



## **Academic Inclusion Policy**

**Emirates International School - Jumeirah**

## Emirates International School Jumeirah Inclusion Policy 2021/2022

This policy reflects the statutory requirements of the UAE government set out in the *Federal Law Number 29 (2006)*, and the guidance of the '*Dubai inclusive education policy framework*' (KHDA 2017), '*Implementing inclusive education: a guide for schools*' (KHDA 2019) and '*A revised categorisation framework for students of determination*' (KHDA 2019). In addition, the policy also reflects the statutory guidance regarding safeguarding and child protection in UAE schools, and the Emirates International School Admissions Policy. Finally, the policy also reflects examples of best practice from around the world, particularly the UK.

### Inclusive practice as Emirates International School Jumeirah

At EISJ, the participation of students of determination in inclusive settings is based on the philosophy of equality, sharing, participation and the dignity of individuals. We believe that all students can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

Additionally, we believe that students of determination should be full participants in the life of our school. We know that the classroom is where inclusive education comes to life and that a community of students with a range of abilities enriches the quality of education for everyone, as well as developing a strong sense of acceptance of diversity.

### Definitions

**Federal Law No. 29 of 2006**, was the first law in the UAE to protect the rights of people of determination. Specifically, Article 12 of the law states that '*the country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille and or any other methods as appropriate.*' (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>)

**Persons with Determination** are described as the ways in which '...the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.' In the context of the school persons with determination are described as **students of determination** or **pupils of determination**.

(*Dubai inclusive education policy framework*, KHDA 2017)

**Students of determination** in school are defined under the following broad headings:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (1 including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

(A revised categorisation framework for students of determination, KHDA 2019)

**More Able and Talented** students are defined as, *'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'*

(DCSF, 2008)

## Accountability

The School Advisory Council will:

- Hold the School Principal to account and ensure that the school is compliant with the statutory regulations regarding inclusive education in the UAE and Dubai;
- Appoint one member of the SAC to act as link governor for Inclusion;
- Ensure that the link governor meets with the designated Inclusion Champion and the Heads of Learning Support once per term to measure progress in improving the school's inclusive education practice in accordance with the Department Improvement Plan.

The School Principal will:

- Appoint a suitably qualified and experienced Inclusion Champion to lead the strategic development of inclusive practice across the school;
- Appoint suitably qualified and experienced Inclusion Leaders in the Primary and High Schools;
- Ensure that the school is compliant with current UAE and KHDA inclusive education legislation;
- Ensure that the School Admissions Policy is compliant with the latest UAE Government and KHDA legislation;
- Support the effective implementation of the school's inclusion policy;
- Facilitate appropriate training and development of the Learning Support teams and other academic staff in the Primary and High Schools;

The Inclusion Champion will:

- Carry out the strategic aims of the School Principal regarding inclusive practice;
- Support the Inclusion Leaders in achieving the aims of the Department Improvement Plan for Inclusion across both schools;
- Champion the merits of inclusive education practice amongst the teaching staff, and facilitate professional learning in accordance with the aims of the Department Improvement Plan;
- Liaise with the link governor to ensure accountability and provide regular updates on progress.

The Senior Leadership Teams (Primary and High School) will:

- Support the School Principal, Inclusion Champion and Inclusion Leaders in the promotion of inclusive education at the school;

Inclusion Leaders (Primary and High School) will:

- Develop the knowledge and understanding of teaching staff regarding the specific needs of individual students of determination/More Able and Talented through sharing the Inclusion Register and IEPs, and any other documentation deemed necessary to achieve this aim;
- Provide practical support strategies to teachers in order to promote the academic progress of students of determination/More Able and Talented, both in class and over time;

- Periodically track and monitor the progress of all students of determination/More Able and Talented and facilitate timely and appropriate interventions to support good progress from start points;
- Liaise with parents and outside agencies to develop a holistic approach to removing barriers to learning for students of determination/ further enhancing the educational experience of More Able and Talented students;
- Lead on appropriate assessments to determine the nature of barriers to learning and levels of need in order to assist students of determination to make good progress;

Teachers will:

- Take responsibility for the development of the requisite knowledge and understanding of the definitions of need for students of determination/More Able and Talented, and the needs of individual all students, including students of determination, in class;
- Use National Agenda testing data (CAT4, NGR, GL Progress Tests, PASS survey, ACER Arabic testing), prior attainment data and IEPs to inform planning for, and teaching of, students of determination/More Able and Talented in order to secure good progress in class and over time;
- Adapt the curriculum appropriately so that students of determination/More Able and Talented are appropriately stretched, challenged and supported to make good progress in class and over time;
- Consult with the Learning Support team, and other stakeholders as appropriate, to maintain high expectations of students of determination/More Able and Talented in the classroom.

Learning Support Assistants will:

- Support the needs of students of determination through the adaptation of classroom activities in partnership with class teachers;
- Provide regular feedback to class teacher regarding the areas of strength and development for students of determination in order to further enhance their individualised learning experience across the school;
- Use appropriate strategies to stretch and challenge students of determination;
- Support the physical, mental and emotional needs of students of determination in order for them to experience success in class.

Parents/carers will:

- Communicate regularly with the Inclusion Leaders to provide updates on any developments regarding the removal of barriers to learning for students of determination;
- Support the school in their aim of creating an excellent learning experience for students of determination;

- Access appropriate external interventions as recommended by the Learning Support teams.

### **Identification and provision for students of determination**

Where students arrive at the school with pre-existing barriers to learning, Inclusion Leaders liaise with families and external facilitators to develop provision through the construction of an IEP so that students of determination can make good academic progress from their start points.

Where students arrive at the school with no formal identification of a barrier to learning, teachers will use the referral system to start the process of identifying need as, in both Primary and High School, teachers routinely formatively assess the academic progress of students in every subject and highlight areas of strength and development through verbal and written feedback. In addition, teachers also monitor students' social and emotional development in class through activities linked to the IB Learner Profile and Approaches to Learning (ATL). If through teacher assessment a member of staff highlights a possible concern, they will inform Learning Support through the school referral system. Following this, the Learning Support team conduct their own assessment of need and plan next steps with all stakeholders.

## **Appendices**

For more detailed information please click on the links below  
Federal Law Number 29

<https://www.tamm.abudhabi/en/aspects-of-life/peopleofdetermination/peopleofdeterminationrights/LawsandRegulations/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>

Dubai Inclusive Education Policy Framework (2017)

[https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education\\_Policy\\_En.pdf](https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf)

Implementing inclusive education: a guide for schools (2019)

[https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554\\_SENDPOLICYSCHOOLS\\_EN.pdf](https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICYSCHOOLS_EN.pdf)

A revised categorisation framework for students of determination (2019)

[https://dubaigem.ae/wp-content/uploads/2020/02/Revised-categorisation-framework-for-students-of-determination\\_info-for-schools-1.pdf](https://dubaigem.ae/wp-content/uploads/2020/02/Revised-categorisation-framework-for-students-of-determination_info-for-schools-1.pdf)

IB Learner Profile

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>