



RAFFLES

INTERNATIONAL
SCHOOL

Towards Excellence

Inclusion Policy

Adopted: August 2018

Revised/Amended:

Next review: August 2019

CEO/Board		<i>Tim Richardson</i> Principal
<i>[Signature]</i> Head of Primary School	<i>[Signature]</i> Head of Secondary School	Other relevant staff

Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents



Inclusion Policy RISE (Raffles International School Extends)

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Introduction

Raffles International School (RIS) is a British curriculum school providing equal opportunities for all our students. As an inclusive school, we have a responsibility to ensure students with a range of learning needs are able to progress and learn, when provided with high quality teaching and support, in a safe environment. This policy will be evaluated and further developed, where necessary, on an annual basis.

Leadership

This policy was created by the school's Inclusion Team, RISE, in coordination with the Senior Leadership and Management Team (SLMT), the School Board and the Advisory Council. Representative teachers and parents have been given the opportunity to contribute.

Compliance

This policy is written with reference to the DSIB Inspection framework 2017-18, Dubai Inclusive Education Policy Framework and the UAE Schools for All - General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), in accordance with Federal Law 29/2006 Regarding the Rights of Individuals with Determination.

'Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

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.' **KHDA, 2017 Dubai Inclusive Education Policy Framework.**

Communication and Confidentiality

All student academic and/or social records are confidential and will only be shared with teachers or support staff within the school for the purposes of safeguarding and providing appropriate support for the student.

In cases of Social, Emotional and Behaviour concerns, relevant senior leadership and the School Counsellor will also be informed.

Admission

RIS accepts applications from students of all cultures, nationalities, home language, educational backgrounds and irrespective of the presence of additional learning needs, as per Dubai Law no.2 (2014) pertaining to the protection of the rights of persons with disabilities. During the application process, information provided by parents, previous school or nursery and CAT4 assessment (where applicable) will be collated and reviewed by the admissions team. If necessary, parents may be invited to discuss the application at interview. The outcome of this interview determines whether RIS is the best place for the student, based on which a place will be offered.

Early identification, beginning at the admissions process, is of the utmost importance at RIS. Once a Special Educational Needs and/or Disability (SEND) student is offered admission, the SENDCo meets the parents and reviews any reports/assessments in order to prepare tailored provision promptly.

Applicants with EAL needs are invited to join the RIS EAL programme and following further EAL specific assessment after admission, are provided with tailored language support.

Students identified as Gifted and Talented are invited to join the G&T programme at RIS.

The admission policy and procedures at RIS adhere to the stipulations of the UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, in particular; Article 4 clause 14; Article 13 clauses 16, 17 and 19; Article 23 clauses 1 and 4.

Classroom Practices and Support

All teachers at RIS are trained to support students through inclusive teaching, offering best practice, ensuring all students are adequately challenged. Teachers at RIS value the importance of co-operative learning and inclusive learning environments.

Inclusive support, from Learning Support Assistants (LSAs) is provided to support students of determination in accessing the curriculum under the direction of the SENDCos. In addition, the SENDCos coordinate a wide range of age-appropriate interventions for students requiring direct support.



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1:1 Learning Support Assistants (ILSA)

Where external reports make specific recommendations for 1:1 full time support, the school helps parents with the recruitment, assessment and induction of suitable professionals. The role of the ILSA is reviewed in conjunction with the student's IEP. They are subject to the same professional expectations as RIS staff, as outlined in a Memorandum of Understanding between the parent and the school.

Partnerships

Students of determination, in Wave 3, have an Individual Education Plan (IEP), incorporating targets based on findings of in-school screening or recommendations specified in external reports. These are reviewed with parents, students and teachers (and external professionals when required) at least every term and more frequently if specified in the IEP.

When required, parents are advised to seek support from external professionals, some of which work within the school setting, offering support in the following areas:

- Occupational Therapy
 - Speech and Language Therapy
 - Play Therapy
 - Physiotherapy
 - Counselling
 - Educational Psychology

Resourcing and Facilities

Staff roles and responsibilities:

- Primary and Secondary School SENDCos plan and oversee SEND provision throughout the whole school. They are responsible for the daily operations of the Learning Support department and are accountable to the Heads of School
- Learning Support Teachers (LST) deliver targeted interventions to Wave 2 and Wave 3 students as well as supporting teachers and students in class
- LSAs provide inclusive support in the classroom, to support students of determination in accessing the mainstream curriculum

Buildings, Classrooms and Accessibility:

- Access to all ground floor areas is provided to all members of the community
- Classroom orientation is adapted creatively to support all learners across the school





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Monitoring, Accountability and Evaluation

The Professional Development (PD) programme at RIS supports the development of inclusive practice, which is visible throughout the school. SLMT monitors practice through learning walks, class visits and the appraisal process.

The SENDCos evaluate the level of inclusive support and practice through bi-annual SEN audits, the observations of which are fed back to the Head of Inclusion with suggested recommendations.

This policy should be read in conjunction with other RIS policies such as:

- SEN policy
- EAL policy
- G&T policy
- Admissions policy



Appendices

Learning Support and SEND

Standard Operating Procedures – Primary and Secondary

When referring to SEND, we work with the following KHDA categories;

- Specific Learning Difficulties
- General Learning Difficulties
- Behaviour/Social/Emotional
- Sensory
- Physical Disability
- Medical Conditions
- Speech & Language Disorders
- Communication Disorders

Classification of Inclusive Support

The school categorises SEND and at-risk students under three categories:

- Wave 3 - A student has needs that are identified by either in-school screening or an external assessment report. These needs warrant the implementation of an IEP. Students without IEPs, but with exam accommodation recommendations on their assessment reports also fall in this category.
- Wave 2 - A student does not have an external assessment report or an in-school screening, but requires monitoring by Learning Support due to not making sufficient progress in Wave 1. They will be placed on a Student Passport, which will be monitored by the SENDCos, and given short term modifications and support.
- Wave 1 - A student is performing below expectation and requires some in-class modification and teacher support. This is managed by the class/subject teacher and after close monitoring may/may not need further referral to the SENDCo.

Parent/Professional Support in School

General:

The school will permit professional support for students and volunteer parental help for academic purposes and by invitation from the Head of Inclusion only. All offers of assistance or requests by Educational Psychologists, Occupational Therapists, Behavioural Specialists etc. to work with children must be forwarded to the Head of Inclusion and may only be approved by him/her.



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Guidelines:

1. Parent/professional helpers should be fully conversant with school expectations and will adhere to school policies including those regarding dress, handling children, confidentiality and discipline.
2. Parent/professional helpers are not members of staff and therefore certain expectations should not be put on them.
 - a. They are not expected to perform the role of the teacher.
 - b. The jobs delegated to parent helpers should be closely supervised and completed within an area close to the teacher.
 - c. Parent helpers should not be given tasks to do that are not commensurate with their experience or qualifications.
 - d. No parent helper will be given his/her own room.
 - e. Parent/professional helpers are not permitted to use the staff room as there are often notices on the board that are private to the school, staff and students. Refreshments should be provided by the class teacher in the classroom or open access areas of the school.
 - f. Where parent/professional helpers are working with individual children for academic reasons they will report to the class teacher and the Head of Learning Support.
3. Parental assistance with Sports Days, Swim Galas and Field Trips etc. is approved in principle by the Head of section and is at the discretion of the Year or Subject Leader.

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Policy will be remedied without delay.