

# Inclusion Policy

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- Communication and interaction
- Cognition and learning
- Social, mental and emotional **Inclusivity Matters**
- Our Philosophy
- We provide an education that is inclusive, sets high expectations for all students, and focuses on transitions into individual career pathways for 21st century careers.
- We believe that all students have the right to receive a quality education no matter the need. Our commitment is to nurture, care, and welcome our students.
- AIS caters for children with a range of additional learning needs and includes each in our everyday practice. Our admission process focuses on getting to know our children to ensure we support their needs. Every application is looked at on a 'case by case' basis and is not dependent on a medical diagnosis. Places are offered, based on our guiding principle, that we are able to meet a child's learning needs to enable them to achieve their full potential.
- The 2014 Code of Practice identifies four broad areas for Students of Determination, which are recognized by AIS:
  - health
  - Sensory and physical

High quality teaching is the first step when responding to children who may have SEND. Once any potential SEND is identified, action is taken to remove barriers to learning and apply effective provision. This graduated approach is a cycle: assess-plan-do-review.

### **Parents are expected to:**

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to better assess your child, and enhance our ability to plan for and meet the student's educational needs. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not achieving the expected developmental progress.
- Notify the principal in writing if you are aware or suspect that your child has or might have a learning difficulty in order to support provision planning systems. Parents will be asked to withdraw their child after KHDA obtains approval, if, in the professional judgement of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about Students of Determination has been deliberately withheld.
- Refer to the school's policy on "inclusive education" for full details

# Inclusive Education

## Our Philosophy

Inclusivity is defined as “of providing equal access to opportunities and resources”. (Collins Compact Dictionary, Harpercollins, India, 2004).

We believe that this is the fundamental principle for all students with a need, whether diagnosed or not.

Inclusive Education ensures access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.

As an inclusive school, AIS has developed the ‘Support for Learning’ model which is highly responsive to the needs of all learners. This includes: student engagement, those in need of learning support or behaviour support; those who have educational support needs arising from diagnosed disability or mental health disorder; those who are extension and enrichment; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Inclusive Education is not a project or an initiative.

It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

**Our focus is on NEED not DISABILITY**

# Students of Determination and the Inclusion Program

## Our Philosophy

We believe that everyone has a gift. Students of Determination may require physical, emotional, or educational support. Some students may require assistance and certain support for their learning such as a modified individual plan or others may require extension which will allow them to work at a level above their age group. Whatever the need, AIS believes in a strong commitment to providing a quality education for all enrolled at the school.

Every student has the ability to learn and should be able to demonstrate progress in their learning, at some point.

A whole-school approach is required to cater for the learning needs of all students, including those in need of learning support, those who have educational support needs arising from disability, those who require extension and enrichment, and those learning English as a second or an additional language, or a combination of these.

Cultural and linguistic background as well as socioeconomic status contribute to the diversity and complexity of student learning needs.

AIS aims to meet the needs of all children in its care by personalising learning and providing outstanding care and provision. We aim for all our children to receive high quality teaching. Learning experiences are differentiated enabling access for all. We are guided by UAE Federal Law (29) 2006 and Law (2) 2014: Concerning the Rights of People with Special Needs. All teachers at AIS are teachers of children with SEND and aim to continually update their knowledge and practice. We aim to educate all members of our community to ensure our inclusive ethos continues to thrive.

## Definitions

Being identified as a Student of Determination could mean a child requires specialist support, specific curriculum modification or individualised planning to ensure they make the expected levels of progress given their starting point (UAE School Inspection Framework). At AIS children with Additional Educational Needs include children with:

Targeted Educational Needs and Disabilities: children who have a targeted need which calls for specific educational provision to be made for them if he or she has a significantly greater difficulty in learning than the majority of others the same age.

- Student of Determination: children who have a disability which requires modifications to their access to learning and/or learning environment
- Children with a medical condition
- Talented children: children who have an exceptional talent in non-academic subjects

To be considered as a Child of Determination, children do not need a medical diagnosis. English as an Additional Language (EAL) is monitored through our children's daily class activities and interactions and where required, staff support children to ensure they are able to communicate their knowledge. The school will look carefully at all aspects of a child's performance in different areas of development to establish any lack of progress due to a child's limitations in English.

