hyperactivity Disorder	<p>Inattentive type - Barriers maintaining attention and focus may be identified. Less disruptive than those with the hyperactive type.</p> <p>Hyperactive type - Significant barriers with managing hyperactivity and impulsivity.</p>
	<p>8. Psycho-emotional Disorders</p> <p>a) Depression</p> <p>b) Bi-Polar Disorder</p> <p>c) Oppositional Defiance Disorder</p> <p>d) Obsessive Compulsive Disorder</p> <p>e) Post-Traumatic Stress Disorder</p>	<p>Significant barriers with feeling positive and motivated.</p> <p>Significant and persistent barriers regulating mood.</p> <p>Significant barriers with being cooperative and staying calm.</p> <p>Barriers with managing thoughts and compulsions.</p> <p>Barriers with dealing with trauma and arousal.</p>
Physical, Sensory and Medical	9. Sensory impairment	May be a visual or hearing impairment.
	10. Deaf-blind Disability	Barriers with hearing or vision that cannot be corrected by using lenses or a device such as a hearing aid.
	11. Physical Disability	This is where the ability of a person to move around in their environment is impaired. This ranges from mild to severe. Includes conditions such as: Muscular dystrophy, Cerebral Palsy and Spina Bifida.
	12. Chronic or Acute Medical Conditions	Students with chronic or acute medical needs will experience significant barriers to learning because of reduced strength, alertness, stamina or concentration. May include heart conditions, epilepsy or cancer.



5. The Register and Record Keeping

Registers are managed by the Head of Inclusion. The registers are stored centrally on ISAMS along with key information such as IEPs; there is also a working copy available on Sharepoint. The Head of Inclusion is responsible for maintaining the content. All relevant staff are responsible for ensuring that they are familiar with the content and feed the information into their planning, delivery and assessment processes. In addition to the SEND Register, there is also a 'Monitoring List' which contains children who are causing a concern but who are not yet identified as SEND. The Monitoring List also includes students who have recently been removed from the register but need ongoing monitoring through Inclusion Monitoring Meetings.

6. Inclusion Monitoring Meetings

The Head of Inclusion meets every term with Progress Leaders and Heads of Departments to review the data for students in their cohort. Discussions take place around what strategies/provision could be put into place for small groups or individuals and students causing concern are added to the monitoring list or recommended for a SEND referral should they not make progress after targeted intervention.

7a. Quality First Teaching

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning to enable all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes.

7b. Reviewing the Quality of Learning and Teaching

Each department or year group will have a Collaborative Learning Review (CLR) across the year. The purpose of these is to provide constructive and developmental feedback on different elements of learning and teaching and the curriculum. Each CLR has an inclusive education focus alongside their other foci and the Achievement Centre Team are involved with this as a mechanism to upskill teachers with Inclusive Practices. Inclusion Focus Weeks are also scheduled throughout the year where the Achievement Centre Team work collaboratively with teachers to focus in on support for particular students or groups of students. Additionally, through learning walks and lesson observations staff are provided with regular feedback on how best to support students with Special Educational Needs and Disabilities.

8a. Managing Students' Needs on the SEND Register- Person Centred Review Meetings and Individual Education Plans

At HIS, we take a Person-Centred approach to our cycle of Assess-Plan-Do-Review. The IEP is a student's 'roadmap' for their education. Each student who is identified as SEND and/or Wave 3 on the SEND register must have a record of personalised provision as it is an educational programme that is tailored to the specific needs of the student. It is possible that students on Wave 1 or Wave 2 may also have an IEP if this is agreed during an Inclusion Monitoring Meeting.



IEPs in Primary and Secondary are created through a Person Centred Review meeting. This meeting invites all stakeholders, the 'team around the student' and where appropriate, the student themselves to contribute their input about what is working well, what is not working and to discuss the plan, provision, priorities and next steps for the student. IEPs are reviewed formally at least three times per year as per the Inclusion Monitoring Schedule. Although measurable targets are agreed upon in the meeting, in the primary department, class teachers are responsible for creating the IEP and in the secondary department, subject teachers and Heads of Department are responsible for the subject targets for each student.

8b. Student Profiles

All students who are on the SEND Register but do not have an IEP will have a student profile which identifies their preferred learning style and outlines some key guidance for teachers. In some cases, student profiles will also include key targets.

8c. Graduated Response

HIS operates a system of graduated response to ensure that provision is targeted, specific and appropriate to the needs of students. When a student is added to the SEND Register, they are assigned a wave. The wave system is explained by the following statements and in Appendix 2 of this policy.

