

المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

NAD AL SHEBA نَد الشبَا

INCLUSION HANDBOOK

— 2023 - 2024 —



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1. Inclusion Statement

At the American School of Creative Science (ASCS) we believe passionately in the importance of inclusion for all our children and adults; we strive to make sure these values are at the heart of our inclusion practices and Islamic ethos. We are strongly committed to becoming a fully inclusive school. We set high expectations and ambitions for all our children and expect them to participate in every part of school life, with a key focus on their wellbeing and progress.

ASCS promotes an inclusive ethos that aims to support children by removing barriers to their inclusion, whether for individual or groups of children. We respond to a spectrum of diverse needs by setting suitable challenges that are best placed to bring out the full potential from our children. Every member of staff shares the responsibility and ownership to remove barriers to learning for all students, regardless of age, gender, ethnicity, additional needs, attainment and background.

We recognize the need to implement our ethos in the classroom and beyond to meet the needs of our children. We want them to be safe, achieve well, be healthy, enjoy life, and grow up to be successful adults who will make a positive contribution to the society in which they live.

We firmly believe that all children have an entitlement to be educated alongside their peers as much as possible. As an inclusive school we are committed to developing inclusive cultures, policies and practices. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students by seeking the voices of all within the school community. All potential students are not refused admission based on their SEND diagnosis.

Furthermore, we at ASCS ensure an effective Program is in place to identify students who are gifted and talented and make certain they are provided with a plethora of opportunities to further hone and develop their gifts and talents.

Additionally, we recognize and value the positive benefits of bilingualism and multilingualism. The term English language learner (ELL) refers to when a learner has been exposed to a language other than English during early childhood and continues to be exposed to this language. Our student body is comprised of primarily ELL students - roughly 95 percent of the student body. The school has therefore established provisions for ELL students to ensure they can access the California Common Core State Standards.

Head of Inclusion

The Leader of the provision
American School of Creative Science - Nad Al Sheba.

2. Vision

The American school of Creative Science believes passionately in the importance of inclusion of all our children and strive to make sure these values are at the heart of our inclusion practices and integrated values. We are an inclusive school that caters for all the needs of students with special educational needs and/or disabilities.

At the American School of Creative Science, we are guided by UAE Federal Law 2006 and Law 2 2014); concerning the Rights of People with Special Needs. This policy is created in line with the Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015); the Dubai Inclusive Education Policy Framework (2017); the Implementing Inclusive Education: A Guide for School (2019) supplement, School Home Provision (2020) and the Directives and Guidelines for Inclusive Education (2020). It also is in line with the Executive Council Resolution No. (2) of 2017 - Regulating Private Schools in the emirates with focus on Article 4 (14) Article ,17 ,19 13 (16,) and Article 23 (4).

Related KHDA Policies



Directives and Guidelines for Inclusive Education (2020)



Implementing Inclusive Education: A Guide for Schools (2019)



Dubai Inclusive Education Policy Framework (2017)



School Home Provision (2020)



Advocating for inclusive Education | A guide for parents

3. Aims

American School of Creative Science aims to provide all students with the opportunity to achieve their best academically, emotionally, and socially through:

- Providing high quality learning to enable the acquisition of learning of skills, knowledge and concepts relevant to the future for all children
- Staff sharing the responsibility and ownership to remove barriers to learning and achievement for all students regardless of age, gender, ethnicity, special needs, attainment and background to fulfil their potential
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated

4.1 Inclusion Policy Introduction: Statement of Intent

Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs’ (Dubai Inclusion Framework 2017)

(Directives & Guidelines for Inclusive Education, 2020)

(Please click [here](#) for the link to the KHDA Inclusion policies).

The purpose of the Inclusion Policy is to describe provision for children with Special / Additional Educational Needs. It describes how we meet the needs of individual students who may experience barriers including SEND, ELL and /or G&T and other barriers which prevent children from succeeding. The aim of our inclusion policy is to embed the vision of the following KHDA policies: Inclusion Policy (2017) and Implementing Inclusive Education: A Guide for Schools (2019) into the integrated faith ethos of our school.

At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention, and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.

4.2 Potentially Vulnerable Groups

There are a number of identified groups of students for whom this policy is particularly important for:

- Students with Special Educational Needs (SEND)
- Students whose home language is not English (ELL)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for whatever reason
- Students who are young carers
- Students whose family are in crisis or under great stress
- Students at risk of significant harm
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students who have a temporary high-level need

4.3 Success in Inclusion

Successful inclusion:

- Should result in every student feeling safe, confident, and happy at school.
- Should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.
- Promotes the students' beliefs in themselves as a learner and valued member of our school community.
- Provision in American School of Creative Science schools is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