## Additional Education Needs Register (AENR)

A register of all Students of Determination is kept. The register ensures all staff working with children have access to up to date information so they can meet children's needs effectively.

### AENR Record Keeping

In addition to the AENR register, these children have a Learning Support File as a record of all information regarding the child. Student of Determination receiving individual support from the Inclusion team will have an Individual Education Plan. The IEP is planned with the class teacher, parents and the child. The IEP links to the child's class based individual targets where possible. Targets will be SMART: Specific, Measurable, Achievable, Realistic, Timely. Progress towards the IEP targets will be monitored regularly by the Inclusion Education teacher with the child and class teacher. Formal meetings with the parent to review IEPs will take place twice yearly.

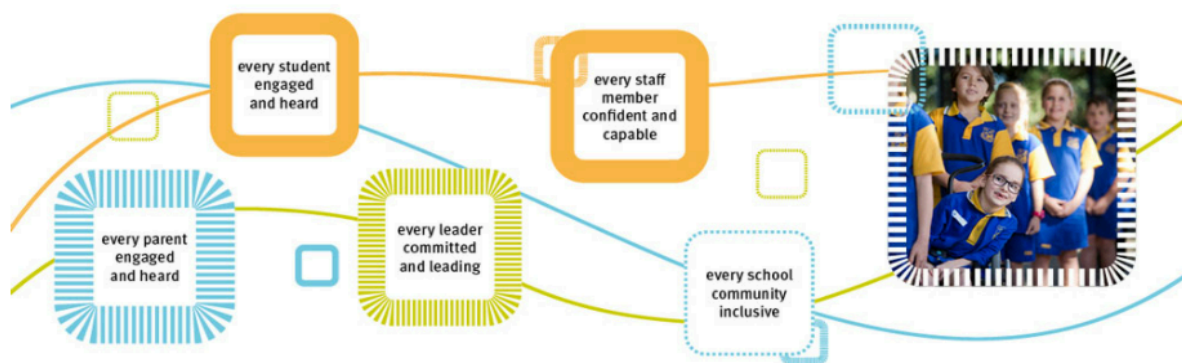
### Outside Agency Reports

Educational Psychologist, Occupational Therapist, Speech and Language Therapist are accessed on enrolment and specialists are encouraged to work with our school staff to ensure children are supported holistically.

### Support For Learning Model

The support for learning model outlines how students will be supported at AIS and who is responsible for this support as we grow. The flowchart will continue to be developed as we expand.

- On enrolment, assessments assist class teachers and support staff to identify personal learning journeys for students
- Class teachers work with our support staff to develop enhanced support access where it may be required, and the team works closely together to deliver ongoing feedback to support student learning growth
- Support staff feedback to the Principal and Heads of School across the term or as required



## Purpose of this Policy

This policy describes the way we meet the needs of students, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development, or may relate to factors in their environment, including the learning environment they experience in school.

## Philosophy for Students of Determination (UAE Government)

As an inclusive school, AIS Dubai has developed the 'Support for Learning' model which is highly responsive to the needs of all learners.

This includes:

- student engagement,
- those in need of learning support or behaviour support;
- those who have educational support needs arising from diagnosed disability or mental health disorder;
- those who require extension and enrichment; and those learning English as an additional language or dialect (EAL/D), or a combination of these.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm underpinning our school culture, one which is reflected in the everyday life of the AIS Dubai community (UAE General Rules for Special Education).

## Our School Philosophy

AIS Dubai community is a diverse community which includes a variety of families from a range of different backgrounds, cultures, beliefs and experiences. We value this diversity as it creates a rich environment for our students to learn and succeed in.

Within our school population there may be students who require targeted support or adjustments to the curriculum or physical environment. This may include students who are gifted as well as students who have developmental delays, impairments or special requirements that mean some aspects of learning and the school environment can be challenging.

Particular groups of students who may require access to specialist provision within our school are at the highest risk of experiencing educational exclusion. These include students with special educational needs, students with disabilities, students with special talents and students with special gifts.

Each student is unique in their own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges. (General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

We are committed to all students regardless of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

A Student of Determination is; a student with a long-term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age. *(based on UNCRPD definition of ensuring persons with disabilities)*

## Our Vision, Values and Aims

The Australian International School Dubai in association with KHDA and the Department of Education QLD is committed to providing an inclusive education system. Our aim is to reflect the ideals expressed in the KHDA and Department of Education's Inclusive education policies.

AIS supports inclusive education and is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning inclusive environment. We believe that all students have the right to be included and access quality education and instruction, intervention and support, care and commitment from all stakeholders to ensure they experience a positive and successful learning experience.

We can gladly say that our ethos is very much in line with the following standards of the Dubai Inclusion Policy Framework:

1. Identification and Early Intervention
2. Admissions, Participation and Equity
3. Leadership and Accountability
4. Systems of Support for Inclusive Education
5. Special Centres as a Resource for Inclusive Education
6. Co-operation, Coordination and Partnerships
7. Fostering a Culture of Inclusive Education
8. Monitoring, Evaluation and Reporting
9. Resourcing for Inclusive Education
10. Technical, Vocational Education and Training (TVET) Higher Education and Post-School Employment

**'My Community...A city for everyone'**

**(HH Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum)**

## What is Inclusion?

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices (*Education QLD Inclusion Policy*).

An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while considering the student's learning needs and balancing the interests of all parties affected, including students of determination, the education provider, staff and other students (*Disability Standards for Education, 2005*)

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students.

An inclusive school honours diversity and respects all individuals. The UAE and AISD is determined to become an inclusive, barrier-free, rights-based society that promotes, protects, and ensures the success of all groups of students. The impact of inclusion should be seen through the learning experiences of all children (*UAE School Inspection Framework, 2016*)

Inclusion does not mean treating people the same without regard for individual differences. Inclusion means being proactive in identifying barriers which restrict students' achievement, participation and learning, and work to remove obstacles which lead to educational exclusion.

Inclusive education differs from the following approaches and practices in significant ways:

- Integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.
- Segregation – students learn in separate environments, designed or used to respond to their particular needs or impairment, in isolation from other students.
- Exclusion – students are unable to access any form of education

Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices. (*Education QLD Inclusion Policy*)

## AISD Commitment to Inclusive Education

Our commitment means that students and young people enrolled at AIS, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- attend school and be welcomed and fully supported to achieve success both academically and socially with reasonable adjustments and supports tailored to meet their learning needs.
- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers

- learn in a safe and supportive environment, free from bullying, discrimination or harassment

## Definition of Students of Determination

“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers” (DIEP 2017).

The Melbourne Declaration (2008) espouses the dual goals of equity and excellence. Excellence requires all students to have access to a curriculum that encourages high expectations of all learners, and equity a reduction in the impact of sources of disadvantage, such as disability, homelessness, refugee status and remoteness.

The Disability Discrimination Act 1992 (AUS) and the Disability Standards for Education 2005 (AUS) provide advice for teachers on how to meet their responsibility to provide students with disability the same opportunities as other students, including the right to education and training ‘on the same basis’ as students without disability.

According to the United Arab School Inspection revised categorization Framework for Students of Determination (2019), the four main categories of Disability and Barriers to learning are:

Common Barriers to Learning	Categories of Disability
Cognition and Learning	<ol style="list-style-type: none"> <li>1. Intellectual Disability</li> <li>2. Specific Learning Disorders</li> <li>3. Multiple Disabilities</li> <li>4. Developmental Delay (Younger than 5 years)</li> </ol>
Communication and Interaction	<ol style="list-style-type: none"> <li>5. Communication Disorders</li> <li>6. Autism Spectrum Disorders</li> </ol>
Social, Emotional and Mental health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyperactivity Disorder</li> <li>8. Psycho-emotional Disorders</li> </ol>
Physical, Sensory and Medical	<ol style="list-style-type: none"> <li>9. Sensory Impairment</li> <li>10. Deaf-Blind disability</li> <li>11. Physical Disability</li> <li>12. Chronic or Acute Medical Conditions</li> </ol>

# Admission Policy

At AISD we adhere to Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of students of determination.

At AISD we ensure:

- Students are not refused admission based only on their various needs.
- All applicants have the right to be considered for enrolment.
- All applicants are fairly assessed.
- Collaboration between parents and previous schools ensures a successful transition.
- Provisions will be made to ensure barriers are reduced or removed during the assessment for students of determination. Access arrangements will be made based on the student's usual way of working.
- Students of determination will receive sibling priority subject to availability of spaces.
- Students of determination will be provided with appropriate levels of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers.
- Where necessary, parents may be required to supply a Learning Support Assistant (LSA) if their child requires extra personal support as part of a normal school day.

The Admissions Team will seek the support and advice of the Inclusion Program Support Team to conduct assessments and determine educational needs for new joiners experiencing SEND. The Inclusion Program Support Team will use the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

We expect families to continue accessing specialists required to support the additional needs of the student to enhance educational learning the school provides. Our staff work closely with the families external providers, who align with our philosophy.

## Who is Responsible for Inclusion at AIS?

Developing the inclusion program will involve the student, Principal, Heads of School, teachers, support staff, parents, carers and family specialists. All stakeholders take on the collective responsibility to facilitate student programming and learning. A highly inclusive ethos is reflected in the values and culture of our school community to ensure learners feel welcome, accepted, safe and valued.

In accordance with KHDA, the mandate of the school leadership team is to create, promote and sustain robust inclusive settings that respect diversity, support a sense of belonging and ensure that every student receives a quality education in; a commitment to identifying, reducing and removing barriers to student learning and success lies at the heart of this process. Inclusive schools help build an inclusive society, and meeting the needs of students of determination within our schools is a critically important part of this process. Particularly important elements of this inclusive vision include:

- the acceptance that all students have equal value
- a commitment to ensure that every student is engaged in curricular activities and can participate in extracurricular opportunities to the level they are capable of
- an understanding that effective teaching practices are based on personalised consideration of the strengths and needs of each student
- establishing a balance between learning with peers in a common learning environment and focusing on individual learning goals (Dubai Inclusive Education Policy Framework, 2017).
- Understanding that our priority is also safety of the child and others

Specific 'standards', which are of particular importance when referring aspects of provision which require special consideration to ensure the educational inclusion of these groups of students include the:

- effectiveness of identification procedures
- appropriateness of curriculum modification systems
- impact of specific intervention or personal support mechanisms
- use of feedback from monitoring and assessment processes.

# Inclusion Program Support Team

In line with the Dubai Inclusive Education Policy Framework, all members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos. AISD works together with others to promote inclusion for all students.

The team strives to establish equal opportunities to all students and establish learning environments that encourage and support the active involvement and inclusion of every student thereby promoting the wholesome development of all students.

## KHDA

- Ensures Inclusion policy and practices aligns with UAE law.
- Are advocates for the inclusion policy and practice.

## Education Qld

- Supports all inclusion policies and procedures associated with Australian curriculum delivery.

## Leadership Team

- Takes responsibility for making our school truly inclusive.
- Ensures that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits.
- Provide training to educators at all levels to increase their awareness about students of determination and enable them to best support these students.
- Provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.



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Executive Principal



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Head of Secondary



Sanobia Palkhiwala  
Director of Early Learning



Farhana Nadeem    Amelia Strangio  
**Head of Inclusion    Academic Coach**



Thomas Garland  
**Learning Support  
Coordinator**



Vicky Kyosovska  
**English    Second  
Language Teacher**

- Inclusion Support Team (teachers, teaching assistants, Learning Support Assistants) take the leading role in coordinating support and provision, particularly regarding students with determination and their families.
- Together with admissions, the Inclusion Program Support Team coordinates the liaison with previous schools, organises appropriate support and ensures a smooth transition for students of determination.
- In partnership with the school’s senior leaders and the Principal, the Inclusion Program Support Team monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school. This is supported by the Learning Support teachers and teacher assistants and assigns learning teaching assistants to individual students of determination.
- The Inclusion Program Support Team works in close collaboration with classroom teachers and other educational staff to support the education of students of determination in class or work with individual students or groups of students during lessons to support students’ learning and promote their well-being.
- Learning support assistants may be employed by the parents of identified students.
- Learning Support Assistants collaborate with the support team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.
- In line with the Dubai Inclusive Education Policy Framework, close partnerships with special centres have been developed to ensure access to inclusive education for students with determination.

### Our Corporate Partners

- Enaya
- Q Enrichment

- Able UK
- Empowered Advocacy
- Sulukeyat
- Autism Intervention Specialists Dubai

## Teachers

- Are responsible for managing and creating an inclusive classroom environment.
- Share responsibility for removing barriers to learning.
- Identify barriers to learning and communicate through the referral process.
- Collaborate with the Inclusion team to create opportunities that ensure meaningful participation in the learning environment.
- Implement individual education plans and set targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom support plans in line with the expectations as set out in the Dubai Inclusive Education Policy Framework (p28, 29)
- Collaborate with the inclusion team to provide students with learning opportunities that allow students of determination to access subjects taught, encounter appropriate challenges and promote progress.
- Collaborate effectively with Parents/Carers and inform them of any additional or different provision being made for their child.
- Take the lead role in monitoring the attainment, learning, behaviour and well-being of all students in their class.

## Early Identification

At AISD we ensure that early identification is key in ensuring all students start their educational journey with the best possible support to ensure all learning goals and needs are met and catered for.

Prior to enrolment, during enrolment or within the first few weeks of school, additional learning needs may be identified. We use several assessment tools to identify what the challenges may be for students so we can help support them and their teachers. Sometimes these assessments are supported with further assessment and a diagnosis from external specialists, at the parents' expense.

We use both formal and informal information to gather a complete profile of a student and their areas of need.

Staff work collaboratively to support students to make reasonable adjustments where required, identify potential barriers, develop and implement personal learning plans and meet regularly with parents.

We support the journey of parents where needed as they come to terms with their children's identification. Sometimes this takes some and we respect the parents need to process this in their own way. When they are ready our staff will be available to support them being formally identified.

## Provision

We have a team of dedicated professionals who work closely with Teachers and Teaching Assistants to offer in-class support, small group focussed teaching, one-on-one interventions and advice on strategies and resources to use with students with specific needs.

Our vision is to promote confidence and independence for all students and teachers as well as ensuring that students are aware of their needs and the strategies they require to best learn in a school/classroom environment. Whilst one on one support is never our first option, at times, parents will be expected to provide a LSA if school staff believe it provides best learning development options for students.

## Communication

Regular meetings are held with all key stakeholders; classroom teachers, parents, support staff and external agencies. Effective and clear communication is key to fostering high levels of engagement, progress and trust. The sharing of information in a supportive way ensures that case sensitive information is kept confidential and shared only with the appropriate people involved in the student's learning.

**Our focus is on NEED not DISABILITY**

# Expectations

At AISD we have high expectations of all students, recognising that, with the right support, all students can succeed (*Education QLD Inclusion Policy/KHDA Inclusion*)

We take a system-wide approach to:-

- Implementing inclusive education systemically, based on evidence, across our school setting. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across our school community.
- Leadership, at all levels within our school setting committing to and being accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.
- Ensuring every member of our school community, including teachers, support staff, volunteers, families and students, work collaboratively to ensure ALL students can access and participate in all aspects of school life. Curriculum is provided to ALL students in ways that are age appropriate and responsive to diverse learning needs.
- Working with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.
- Ensuring students and families feel welcome, respected, included and safe in our school. We embrace and make visible diversity and support respectful relationships within the school community. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.
- Ensuring our school leaders, teachers, department staff, support staff and volunteers continue to build expertise to implement inclusive education practices. Good practice, based on evidence, is shared and cultural capability is strengthened. Continuous professional learning and mentorship is encouraged and supported.
- Maintaining school and classroom designs to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We strive to ensure that students can access and participate in all school events.
- Our school continues to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in our students' education.
- Monitoring the progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels.