Wave 1: Teacher Action

Students are considered to be within Wave 1 if they meet any of the following criteria:

- They are making progress with high quality teaching
- Students with a learning need that can be met in class by differentiation
- Students who have a sensory or physical impairment that impacts or potentially could impact on their future learning
- The student has a sensory, physical or emotional need that **potentially** could impact on their future learning and requires monitoring.

Wave 2: Teacher Action

Students are considered to be within Wave 2 if they meet **any** of the following criteria:

- Personal support and/or curriculum modification is required to enable a student to engage with and participate in learning experiences.
- Students who continue to make inadequate progress despite high-quality teaching
- Students who require some additional one to one or group support to meet their learning needs such as individual targeted support sessions.
- Students who are receiving support from specialists including Speech & Language Therapists, Occupational Therapists, Behaviour Therapists, Physiotherapists, Dyslexia support etc. regardless of whether this support is provided in school time. In addition, there may be student who have had therapies recommended but for other reasons beyond the school's control these have not begun.



Wave 3: Teacher Action

Students are considered to be within Wave 3 if they meet **any** of the following criteria:

- Require individualised programmes to accelerate progress or to enable students to achieve their full potential
- Students who require a **high level of individual support** to enable them to access the curriculum and make appropriate progress (according to their individual needs). This may include support by multiple specialists or multiple sessions with specialists or include students where this level of support has been recommended although it may not have begun due to circumstances beyond the school's control.
- Students who require a 1-1 **Learning Support Assistant** for the majority or all of their time in school in order for them to fully access the curriculum.

9a. Provision

The school adopts the approach as stipulated in the Code of Practice (DCFS 2014) whereby there will be targeted intervention offered to improve the progression rate of those students identified as having SEND. When staff identify that a student has Special Educational Needs, subject teachers, in consultation with the Achievement Centre (ACe), devise interventions additional to and/or different from those provided as part of the school's usual differentiated curriculum. The ACe Department may offer interventions to particular students, which will be evidence based and regularly reviewed. The range of provision offered at HIS includes the following:

- Advice and support to all staff on identification of children's additional needs and strategies for supporting these needs
- Writing, and support in writing Individual Education Plans that include baseline measures and SMART Targets
- Monitoring the effectiveness of IEPs in meeting student's needs
- Updating and dissemination of Student Profiles to all staff
- Co-ordination and monitoring of small group and individual targeted support by class teachers
- Alternative Pathways at secondary; including ASDAN
- Provision of Intervention groups and 1:1 support, including: social skills, speech and language, dyslexia, phonics, gross and fine motor skills, sensory circuits, pre-learning opportunities and study skills
- Ongoing CPD for staff to help them to identify and meet the needs of their students
- Team teaching and coaching with teachers
- Advice and support to parents
- Support assessing for admissions where SEND or possible SEND is identified
- Identifying and Supporting Most Able, Gifted and Talented students
- Recognising the needs of EAL/ELL students and targeting support
- Provision of specialist support services within school e.g. Speech and Language Therapy, Occupational Therapy and Educational Psychology (at an additional cost to parents)
- Liaison with outside agencies
- Team building / Active Communication Activities e.g. Sensory Circuits
- Brain Gym training & Educational Kinesiology consultations (at an additional cost to parents)
- Liaison with school medical staff
- Counselling
- Developing and maintaining links with other schools to support inclusion.



9b. Access Arrangements

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. Horizon Internal School will consider the full range of arrangements allowed by JCQ at KS4 and 5, and any reasonable adjustments at KS3 and for the entrance examination. Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.

The Head of Inclusion and examinations officer will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams. The Head of Inclusion will ensure that all documentation is up to date and on file and she will process the on-line applications. This should be done prior to the start of GCE A Level and GCSE courses and, where issues arise during the school year, these should be completed immediately once all paperwork from parents and outside agencies has been received.

The access arrangements should be logged onto the individual needs register, held on iSAMS/The OneDrive and this should be dated when approval was granted by the examination board, where appropriate, and for what examination series.

Copies of approved access arrangements for each year group are held in the ACe Department and the examinations office and are updated annually. It is the responsibility of the HoI and examinations officer to ensure that all arrangements are approved prior to the JCQ set deadlines for each examination series.

10. Attendance, Punctuality, Health and Wellbeing

The senior leaders and pastoral teams will contact parents with any concerns about the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy).

11. English as an Additional Language

The Achievement Centre Department, in line with section 6.26 of United Kingdom 'The SEND Code of Practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND.