4.4 Meeting Diverse Needs – ‘Closing the Gap’

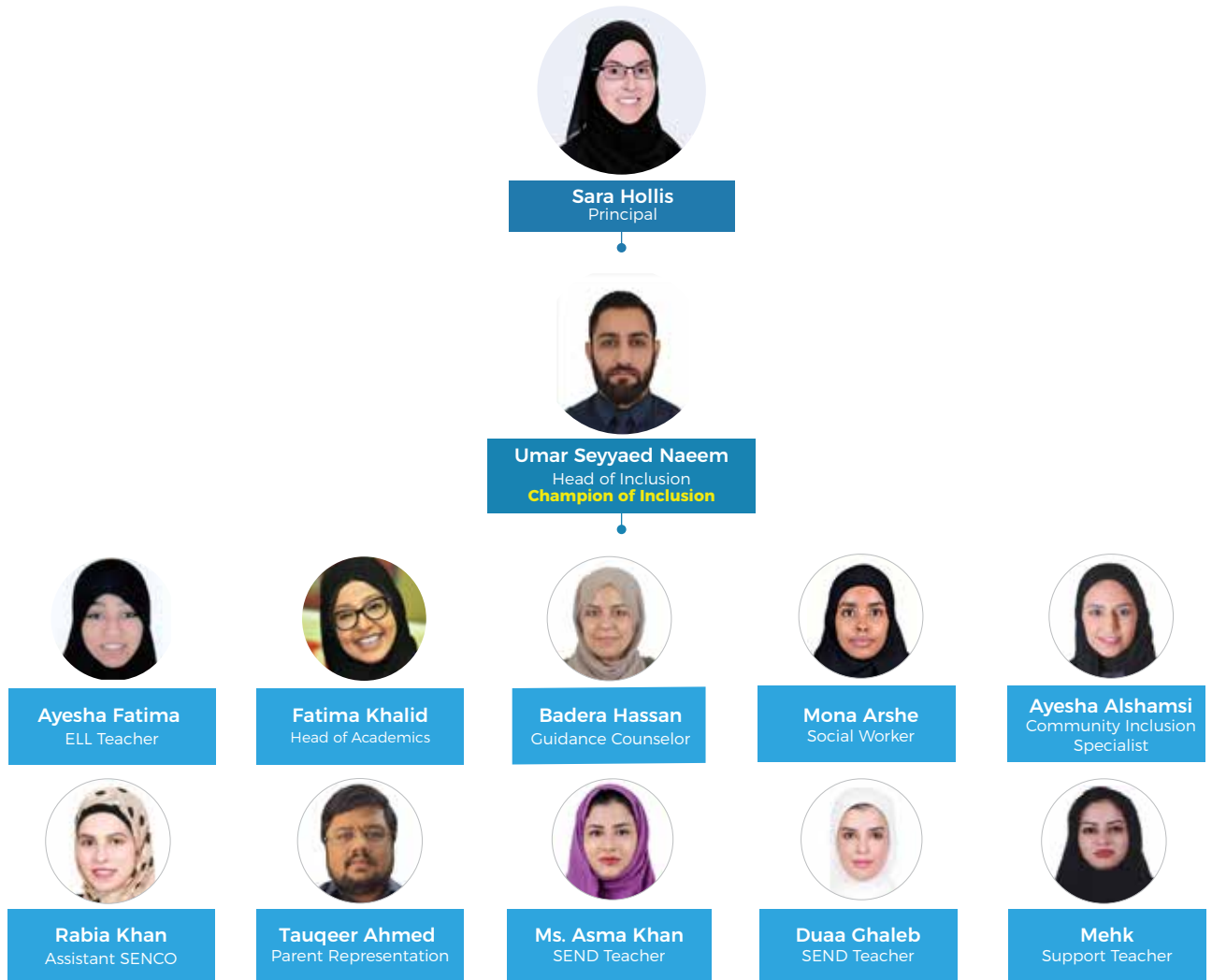
At the American School of Creative Science, we recognize that in order to achieve aims we must actively seek to recognize and meet the very diverse needs of our students by:

- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students. This information is kept on the Inclusion Register and the Provision Map.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a student with their parents or carers, and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

4.5 Inclusion Action Team

Members of the Inclusion Action Team includes the Principal, the Head of Inclusion, the support teacher(s), and Champion for Inclusive Education, student representation, parental representation, learning support assistant(s), the social worker, mentors, therapists or class-room teachers.

Members of the Inclusion Action Team



Training and development program are available for members of the Inclusion Action Team, this is linked to teacher licensing processes, teacher standards, and teacher appraisal mechanisms.

Our Effective Learning Provision room is available to provide support for students who experience SEND. The ELP room consists of members of the Inclusion Action Team as required by the different education providers to facilitate the enrolment of students who experience SEND. It also provides all necessary support to the staff in terms of needed curricular adaptations, teaching and learning modifications, existing assistive technologies and devices to support participation of all students.

The Inclusion Action Team will:

- Work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis
- Members of the team meet on a regular basis, typically once a week
- Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies
- Assign learning support assistants to individual students who experiences SEND and/or class groups as needed. The allocation of these para-professionals will be dynamic. The focus and impact of their support will be routinely reviewed and their allocation may change in accordance with student and teacher need
- Where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEND and their families to ensure access to high quality inclusive education.

Support teacher/s increase the capacity of classroom teachers and other education professionals to be fully inclusive by providing support through:

- The identification of the specific needs of individual students
- The development of specific and personalized individual education plans
- The development of instructional and educational strategies
- The modification and adaptation of curriculum structures
- The development of appropriate assessment procedures
- Modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher
- The operation of the Inclusion Action Team.

Support teachers will use not more than 15 per cent of his/her time working on administrative duties, by:

- Working closely with the school principal to ensure the effective administration and operation of the Inclusion Action Team
- Maintaining effective communication with parents as well as any service providers working with the family or the child
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.

Learning support assistants will be required to:

- Engage in class-wide monitoring of student learning (e.g. independent or small-group work) identified and planned by teachers and the Inclusion action team
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Action Team
- Facilitate peer interactions based on guidance from the teacher and Inclusion action team. Invite students to help each other and, as required, also engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Action Team

4.6 Promoting and Supporting Inclusion

4.6.1 The Effective Learning Provision Team

Our Inclusive Education Action Team consists of:

- Governor for Inclusive Education
- Senior Leadership Team
- Head of Inclusion
- Assistant SENCO
- SEND Teachers
- ELL Teacher
- Class Teachers/Subject Specialists
- Learning Support Assistants
- Social Worker
- Guidance Counselor
- School Doctor/Nurses

The Inclusive Education Action Team is led by the Head of Inclusion/Head of Inclusion, who is responsible for the leadership and development in each of their specialized roles. On-going progress meetings are held with the Head of Inclusion to assess the effectiveness of each aspect and to inform future developments as part of the school's inclusive education improvement plan and empower each member of the team to be ambassadors for inclusion in their respective fields.