# Differentiation and Inclusivity Philosophy Underpins Our Identification and Assessment Processes

At AISD, we understand and recognise the importance of identification as early as possible to ensure that intervention for any student is carried out through the AISD 3 tier model.

## Level 1

Classroom teachers respond to a student's learning needs by closely monitoring and formatively assessing the student's capabilities. Work and support is then differentiated within the classroom. This could include a teaching assistant working in the classroom with a small group or with an individual student. Teachers differentiate their lessons within their lesson planning to ensure that the student is learning similar content but at their own level. This may be through provision maps, parent meetings and student's personal classroom goals; Formal records which detail the student's needs are then accessible to all relevant teaching staff.

## Level 2

Any student requiring additional support, will have an IEP and this provision goes beyond the "normal" classroom. This may include additional teacher assistant time, small group targeted support, concrete or technological resources to assist learning and assessing,

## Level 3

Working with families to ensure any student requiring any additional support/assessment from outside agency specialists such as speech therapists, occupational therapists or psychologists and/or any student who requires a one-to-one LSA in order to access the curriculum will be a part of the IEP team's focus. At this level, there may be some withdrawal from lessons for specialist therapist support, small group intervention, as well as one to one support with a teacher. Goals for students on level 3 are monitored rigorously with all stakeholders. and the ability to work one to one with the student.

## Effective Learning

- Supports all students to achieve both academically and socially at their individual levels regardless of ability.
- Requires teachers, parents and outside professionals to remove any learning barriers.
- Supports class teachers in producing Individual Education Plans (IEP) and IEP Curriculum Plans if a child is 2 years higher or below
- To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

## Effective Teaching

Inclusion is a whole school responsibility where all staff need to be aware of strategies and procedures to support all students, including those with additional needs, through differentiation or referral where appropriate. Teachers need to ensure that they build confidence, motivation and self-esteem through a safe, calm and secure atmosphere in all lessons. Our Curriculum is flexible enough to meet every students' needs. No student will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual.



## What is an IEP?

An Individual Education Plan (IEP) (also known by other names including Individual Learning Plan or ILP) may be developed for a student with disabilities or a complex learning profile. An IEP is about access and equity in education and should consider the “reasonable adjustments and modifications” that need to be made to provide students with access to teaching, learning and the schooling experience generally. The provision of reasonable adjustments for students with disabilities is mandated by the Disability Discrimination Act 1992 and the Disability Standards for Education which apply across Australia.

IEPs enable Education Qld schools to demonstrate that they have met their legal obligations to:

- ensure that students with disabilities participate in education and training on the same basis as non-disabled students;
- plan for and provide teaching and learning adjustments for students with disabilities; and
- consult with the student’s parents or guardian (their “associate” under the Disability Standards for Education) in developing the educational plan and formulating any appropriate adjustments.

### Why are IEP meetings important?

IEP planning meetings or “case conferences” are important because they document the teaching and learning adjustments for the student and the formal goals or objectives that your student’s school team will be pursuing for the next school period, usually 6 weeks to a term.

It is a chance for parents and carers to influence the goals that are set and how the school will endeavour to achieve them. Parents and Caregivers, know their child and their input is extremely valuable in considering what academic and social goals should be pursued, when they should be pursued and how best to achieve them.

Parents' involvement ensures that the IEP outcomes are in the best interest of the student and to help bring the long-term vision and goals for their child to fruition.

### Who is present at IEP meetings?

IEP planning meetings may involve the student’s teacher, teaching assistant, learning support or Inclusion support team member and parent/s. The meeting will usually also involve the principal or delegated leader, and perhaps the school doctor if deemed necessary.

At least one parent or guardian will need to attend the IEP meeting on behalf of their child. Depending on the student’s age and preference, the student may also be invited to attend the IEP meeting.

If deemed necessary, external agencies and professionals who are currently working with the student will also be invited to attend an IEP meeting, such as a medical professional, psychologist, physiotherapist, occupational therapist or a speech therapist. It is imperative that parents let the IEP team know if there are any specialists that may be attending the meeting.

