

المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

NAD AL SHEBA ند الشبا

INCLUSION HANDBOOK

2026 - 2027



Students who require Modifications and Accommodations

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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 individuals 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. The school has established provisions for ELL students to ensure they can access the California Common Core State Standards.

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.

Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.

3. Mission

To ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practices focused on achieving successful outcomes for all our students.

4. Aims

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.

5. Introduction

‘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 and on an equal basis with other peers of the same age.’ (KHDA, 2019)

At the American School of Creative Science, we provide an inclusive environment to our students of determination. We do our utmost to ensure that students with additional needs are catered for in the best possible way. The Head of Inclusion and the team facilitate teachers to adapt the curriculum and learning to meet the needs of all students.

The American School of Creative Science is committed to following the regulations, guidelines and legal requirements that focus on inclusive practice in the UAE. At The American School of Creative Science, we embrace the culture of inclusivity and provide high quality education to all the children in our school. However, in doing so, we recognize and pay particular attention to the provision for and the achievement of the following groups of learners:

- Students of Determination
- Learners who are considered 'Gifted and Talented'
- English Language Learners (ELL)
- Students who require Accommodations, Adaptations, and Modifications

We do this by providing support in a variety of ways, including push-in support and the provision of specialist interventions where necessary. Where appropriate, the views of the child are sought and considered. We also ensure that parents are involved in regular follow-up with the school regarding the identified needs of their child and the progress they are making.

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.

6. 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)

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.

7. KHDA Categories of Need

The new Categories of Needs ensure that students who are formally diagnosed and those who are identified are both supported by the school community and have access to quality first teaching and/or additional provisions suited to their needs.

At the American School of Creative Science, we are guided by UAE Federal Law 2006 and Law 2014 2); 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 (14) 4 Article ,(16) 13 19, 17 and Article (4) 23.

The needs of the Students of Determination are different from the majority of students and may be evident because of a disability or a recognized disorder. These needs cause students to experience barriers in their learning, which may relate to any of the four categories as outlined by the KHDA.

8. Inclusive Education Framework

The Dubai Inclusive Education framework identifies four barriers to learning:

- Cognition and Learning
- Social, emotional and mental health
- Physical, sensory and medical
- Communication and Interaction

The UAE framework identifies twelve categories of barriers to learning:

- **Cognition and Learning:** Intellectual disability, specific learning disorders, multiple disabilities, developmental delay (younger than five years)
- **Social, Emotional and Mental Health:** Attention Deficit Hyperactivity Disorder, psycho – emotional disorders
- **Physical, Sensory and Medical:** Sensory impairment, deaf-blind disability, physical disability, chronic or acute medical conditions
- **Communication and Interaction:** Communication disorders, autism spectrum disorders

Dubai Inclusive Education Policy Framework- a guide for schools 2019.	Directives and Guidelines for Inclusive Education (2020)	Implementing Inclusive Education: A Guide for Schools (2019)	School-Home Provision	Advocating-for-Inclusive-Education
				

9. What are Additional Educational Needs?

Additional Educational Needs (AEN) is the term used for students who need extra support in school. If the student has a condition that impacts their everyday life, this is often referred to as an additional need.

AEN includes barriers beyond general special educational needs which may include medical needs as well as social and emotional barriers, poor punctuality and attendance for reasons beyond control. It may also include delay in milestones from birth because of which the student may have faced additional challenges or these may have become more obvious as the student progresses through school.

Some students may also require additional support if they have:

- Gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers, students who have school phobia or have attended many schools due to family relocations;
- Experienced difficult family circumstances, e.g. due to bereavement, separation or divorce.
- Some students may also require additional support if they speak a different language.

Staff members understand that effective inclusion practices require:

- Working in Partnership with all stakeholders.
- Sharing information in a timely fashion all plans of action and support with the aim of ensuring forward progress.
- Using methods and approaches that have been proven to work, considering the cohort and the structure of the American School of Creative Science.
- Being Child Centered – placing the student (learner) at the center of plans for provision with the aim of meeting their needs. Ensuring the team around the child is supportive and collaborates where necessary to ensure that the student is safeguarded, charting their progress.
- Using a multisensory Approach and aiming for Personalized learning by individualizing programs according to need in order that students can achieve to their full potential. We recognize that all students learn in different ways and at different rates.
- Ensuring effective Teaching and Learning for All by ensuring that all students in the classroom receive ‘Quality First Teaching’ with a particular focus on the groups of students with high needs.

- Recognizing that students learn in many ways with maximizing opportunities the students have, e.g. learning from each other, extra-curricular activities and out of school experiences.
- Regularly attending inclusion focused professional development sessions

10. Identification

Identification of Students of Determination takes place through a range of mechanisms, including:

Assessment Data Analysis such as

- Performance in internal and external assessments
- CAT4 Scores flagging students with mean SAS 85 and below (this is not a determining factor but reviews with teachers will be carried out to determine if student is demonstrating an barriers to learning warranting further screening).

Teacher Referral and Observation

- Teacher identification and referral.
- School robins - gathering feedback from all relevant subject teachers.
- Classroom observations.

Parent Information

- General concerns raised by parents.
- Official diagnosis of a learning need.

Identification by an outside agency such as

- Educational psychologist
- Speech therapist
- Occupational therapist
- Or others

We use a range of data including the Cognitive Ability Tests (CAT4), GL Screening Toolkit, observations, etc to identify potential barriers and monitor and track the progress of all students. CAT4 data is analyzed in coordination with regular teacher assessments and/or teacher referrals to identify students who may be experiencing barriers to learning.

Once a possible need has been identified, further investigations are carried out by the Inclusion Department in conjunction with teachers, parents, and external specialists (when required) to accurately categorize the needs and related barriers to learning.

Parent meetings are held, and the categories of need and levels of support are explained to parents and with their consent, identified students are added to the school's Inclusion register so provision can be monitored and reviewed effectively.

Students with additional needs may also be recorded on the Inclusion register to check if their needs can be addressed through short term intervention or classroom strategies and accommodations. However, on both of these occasions, parents are informed.

For new applications, students are flagged during the admissions process to ensure that support and interventions can be planned appropriately and that teachers can be given information ahead of the student joining the class.

11. Admissions

The Effective Learning Provision 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. 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.

Students are assessed for Special Educational Needs at the admissions stage so that support and interventions can be planned appropriately. Applications are considered on a case-by-case basis and where it is deemed necessary, students may be asked to come in for further additional assessments or a meeting with parents may be arranged.

Where there are concerns and meetings are held prior to students being admitted to the school, students may be placed on 'monitoring' for the first term to allow them to settle into school and to ensure they cope with the transition.

Admissions Policy:



12. Graduated Approach

We adopt a graduated system of support to benefit students, defined in the following three levels:

- **Level 1:** Quality First Teaching, where teachers accommodate individual differences in ability, learning style and behavior through inclusive classroom practice. These students will not have a learning passport or an IEP. However, some of the students on Level 1, may receive accommodations for exams and assessments.
- **Level 2:** Students on Level 2 may receive accommodations and adaptations depending on their need. These are designed to enable students with identified needs to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. This will normally take place within the common learning environment, but may include short-term, time-limited intervention programs. These students will not have an IEP but may have a learning passport.
- **Level 3:** Provision different to standard classroom practice with programs designed for students who have been identified with significant physical, mental, intellectual or sensory barriers that prevent them from achieving age-related expectations and/or their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most students within the school. It is likely to include the use of specialist approaches, intervention, and/or support services. Additionally, it may require the support of a Learning Support Assistant (LSA). These students will have an IEP, and individualized Curriculum Plan and accommodations and modifications in place.

Parents are updated throughout the process and advised when these criteria are applicable to their child. The school then develops a contract outlining the support provided and the KHDA service agreement is drawn up and signed.

For level 3 students, during initial assessment, a decision is made as to the category of need and the level of provision required. This is then continuously monitored, revisited, refined and revised through the four-part cycle of 'Assess, Plan, Do, Review' (APDR). The process leads to a growing understanding of a student's needs and ensures that the key goals and strategies in place are the most appropriate for securing success and moving towards independence in learning.

Once a student has been identified as a Student of Determination, parents are consulted, and a personalized education plan is drafted to support him/her. The Individual Education Plan (IEP) includes a Learning plan, outlining the personal strengths and barriers to learning of the student and includes guidance for all those working with the child on how to reduce any barriers to learning effectively.

Students also have targets that are specific, measurable and designed to address the next steps in learning or move them towards independence. The targets across the school are written by the teachers in collaboration with the LSAs and the Inclusion Team. The review takes place at least once a semester, and in some cases more often if needed. The members of the inclusion team meet with the parents to complete the review process.

The needs of students are regularly revisited and reviewed as part of the review cycle and the level of provision is increased, decreased or maintained depending on their progress. When students make significant progress and become able to access the curriculum independently, they may be excited from the support program and will come off the Inclusion register. They continue to be monitored at Level 1 for at least one assessment cycle to ensure that progress is maintained and may eventually move to monitoring for another term to ensure continued and maintained progress before eventually coming off the Inclusion register altogether.

13. Provision and Monitoring

Our Standard School Service Agreement ensures that the support available for students is based on the payment of basic tuition fees and is available to all students of determination. Specific services for students include:

- The provision of resources and services to aid participation, engagement and progress.
- Formal and informal school-based processes to identify and assess students of determination.
- The development, implementation and review of Learning plans/ Pupil profiles/ Individual Curriculum Plans (ICPs) and alternative pathways.
- Curriculum modifications and adaptations required to enable students to access education in the common learning environment with peers of the same age.
- Small group or one-to-one support sessions within or outside of the classroom delivered by teachers, counsellors or teaching assistants.

- Assistance from teaching assistants in some classes.
- Training to enable the student to benefit from assistive devices and associated applications where provided by the school.
- Appropriate school-based support, advice and guidance to the parents of students of determination.
- Planning, organizing and training students and relevant staff on procedures.
- A physical environmental scan to identify and mitigate risks that can be relevant to students.

14. 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.

15. 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.

16. Gifted and Talented (G&T)

The term gifted refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability. These domains include intellectual, creative, social and physical abilities.

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

We identify students as being gifted and talented through a combination of:

- Internal and external assessments and testing of cognitive ability through CAT4 assessments.
- Use of teachers' professional judgement
- Information provided by parents, students or external professionals

For More Information, refer to our G&T Policy: [Click Here](#)

17. English Language Learners (ELL)

The American School of Creative Science 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) refer 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 of students for whom English is not their first language, and thus we recognize the need to identify ELL learners for whom this may be their first year of schooling where English is the primary means of instruction. 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.

For More Information, Please Refer to Our ELL Policy: [Click Here](#)

18. Personalizing the Curriculum

School Leaders and teachers are responsible for ensuring that the curriculum, in its narrowest 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 developing learning to match individual rather than age expected needs. Where the students are not able to access the mainstream curriculum, alternative pathways are on offer through ASDAN as well as SENDIT Journal which are skills-based programmes for students of determination.

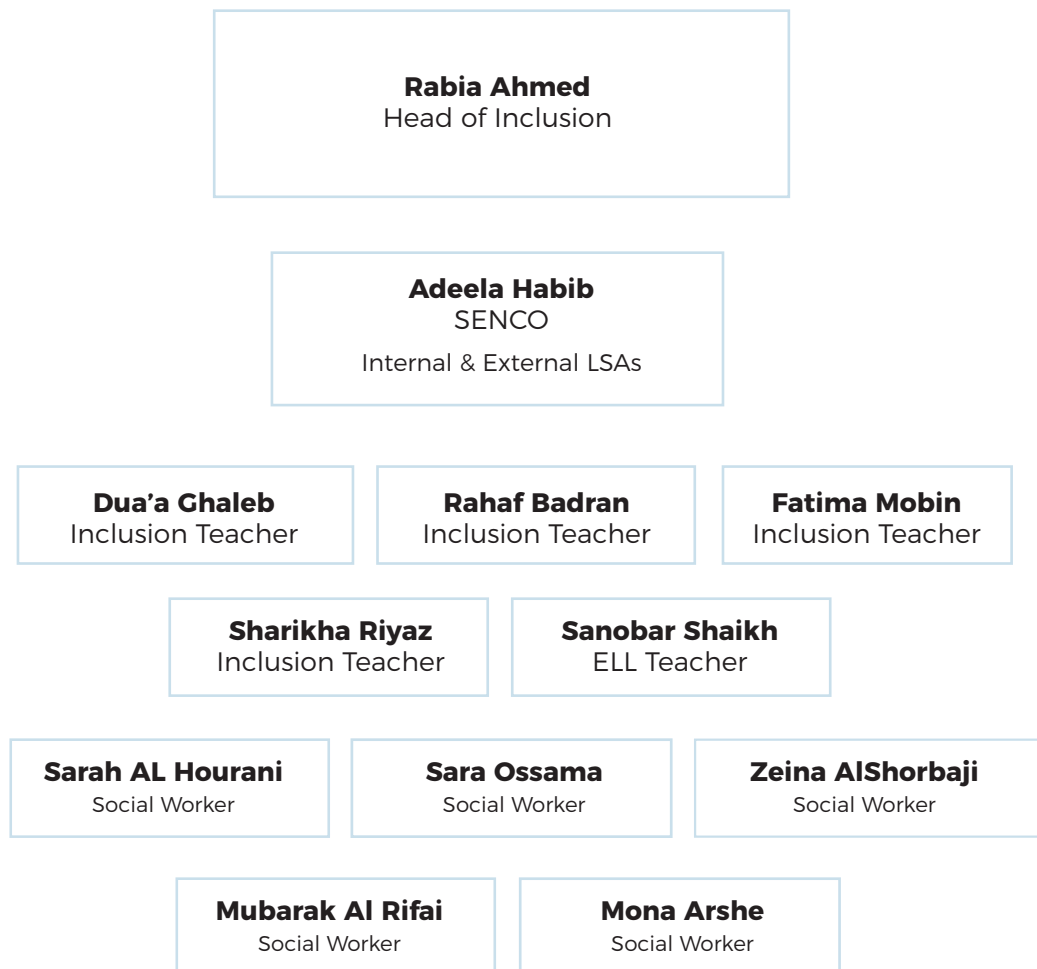
School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities.

All members of the school community are expected and encouraged to adopt behaviors which support the school's inclusive ethos.

19. Information and Records

Information related to all identified special educational needs is recorded in the school's Inclusion Register and is available to all teaching staff. The admissions team keeps all documents related to special educational needs stored safely and confidentially, sharing only with relevant key personnel so that appropriate modifications and support can be planned for before admission. The information regarding admissions is kept in a central platform (admissions tracker) which is accessible to the admissions team and the Senior Leadership team.

20. Inclusion Team



In addition to the internal team, we also work alongside the external LSAs and some external agencies listed below.

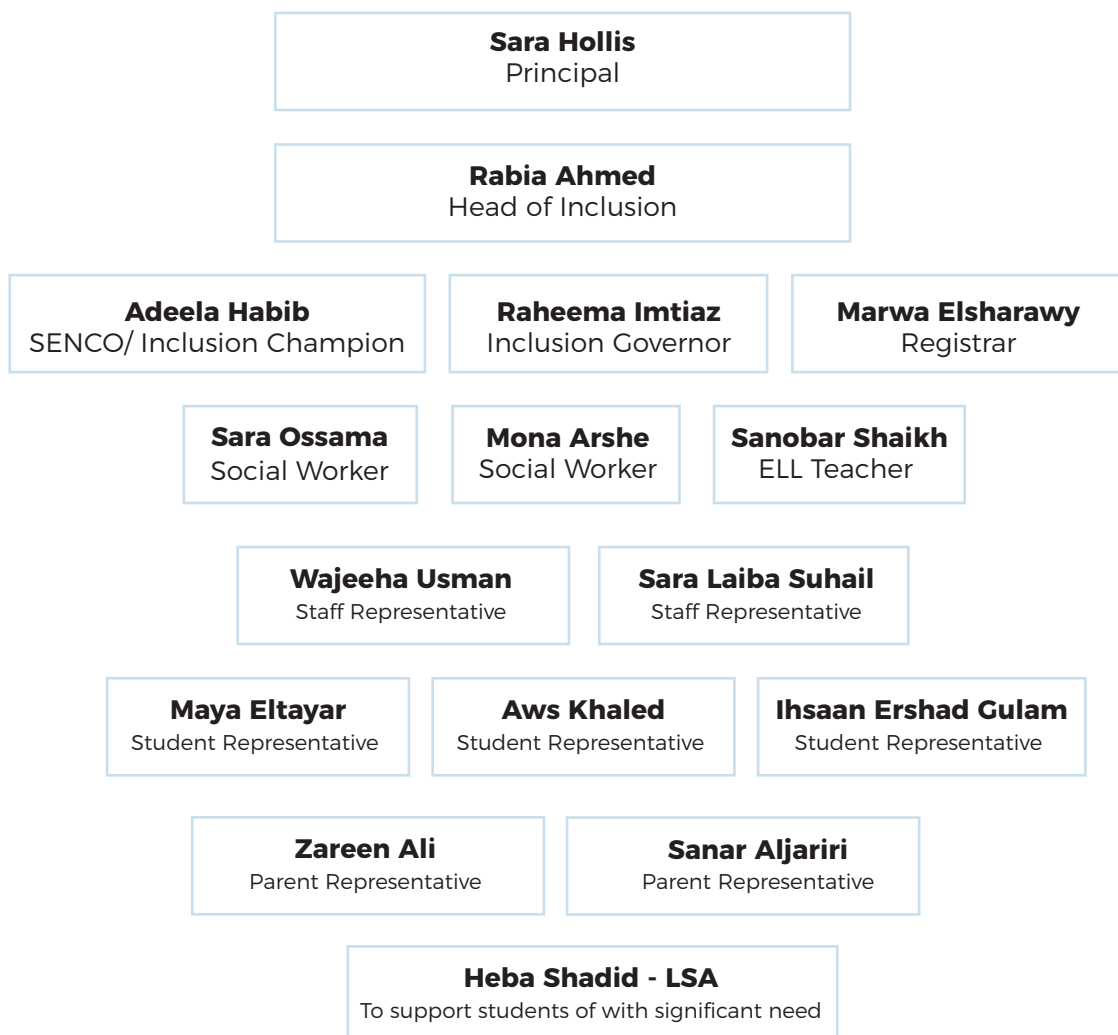
21. External Agencies

- 7 Dimensions
- Antares
- External
- Qudrability
- Dr. Suha
- CDA
- Bridges and Stages
- Beautiful minds
- Sanad Village
- Galinus center for physiotherapy and rehabilitation.
- Rehoboth

22. Inclusion Action Team roles and responsibilities

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

Inclusion Action Team



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 semester.
- 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 paraprofessionals 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.

The Inclusion Action Team is led by the 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.

Head of Inclusion

The Head of Inclusion is the lead on promoting and establishing an inclusive ethos throughout the school.

This involves effectively communicating a clear vision of inclusion and working with all stakeholders to turn this vision into practice. Key to this is role is supporting teaching staff to develop their own professional expertise in order to ensure that inclusive approaches to education are embedded in their practice. Specific key responsibilities include:

- Conducting a range of screening assessments, particularly at admissions
- Liaising with relevant personnel both internal and external in order to meet student needs.
- Observing students and supporting staff in the classroom and provide guidance accordingly
- Overseeing interventions provided for students
- Devising and updating appropriate provisions- learning plans and timetables.
- Overseeing modifications and accommodations.
- Organizing reviews and meetings
- Sharing information and raising staff awareness, including strategies to support targeted students
- Leading relevant CPD training for LSAs and teaching staff
- Providing feedback on Inclusion to the relevant stakeholders.
- Maintaining appropriate individual and whole school records
- Reviewing new admission files and make recommendations for students of determination coming into the school
- Holding transition planning meetings with relevant parties to plan support for students arriving at American School of Creative Science and those moving onto the next phase.
- Line managing the Asst. SENCO, Learning Support teachers, social workers (alongside the Principal) and the Learning Support Assistants

- Liaising with school counsellor to identify SEMH students in need of intervention
- Reporting to the School Governing Board regarding the provision for and progress of SEND students.
- Collaborating with the Principal to develop and implement a comprehensive and strategic Inclusion Improvement Plan.
- Ensuring that the school's Senior Leadership Team are informed and updated on changes to accepted practice and developments within the UAE.
- Ensuring that through the Inclusion Support Team, inclusion objectives are achieved.

Special Educational Needs Coordinator:

As an Asst. SENCO, the role is to lead and manage the provision for students with special educational needs and disabilities within the school. The primary responsibilities include identifying and assessing students' needs, developing tailored support plans, and collaborating with teachers, parents, and external agencies to ensure the best outcomes for all learners. The Asst. SENCO also provides training and guidance to staff on effective strategies and inclusive practices, monitors the progress of students, and maintains accurate records.

Key Responsibilities:

- Identify and assess the needs of students with special educational needs.
- Develop and implement Individual Education Plans (IEPs).
- Collaborate with teaching staff to adapt curriculum and teaching strategies.
- Liaise with parents, caregivers, and external agencies for support.
- Provide training and support to staff on SEN practices.
- Monitor and evaluate the effectiveness of interventions and support.
- Be familiar with the UAE Inclusive Education Framework

Learning Support Assistants (LSAs):

At the heart of all of our work is the student. We seek to fully involve our students of determination and their families in identifying and seeking solutions to address their own barriers to learning. As students get older, they are encouraged to take on more responsibility, formally contribute to their targets and learning plans and take an active role in their journey wherever possible. We believe that student voice, a personal understanding of one's own strengths and challenges and the confidence to self-advocate are essential independence skills that are necessary in adulthood.

Teachers are responsible for the learning, progress and outcomes for all of their students. Learning Support Assistants (LSAs) play an important role in enabling students to move towards independence whilst being supported to access learning in mainstream classes. They do this by working in collaboration with teachers, the student and parents. The majority of LSAs are employed through the school recruitment process but in exceptional circumstances, the school will consider the appointment of an external LSA in line with the ASCS Education Safer Recruitment Policy. The school does not accept LSAs who have a dual role within the home. The employment of the LSA is governed by a written agreement set by the school and signed by parents.

Learning Support Teachers (Inclusion Teachers)

Inclusion Teachers are teachers with a specialist knowledge of working with students of determination.

They are expected to demonstrate high levels of skill and ability in applying inclusive approaches within their own teaching practice and have the ability to support the development of inclusive practice in others.

The core function of the Inclusion Teacher is to support the development of inclusive teaching practices within mainstream classes and to serve as a coach, mentor and professional resource for teachers. In addition, they may work with individual, or groups of, students of determination to implement interventions to accelerate progress. This may take place within the classroom or a separate setting.

Teachers

Specific key responsibilities of the teacher in relation to special educational needs include:

- Providing Quality First Teaching through multisensory teaching.
- Arranging termly meetings with parents with the support of the Head of Inclusion and Inclusion team.
- Being informed of the school's Inclusion Policy
- Monitoring progress and using in-class interventions and differentiation as much as possible
- Allowing students to be withdrawn where necessary and appropriate to meet the needs of the students.
- Planning resources to be used in lessons to ensure maximum access for Students of Determination.
- Attending Case Conferences and updates on individual students, when required.
- Delivering alternative courses suitable to the student's needs.

Guidance Counsellor

Guidance counsellors help students navigate academic, personal, and career challenges by providing support, advice, and resources. The Guidance counselor works to ensure mapping of high school pathways and ensures all students are on track to 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.

The Guidance Counselor supports the write up of university applications and tracks and monitors admissions, securing university placements for all students. The guidance counselor works to ensure various pathways for higher education and provides action plans for at-risk students.

Social Worker

Social workers advocate for individuals and communities, providing support and resources to enhance well-being and address social issues.

The Social Worker

- Conducts wellbeing assessments and flags potential at risk students
- Conducts class needs analysis
- Uses data to devise whole school, cohort specific and individual programs
- Ensures effective communication with students as well as facilitating reporting of concerns
- Promotes the well-being policy

- Observes the well-being of students within social settings and spending time within classes or in conference working with individual students.
- Works alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
- Undertakes students placed on Restore Program
- Provides individual as well as small group counselling
- Collaborates with Pastoral leaders to devise targeted small group or whole cohort workshops

School Doctor

The school doctor and nurses have 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 lifestyle
- Ensuring the Health and Safety of all students under the care.

Students

Specific key responsibilities of the student in relation to special educational needs include:

They undertake a variety of tasks which include:

- Meeting regularly with the class teacher, LSA and/or Head of Inclusion to discuss targets and areas of priority.
- Attending meetings and reviews if and when appropriate.
- Attend meetings with any other person such as the school counsellor or a mentor if required.

Parents

Specific key responsibilities of the parent in relation to special educational needs include:

- Supporting their child as necessary; especially where follow-up home based tasks are set.
- Liaising with the teachers/ Head of Inclusion as necessary
- Attending meetings with the teachers/ Head of Inclusion when requested by the school
- Attending any other relevant meetings such as Parent Teacher meetings on a regular basis.

23. Governor for Inclusive Education

The Chair of Governors, Mr. Shadi Hassan and the Inclusion Governor, 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.

24. Inclusive Partnerships

The school recognizes the importance of involving parents in all aspects of their children's educational journey. For students of determination, the role of the parent is seen as especially important, and we ensure that they are fully involved in the decision-making and provision. This includes establishing a shared vision and a clear focus on desired outcomes at each review point with increasing participation of the student as they become more able to self-advocate.

We build close collaborative partnerships with trusted specialist providers to ensure that students of determination receive the support that they require both in and outside of school. These include but are not limited to therapies such as ABA, OT, Speech and others

25. Accommodations, Adaptations and Modifications

Access accommodation allows students with special needs, disabilities or temporary injuries to access the assessments and be given a chance to fulfil their potential. The idea behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. The school complies with the College Board for such arrangements. The school also complies with criteria as outlined by individual exam boards.

At the American School of Creative Science, we will do its utmost to make reasonable adjustments for students who require these so that they are not at a disadvantage at the time of assessments. We follow a rigorous procedure at the school to support our Students of Determination with their access to accommodations, adaptations and modifications.

Parents are informed in a timely fashion so they can undertake appropriate external assessments for their children well in time before exams begin. The Head of Inclusion undertakes the responsibility of leading exam access arrangements across the whole school and along with the exams officer, gains final approvals for students.

Where appropriate, the school may request modified papers by the board to make reasonable adjustments for the students. Accommodations lists include students qualifying for extra time, reader, use of a word processor and access to assistive technology. This information is available to all staff and is part of the Inclusion register. Documentary evidence is held as e-files.

26. Diversity

Diversity encompasses elements of race, ethnicity, gender, socio-economic status, age, ability, religious or other different ideologies.

All staff have a responsibility to ensure that all students and staff feel welcome and included in the school community regardless of their culture, ethnicity or race. Students should feel safe expressing their culture and share their culture with staff and peers where appropriate.

In teaching, images used should reflect the diverse range of learners and be reflective of Islamic values and ethos. Wherever possible, teachers should provide opportunities for students to explore different cultures and how it relates to the curriculum area that they belong to.

27. Communication and Confidentiality

The Inclusion Team meet on a weekly basis. The Head of Inclusion also meets with the Assistant Senco, wider teaching team regularly to review and update records in relation to students of determination in primary. The Head of Inclusion and the Principal meet on a weekly basis to review provision and discuss priorities.

The Inclusion Support Team meets on a half-semester basis to monitor and evaluate the Inclusive systems to promote inclusion. Members of the school medical team attend these meetings as required.

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.

28. Standard School Service

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.

29. Appendices, Policies and Further Reading

Policies	
Admissions Policy	Click Here 
Wellbeing Policy	Click Here 
Anti-bullying Policy	Click Here 
Safeguarding Policy	Click Here 
Attendance Policy	Click Here 
Legal	
The UAE Federal Law 29 (2006)	
The UAE School Inspection Framework	
Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.	
Dubai Law 2014 Executive Council Resolution No. (2) of 2017 Article 4 (14): Article 13 (16): Article 13 (17): Article 13 (19): Article 23 (4):	

Explanation of Key Terms

LSA	Learning Support Assistant, also formerly referred to as a Shadow Teacher. However, in line with KHDA framework we adopt the term Learning Support Assistant.
1:1 support	Support that is provided by one staff member to an individual student specifically.
Intervention	Teaching specific skills that usually focus on gaps in learning.