4.6.1.1. Governor for Inclusive Education

- The governors Mr. Shadi Hassan, Mr. Attaullah Parker, Ms. Raheema Imtiaz and Ms. Sara Hollis are responsible for ensuring that the American School of Creative Science School provides school leadership and management practices that promote achievement of personalized educational outcomes for all students.
- They support the Senior Leadership Team to deliver the vision, mission, strategic priorities, and values. They are also responsible for monitoring the performance of students and staff across the school in accordance with agreed policies, procedures, and school action plans.

4.6.1.2. Senior Leadership Team

- Responsibility for making the school truly inclusive lies with the Principal and Senior Leaders of the school.
- We aim to promote inclusion through all of our policies, systems and practices.
- Ensure that daily management of special needs provision and inclusion overall is effective
- We will monitor the effectiveness of this policy.

4.6.1.3. Head of Inclusion

- The Head of Inclusion is a member of the Senior Leadership Team (SLT) and the identified Inclusion Champion. The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups.
- In partnership with other senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates, and plans for the development of inclusive practice and provision across the school.

4.6.1.4. SEND Teachers

- The SEND teachers are members of the ELP team and are managed by the Head of Inclusion.
- They are responsible for the SEND students of all 3 waves and the gifted and talented students.
- They are to collaborate with the head of inclusion, subject heads, teachers, parents, and outside school therapists for the formation of individual educational plans (IEPs).
- They are responsible for SEND service agreements, student passports, accommodation arrangements, assessment pull-outs, and individualized curriculum plans.
- They provide one to one individual pull out/push in sessions to wave 2 and 3 students, based on their IEPs.
- They provide interventions to the gifted and talented students, based on their advanced learning plans (ALPs).

4.6.1.5. ELL Teacher

- The ELL teacher is a member of the ELP team and is managed by the Head of Inclusion.
- The role involves supporting students with their English language acquisition working on their ELL (English as an Additional Language) plan targets and helping the Head of Inclusion coordinate with staff and parents. The ELL teacher helps Level 1- 5 students with small group and 1-1 intervention.

4.6.1.6. Class Teacher/ Subject Specialist

- Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment.
- Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school.
- Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different

provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or Student Passport (PP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.

- Teachers take the lead role in monitoring the attainment, learning, behavior, and well-being of students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews.
- Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.
- All teachers must have an inclusion folder in their class with the following documents inside of it: inclusion register, a list of non-negotiables, Student passports, wave 1, 2 and/or 3 IEPs depending on their student's.
- Inclusion registers and Wave 1 IEPs must be completed by the class teacher with the support of the ELP team.
- Teachers need to clearly evidence that students have worked on their wave 1 IEP targets by write 'IEP' next to the relevant work.
- Wave 2, wave 3 IEPs, personalized timetables and Student passports are to be completed by ELP team.

4.6.1.7. Learning Support Assistant

- Learning Support Assistants (LSAs) work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of an LSA is directed by the teacher during lessons. They will meet for planning.
- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Head of Inclusion.
- To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- In order to best utilize their support for students' learning, the deployment of Learning Assistants within the school is strategically managed by the by the Head of Inclusion in consultation with other members of the Senior Leadership Team.
- Learning journeys which document work on wave 2/3 targets are the responsibility of the LSA and will be monitored by the Head of Inclusion.

4.6.1.8. Guidance Counselor

- The guidance counselor is managed by the Head of Section.
- The Guidance counselor works to ensure mapping of high school pathways and ensures all students meet high school graduation requirements.
- The Guidance Counselor provides career education and guidance to both students and parents and works to ensure all are aware of UAE high school graduation requirements and requirements for admissions into universities locally and abroad.

4.6.1.9. Social Worker

- The Social Worker (SW) has a key role in promoting and supporting inclusive practice at the School.
- The SW undertakes a variety of tasks which include:
 - Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
 - Being the point of contact and supporting all students including new students as required.
 - Helping to devise ways of best supporting the students he/she works with.
 - Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
 - Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
 - Undertaking individual or group work with students whose behaviour gives us cause for concern. This work will be evidenced in workbooks.
 - The SW advises other support staff on the running of groups aimed at developing students' social skills.
 - Taking a supporting role in working alongside external family support agencies.

4.6.1.10. School Doctor / Nurses

- The school doctor and nurses has a key role in promoting and supporting inclusive practice at the School.
- They undertake a variety of tasks which include:
 - Keeping health records
 - Informing SLT of medical conditions which impact on learning
 - Promoting healthy lifestyles
 - Ensuring students are sun safe
 - Ensuring the Health and Safety of all students under the care.

4.6.2. Personalising the Curriculum

- School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalized to match the needs of the students who attend the School.
- The school currently utilizes the California Common Core curriculum to support the staff, at all levels, in planning the curriculum.
- Schools have long term Curriculum Maps which are used by grade-level or year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This would include staff ensuring appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.
- School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities.
- All members of the school community are expected and encouraged to adopt behaviors which support the school's inclusive ethos.

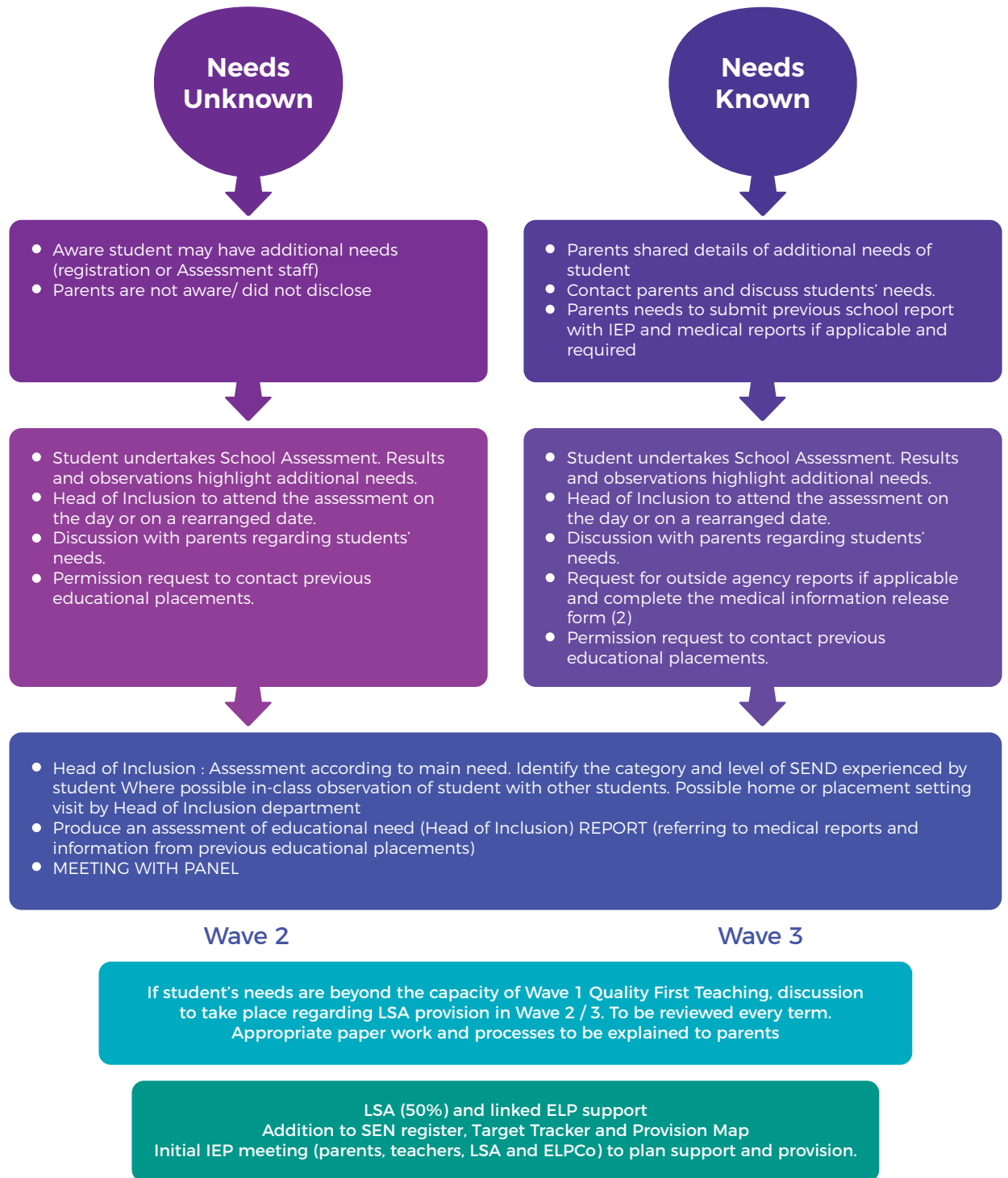


4.6.3 Personalising the Curriculum

Action	
Wave 1	<p>Who is involved?</p> <p>The class teacher is responsible for differentiating work for all students. The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs. If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs.</p> <p>Parents/ caregivers therapists and any other professional working with the student provide information to help create the students individual education plan (IEP). Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed.</p> <p>What is involved?</p> <p>The teacher plans for the activities to be given to the students at the appropriate level of need for success and the progress to be achieved. A wave 1 IEP may be written which is reviewed regularly by the class teacher.</p> <p>Next steps:</p> <p>If, after observations in a variety of contexts and in discussion with parent/caregivers, a student is not making adequate progress, placing the child on the inclusion register at Wave 2 is considered. The teacher responsible for the child informs the Head of Inclusion of the concern using the 'ELP Cause for Concern' form.</p>
Wave 2	<p>Who is involved?</p> <p>The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs.</p> <p>If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs.</p> <p>Parents/ caregivers therapists and any other professional working with the student provide information to help create the students IEP. Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed.</p> <p>What is involved?</p> <p>Additional and/or different activities/resources are used to meet the needs of the student. Suggestions for support at home are considered with the parents/carers. A detailed IEP is written which has specific strategies to help support the student and remove barriers. Student may be receiving support from external agencies such as therapy. The student, if appropriate will have their curriculum modified. The student will receive interventions in order to work on their IEP targets if appropriate.</p> <p>Next steps:</p> <p>Most students should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.</p>
Wave 3	<p>Who is involved?</p> <p>The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs.</p> <p>If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs.</p> <p>Parents/ caregivers therapists and any other professional working with the student provide information to help create the students IEP. Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed.</p> <p>What is involved?</p> <p>A detailed IEP and Student passport is written which has specific strategies to help support the student and remove barriers. Support from home is considered. The IEP is reviewed regularly. The student will have a learning support assistant that works with them 100- 50 percent of their time at school depending on their needs. Student may be receiving support from external agencies such as therapy. The student, if appropriate will have their curriculum modified. The student will receive interventions in order to work on their IEP targets if appropriate.</p> <p>Next steps:</p> <p>The majority of students will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.</p>

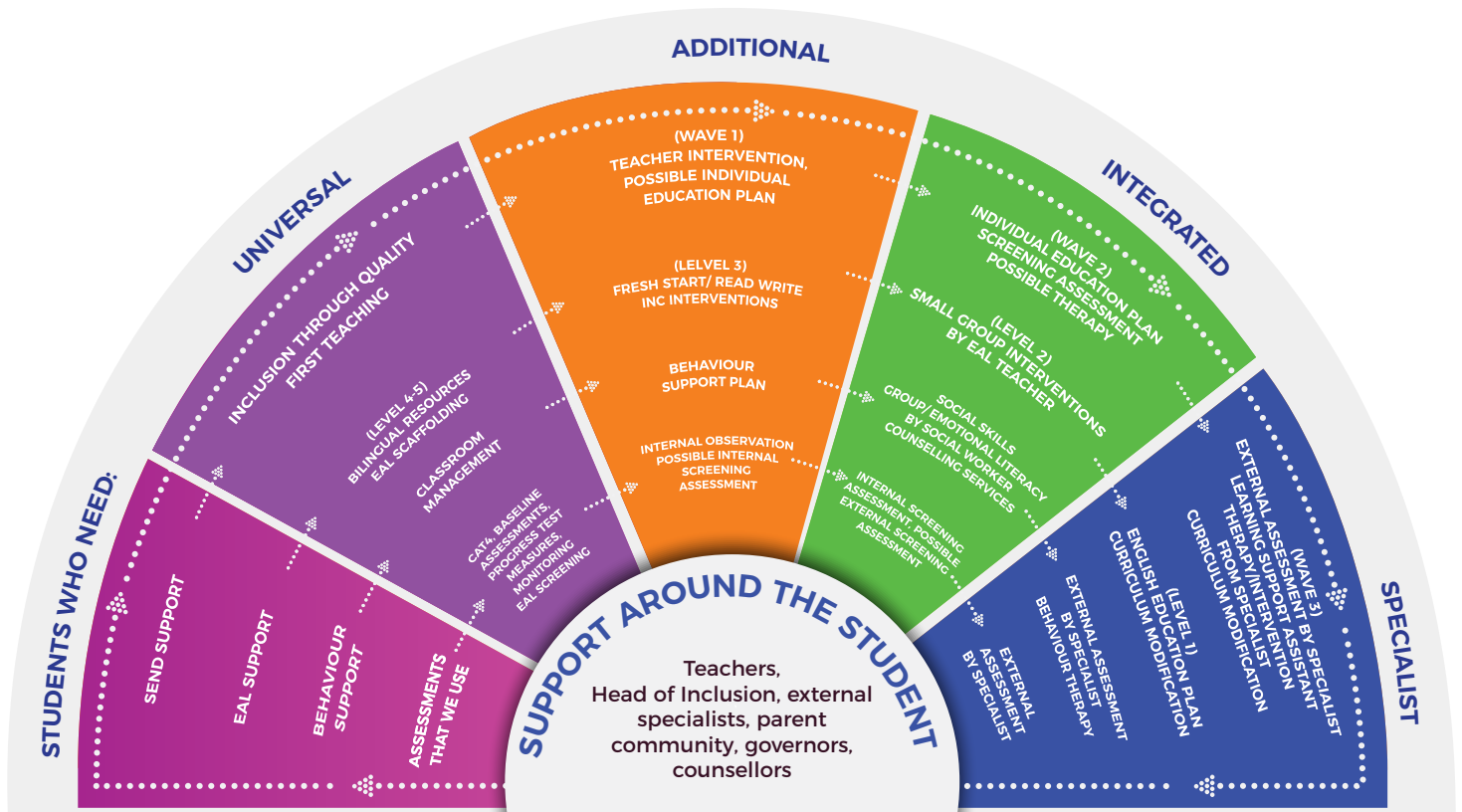
4.7 ELP Admission Process Flowchart

The Effective Learning Provision is a team is in place to ensure the American School of Creative Science aims to provide all students with the opportunity to achieve their best academically, emotionally, and socially. Below is a flow chart which highlights the admission process for any student that may have additional needs. All potential students are not refused admission based on their SEND diagnosis. Priority admission is provided for a student of determination with a sibling already on roll in the school.



On the rare occasion when a school denies a student of determination enrollment or re-enrollment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure.

4.8 INCLUSION TEAM CONTINUUM OF NEEDS



DEFINITIONS

WAVE 1 - MILD NEEDS

WAVE 2 - MODERATE NEEDS

WAVE 3 - COMPLEX NEEDS

LEVEL 1 - ENTERING

LEVEL 4 - EXPANDING

LEVEL 2 - EMERGING

LEVEL 5 - BRIDGING

LEVEL 3 - DEVELOPING

LEVEL 6 - REACHING

5. ASCS Policy on ELL

The Creative Science School is an inclusive school and welcomes students of all races and cultures. We recognize and value the positive benefits of bilingualism and multilingualism. The term English language learners (ELL) refers to when a learner has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. Our student body is comprised of primarily ELL students, roughly 90 percent of the student body. The school has therefore introduced the WIDA program. The World-Class Instructional Design and Assessment's (WIDA's) mission is to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development of the teachers/-support staff. The established provisions for ELL students is to ensure that the students can access the Common Core Curriculum, providing where appropriate, intervention for students to address barriers to learning.

5.1. Roles and Responsibilities

- The Principal along with the senior leadership team are responsible for the policy and its implementation and for ensuring that the progress of ELL students is closely monitored. The Head of Inclusion will also ensure effective liaison with staff and external support.
- The Governing Body/ Chairman is responsible, through the principal, for having an awareness of the welfare and progress of ELL students.
- Subject teachers are responsible for the progress of students within their own class and for effective collaboration with the Head of English, ELL teacher and support staff.
- ELL teacher and ELL support staff are responsible for supporting ELL students, in collaboration with and under leadership of the SLT members, principal and class teachers.
- ELL Teacher is to work on lesson plan adjustments and ELL resources in collaboration with the SLT team members, Head of English, ELL teacher and support staff.

5.2. General Advice for Teachers and Support Staff

Find out about the children:

- Names: how do you pronounce them? Do they have different surnames from their parents? (common in some cultures)
- Their first language: what is it called? How is it written? Can they read/write it?
- Their cultural and religious backgrounds.
- Diet and health issues.
- Their previous educational experience.
- Everything will be new for the children and they may suffer from culture shock.
- Remember the students may have different skills, concepts and knowledge from the other children in the class. They may have seen the Himalayas but not the seaside.

5.2.1. Do

- Ensure that the students work with other children who are empathetic and helpful;
- Draw on the students' knowledge of the geography, language, religion, customs and food of their country of origin;
- Use other children to help and teach the newcomer – children are often good teachers and teaching someone else can help to reinforce learning. Small group work will encourage this;
- Ask the children's parents to talk about their previous school experience.

5.2.2. Don't

- Talk too much: the students can understand only a little at a time;
- Force the children to speak English: many children need a long time listening to a new language before they are ready to speak it;
- Think they are disobedient if they don't do what you tell them: they may not understand simple instructions for several months;
- Ask parents to speak to their children in English at home: students need to continue developing their first language as well as English.
- Don't worry if the students are shy and at first seem unwilling to join in. Children who are new to English are often completely silent while they are adjusting to their new situation and attuning their ears to the new language.

5.2.3. How we ensure that our school is ELL Friendly?

- Visual clues provide initial help for children new to English.
- Routines and procedures can be quickly understood simply by looking and copying other children.
- The student's first language is visually represented within the classroom.
- Children and teachers know greetings and simple vocabulary in other languages.
- Strategies are used in most lessons to ensure that everyone participates in 'meaningful talk'.
- Good speaking and listening are noticed and praised.
- Students are grouped in a variety of ways during the school day so that they get the chance to work with many other children in the class at some point during the week.
- Teachers exploit the language learning potential of each topic.
- Parents feel they are partners in the education process.
- The environment supports autonomy on the part of the ELL learner.

5.2.4. How do we ensure that minority ethnic students feel valued and achieve well in our school?

- The California Common Core curriculum is designed for ELL students.
- Teachers and other staff demonstrate a positive attitude towards all students, regardless of their social, ethnic or linguistic background.
- A 'zero tolerance' attitude towards racism is observed at all times.

- Our ethos makes all students feel valued and gives them a sense of ownership and pride in the school.
- We continuously strive to raise the self-esteem of all students.
- We try to re-educate naïve attitudes on race, ethnicity and culture among staff, students and parents.
- We have created a stimulating, multicultural learning environment.
- We have an open and welcoming attitude towards all parents.
- We celebrate a wide range of cultures through assemblies, visiting speakers, workshops and entertainers, celebration of festivals from a number of religions, and the choice of texts through which we deliver the curriculum.

5.3. English Language Learner: Some Key Principles

- All ELL children are different: they will have a huge variety of first languages, home back grounds, previous experience of education and life in general.
- Their needs are linguistic: ELL is not synonymous with SEN.
- People learn a new language most easily when:
 - They are in a positive, secure and helpful environment;
 - They are interacting with others;
 - The language items they are expected to use are clear and focused;
 - New language items are presented to them in a meaningful context;
 - They hear the new language items repeated several times;
 - They have the opportunity to repeat and use the new language items themselves;
 - Every attempt at speaking is praised;
 - The rules of the language are modelled naturally;
 - There are interesting things and events that stimulate language;
 - Gesture, body language, intonation and facial expression reinforce the spoken word.
- Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum.
- It can take UP TO 10 YEARS for ELL students to acquire academic English at the same level as their peers.
- Collaboration, including joint planning, between mainstream class/subject teachers and learning support assistants or specialist ELL staff is crucial to ensuring effective support for the students.

5.4. Strategies for Classroom Teachers

Children learning English as an additional language will still spend the vast majority of their time in the normal classroom setting, under the direction of the class teacher. On occasions, it may be beneficial for individuals or small groups with similar linguistic needs to be withdrawn from the class for individual attention and/or support.

Please ensure you use the following strategies:

- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal
- Value and draw on the student's previous knowledge, skills and experiences.
- Ensure topics, materials and resources are culturally familiar and accessible.
- Group the learner with his/her intellectual and social peers and strong English language peer models.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Capitalize on bilingual opportunities in the classroom.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Encourage students to use bilingual dictionaries where appropriate.
- Provide scaffolding for reading and writing tasks, e.g. writing frames and information grids.

5.4.1 Some Specific Strategies to Develop Communication in English

- Self-talk: label and describe what you are doing, demonstrating how to communicate about an activity.
- Parallel talk: you describe the child's activity as you interact with him/her. The language has meaning for the child because it concerns something he/she is interested in.
- Repeating: listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child's speech, and encourages the child to continue talking because it shows interest in what they have to say.
- Restating: when the child makes a language error, repeat what they have said in a corrected form without drawing attention to the error. You will be modelling standard language in a positive, non-threatening form that facilitates communication.
- Expanding/extending: a natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary.
- Modelling: children need to learn new language structures in meaningful contexts many times before they can use them. One way to accomplish this is to model the language by using it in just the way we want them to use it.
- Open-ended questions: asking questions which have more than one 'right' answer stimulates more language use, affirms children's ideas and encourages creative thinking.

5.5. Non-negotiables for Teachers in their Respective Key Stages:

KG

- Visual timetables or visual symbol: Pictures and symbol which depicts the subjects that will be taught to the student.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- Differentiation and key strategies to help students access lessons:
- Pictures/Images to support and explain text.
- Sentence Starters to help scaffold writing.
- Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
- Differentiated questions which target ELL Students and differentiated tasks which -support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

Elementary

- Visual timetables or visual symbol: Pictures and symbol which depicts the subjects that will be taught to the student.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- All classrooms must have VCOP (Vocabulary, connective, opener and punctuation) pyramids.
- Differentiation and key strategies to help students access lessons:
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target ELL Students and differentiated tasks which support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

Middle School

- Secondary students who are Level 1 must have a visual timetable provided to them by the ELP team.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- Secondary students who are Level 1 and B must be provided with a VCOP pyramid by the ELP team.

- Differentiation and key strategies to help students access lessons:
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target ELL Students and differentiated tasks which support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

5.6. ELL Classification

The table the next page explains the different types of ELL learners and their relative proficiency in English in the four strands of language knowledge: Listening and understanding; speaking; reading and writing.



Entering



Emerging



Developing



Expanding



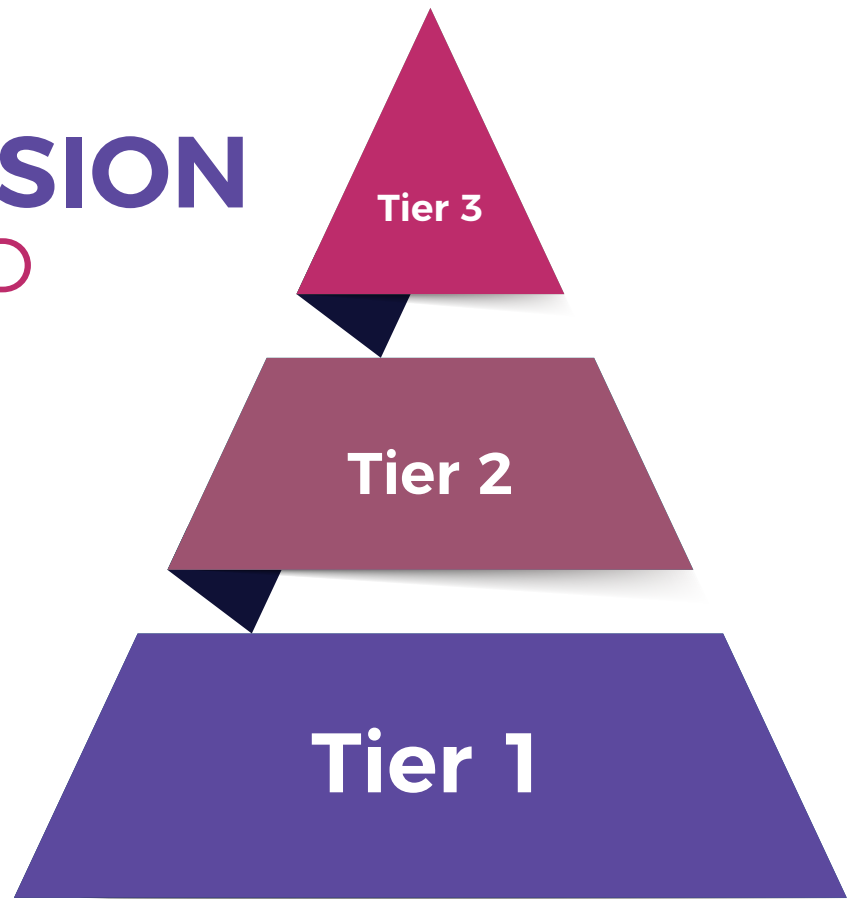
Bridging



Reaching

ELL learner	Listening and Understanding	Speaking	Reading	Writing
Entering (Level 1)	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognize some words e.g. own name Starts to recognize letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly - begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
Emerging (Level 2)	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalization of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
Developing (Level 3)	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? And why? Questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
Expanding (Level 4)	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning - complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Bridging (Level 5)	Understanding is commensurate with that of a native English speaker Students have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humor. Can make comparisons and write an argument.

ELL PROVISION PYRAMID



Tier 1

The Integrated Model where all students receive universal instruction/core instruction. This includes our bilingual students who within the mainstream classroom setting receive sheltered instruction through the use of effective differentiation based on planning for impact taking into consideration CAT4 Learning Profile and MAP testing data to inform flexible grouping.

Tier 2

This is our disintegrated model. These are identified ELL students who have been tested using WIDA Model Online assessment to identify their proficiency level in speaking, reading, writing, and listening. They receive targeted/supplemental small group interventions whereby during the English Lesson (ELA) they are pulled out by the ELL teacher to work in a small group setting. They are taught the same grade level content and standards as their peers in the classroom but with a heavy level of accommodations focusing on what they can do (Can Do Descriptors) with provided scaffolding to enable them to produce grade level outcomes.

Tier 3

Tier 3 students are completely new to the English language and have not been exposed to instruction in English in the previous years. These students require high intensity strategic intervention and are pulled out in all English language subjects. They are given one to one ELL support or targeted/supplemental group interventions.

6.1 Rationale

The Gifted and Talented policy is intended to further enhance the school's commitment to affording maximum educational opportunities for all students regardless of their ability.

Furthermore, this policy is intended to enrich the existing culture of achievement at The Schools of Creative Science by providing opportunities for all students to develop their aptitudes, skills and interests.

6.2. Aims

- To continue to develop the high aspirations of all our students.
- To embed further our high expectations of achievement for all students.
- To help develop the skills and attributes we desire our students to have.
- To provide a fluid system of provision for students who have both realised and potential gifts and talents.

6.3. Identification

The key principles in the identification of gifted and talented students are that:

- Emphasis should be on providing an appropriate, challenging and supportive environment rather than on labelling any particular child.
- Identification is a continuous process. Some students will be easy to identify at a very early age, while some will emerge later.
- The identified group should broadly represent the school's population.

The ELP department will use a range of criteria and sources of evidence. These include:

- External assessments.
- Information provided at all points of transition.
- Subject specific criteria for identifying the most able.
- Staff recommendations and observations.
- Reading tests.
- Point scores.
- Information from parents, caregivers and other outside agencies.
- Standardized attainment tests such as MAP Assessments.
- Standardized assessments of cognitive development and ability such as CAT4 tests.

6.4. Provision

Research in G&T education has shown that the best provision occurs when students experience a combination of excellent classroom practice and out-of-school provision (enrichment and extra-curricular).

The School will strive to provide appropriate learning opportunities for all students by:

- Keeping teaching and learning on departmental agendas.
- Applying the school Learning and Teaching policy.
- Setting by ability within subject areas when applicable.
- Using differentiation and extension resources to provide challenge for gifted and talented Students within the curriculum.

Outside the classroom, the school will look to offer:

- Opportunities for able, gifted and talented students to take part in enrichment activities, for example: visits; Challenge Days, mentoring younger students, sporting clubs and events, creative arts performances, competitions.
- Collaboration with outside agencies that provide guidance, ideas and support for able, gifted and talented students, for example, an International Academy for Gifted and Talented Youth.

6.5. Co-ordination, Monitoring and Review

- It is recommended that there is a named whole-school Gifted and Talented Coordinator (Head of Inclusion) with specific responsibility for identifying and monitoring the progress of able, gifted and talented students in the school.
- The coordinator should ensure that the policy is implemented and reviewed and the register is kept up to date. The coordinator should work closely with the Leadership Team, the staff, the Education authority, and Gifted and Talented advisors and should liaise with parents.
- Monitoring in school should be closely linked with progress reports to parents.
- Collaboration with outside agencies that provide guidance, ideas and support for able, gifted and talented students, for example, an International Academy for Gifted and Talented Youth.

6.6. Steps Towards Implementing the Gifted and Talented Policy

It is acknowledged that the policy will need to be implemented in phases. Each phase, in turn, will require evaluation to inform the planning and execution of the next. Accordingly, this policy includes specific procedures for the initial implementation of the policy.

6.7. Process for Initial Implementation

6.7.1. Auditing

Auditing of Gifted and Talented Provision within The CSS Department have provided information about G&T provision in discrete subject areas. This information has been collated and informed the subsequent stages of this process.

6.7.2. Identification

- In the initial stages of implementation, departments have been asked to identify students.
- It is intended that provision is in place for these students as they enter Elementary and Middle School
- The register for other year groups will be based on external assessment results in the first instance.

6.7.3. Planning Provision

- Departmental Provision: In order to ensure provision for the students that have been identified, departments have been asked to nominate one teacher to be internally responsible for G&T in each Key Stage area. Each Key Stage teacher responsible for Gifted and Talented will be required to co-ordinate provision both at a local level and in conjunction with whole school provision.
- Whole-School Provision: In order to coordinate the provision of individual departments across the whole school, a Gifted and Talented Working Group will be established to begin meeting during academic year.
- The group will be comprised of the individual subject teachers responsible for Gifted and Talented at local level within departments; it will be chaired by the Gifted and Talented Coordinator (Head of Inclusion).
- The purpose of this group will be to provide a sense of continuity, consistency and organization in relation to the provision of Gifted and Talented at the School.



7. Confidentiality

ASCS is committed to confidentiality and unless required by law, no information that discloses the Child or the Parents will be released to anyone outside of the Child's "circle of care" without written consent from the Parents. Any and all other information pertaining to Services provided to the School's students shall require separate, written consent from the Parents. Children 18 years of age and over will be asked which individuals should receive information on their progress. All information shared and discussed with ASCS Personnel is considered strictly private. However, there are few circumstances in which Personnel may disclose information without consent, in the best interest of the child/individuals/family at stake. The following are exceptions shall apply:

- If there is clear evidence of serious and imminent harm to oneself or to others.
- If there is reason to suspect abuse (sexual, emotional, or physical) or neglect of a child or vulnerable adult.
- If there is a report of misconduct, particularly of a sexual nature, by another health professional.
- If the confidential records are deemed relevant and subpoenaed by a court of law or regulating body of health professionals.



8. Definitions

1. What are special educational needs and/or disabilities (SEND)?

- 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015).
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has an identified developmental delay
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

2. What is a disability?

"The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others".

Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment."

3. How are Special Educational Needs and/or Disabilities identified?

In accordance with KHDA and MOE, American School of Creative Science is:

"Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs".

- Identification of SEND may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Student Support will review and determine the appropriate provision to ensure inclusion at American School of Creative Science schools.
- Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may require additional costs. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

- When a concern is evident a referral will be made to the Head of Inclusion who will then liaise with the teacher and parents/carers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice (quality first teaching wave 1) or requesting that the parent/carer seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having Special Education Needs.
- There are five broad areas that give an overview of the difficulties a student may have. However it is important to note that a student's needs could cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - Medical conditions or health related disabilities.
- American School of Creative Science uses a 'graduated response' to identify and remove barriers to learning in order to put effective special education provision in place (see below).

4. 'Graduated response' provided by the school is as follows:

- Universal – All students will benefit from:
 - High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- Targeted Support – some students may benefit from:
 - Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions and progress is monitored by the Head of Inclusion in consultation with other school staff. If a student has not made the required progress then the appropriate referral will be made to outside professional. (See Flow chart for referral and monitoring process)

5. What is 'gifted'?

The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

6. What is 'talented'?

The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.