The IEP will then be shared with teachers who work directly with the student to ensure continuity of care.

### **How often will we meet for an IEP?**

It is AISD policy and preference to schedule an IEP meeting within 6 weeks of the beginning of the school year if the child is new to the school and for the IEP to be reviewed and updated consistently, as the student progresses throughout the year. This allows time for the student to settle in and the teacher to monitor and provide professional and informed observations on the student.

Students transitioning to the next year level at AIS Dubai, will have their IEP's in place to start the new academic year, and be consistently reviewed and updated as the student progresses throughout the year.

### **What types of discussions will the IEP meeting include?**

The student's IEP is likely to focus on some or all of the following and the supports and adjustments required in respect of them:

- academic strategies and progress
- communication strategies and progress
- physical health and needs
- independence skills, including building capacity to study and self-care independently
- socialisation skills and peer connection issues
- general emotional well being
- self-regulation and behaviour skills.

### **At the IEP meeting**

The main goal for the IEP meeting is for all stakeholders to have a combined and collaborative input into the vision for the student. Success is more likely to be achieved when everyone has the same ultimate outcomes in mind.

As a general guide, IEP goals should be:

S = Specific – goals need to be clear to be capable of being implemented.

M = Measurable – progress towards the goal must be objectively measurable.

A = Attainable – goals should be clearly realistic at that time and within the specified timeframe.

R = Relevant – how does each goal relate to the student's education.

T = Timely – An agreed timeline for each goal to allow achievable milestones.

### **IEP Curriculum Plan (when a student is 2 years above or below their age level)**

- For students with intellectual or cognitive impairment, unless curriculum adjustments are provided, they may not be able to participate in the class lesson and progress

academically. Therefore, Curriculum adjustments may be necessary and are created in collaboration with the student's support team (parents, teachers, principal and learning support/Inclusion Program specialist).

- IEP Curriculum is not an alternative program but an adjustment to the level of the curriculum that the student is deemed to be working at. An IEP Curriculum will not be implemented until diagnostic testing has ensured that the student is working at that level. The support team is involved during the process to ensure sign off by all stakeholders.
- An IEP Curriculum Plan allows a student to be taught work at a different year level to that of their age.

## IEP Process

**Teacher Observation**



**Discussion with Head of School**



**Head of School Observation**



**Complete Referral Form and Send to Inclusion**

 **AIS Referral Form .docx**



**Draft IEP completed by Inclusion department in collaboration with class teacher**



**Meeting with parents, classroom teacher and Inclusion to discuss IEP.**

**Request for parent input.**



**Final IEP approved, signed by parents and Executive Principal**



**Implement IEP in classroom**



**Continually revisit IEP for progress on student goals**

## Monitoring and Review

The Inclusion team monitors the movement of students of determination within the system in school. The department functions effectively with a detailed Action Plan providing a regular summary of the impact of the policy on the practice of the school.

The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Educational Plans and /or Individual Curriculum Plans for identified students.

This policy has been discussed and agreed by the AISD teaching staff and leadership teams for implementation.

The policy is amended and updated in line with: -

- [KHDA Dubai Inclusive Education Policy Framework 2017.](#)
- [UAE Inclusive education for people of determination](#)
- [Implementing Inclusive Education: A Guide for Schools](#)
- [Advocating for inclusive education A GUIDE FOR PARENTS](#)
- [General Rules for the Provision of Special Education Programs and Services \(Public & Private Schools\)](#)
- [UAE School Inspection Framework](#)
- [Universal Design for Learning Parents Guide](#)
- [Department of Education - Inclusive education policy statement](#)
- [Qld Government Inclusive Education](#)

## Definitions

Term	Definition
<b>Discrimination</b>	<p>Discrimination can be both direct and indirect. Direct discrimination involves treating someone less favourably than another person in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality or cultural background. Indirect discrimination occurs when everyone is treated in exactly the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.</p>
<b>Inclusive education</b>	<p>Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.</p>
<b>Reasonable adjustment</b>	<p>An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while understanding the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from Disability Standards for Education 2005 (Cwlth)).</p>