12. Dealing with complaints

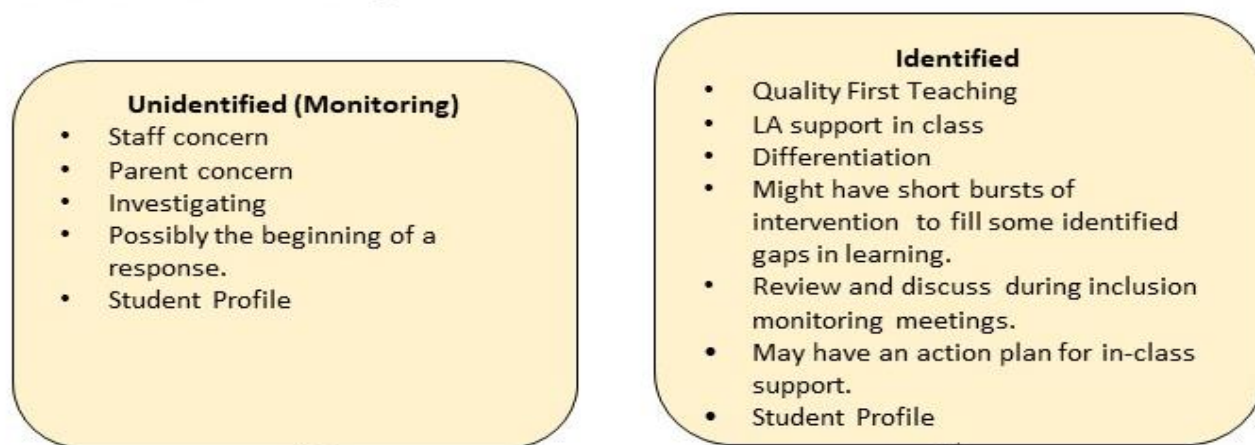
Complaints should be made in writing directly to the Head of Inclusion.

Appendix 1 – Identification Pathway

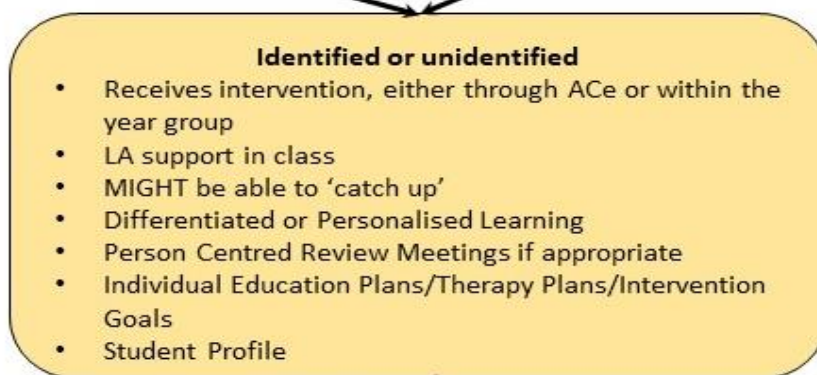


Appendix 2 – Graduated Response

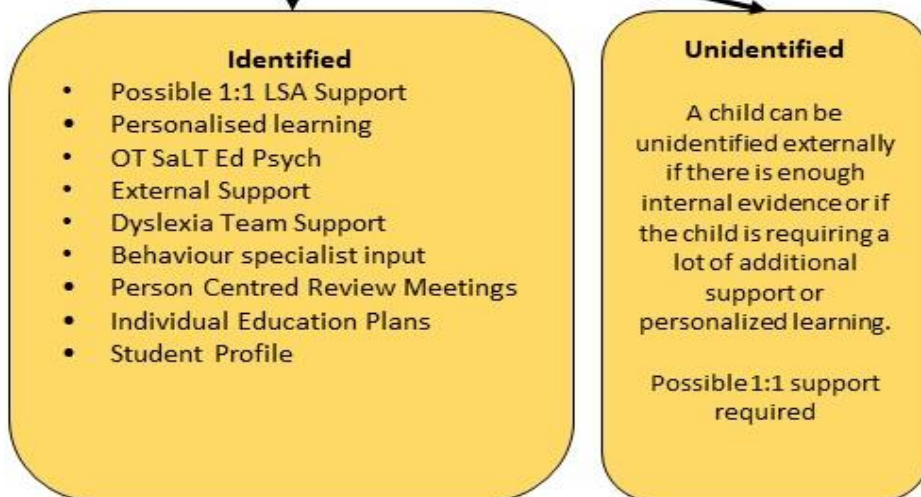
Wave 1/Monitoring



Wave 2



Wave 3





Appendix 3 - Key Legislation

Dubai Inclusive education Policy Framework (2017)

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

UN Convention on the Rights of Persons with Disabilities and Optional Protocol

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

<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>

Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf)

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SEND Code of Practice (UK, 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf