



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

MALIHA

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INCLUSION HANDBOOK 2021

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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 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 with appropriate supports that are best placed to bring out the full potential in our children. Every member of school shares the responsibility and ownership for removing barriers to learning for all students, regardless of age, gender, ethnicity, special needs, academic achievement, 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, grow intellectually, be healthy, enjoy life and grow up to be successful global citizens who will make a positive contribution to the society in which they live.

We firmly believe that all children have the right 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.

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 variety of opportunities to further develop their gifts and talents.

Raheema Imtiaz

Head of Inclusion and Special Education

American School of Creative Science

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, UAE Federal Law 2006 and Law (2) guide us 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 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).

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 pupils regardless of age, gender, ethnicity, special needs, academic achievement, 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

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 and /or G&T and other barriers, which prevent children from succeeding.

At its heart, inclusive education is a commitment 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 several identified groups of students for whom this policy is particularly important for:

- Students with Special Educational Needs (SEND)
- 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 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
- Students with Behavioral and Emotional Needs

The Ministry of Education's Guide for All: General Rules for the Provision of Special Education Programs and Services 2010).

The term disability and or placement in special education does not apply to students who are experiencing learning problems that are primarily the result of:

- Cultural factors including like not being a native Arabic speaker
- Environmental factors
- Economic disadvantage
- Students who have experienced academic failure

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.
- Is 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, Special Educational Needs (SEND), or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a student with their parents or cares 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.

5. Inclusion Team

Members of the Inclusion Team includes the Senior Leadership Team, the Head of Inclusion, SEN teacher(s), and champion for Inclusive education, student representation, Learning Support Assistant(s), the Social Workers, Guidance Counselor, Mentors, Therapists (external), School Doctor/Nurses and /or Homeroom /Subject teachers.

The Inclusion Team will:

- Work in close collaboration with Homeroom, subject teachers and other educational staff to support the education of students who experience SEND in mainstream learning environments by providing coaching and support to teachers on a timely basis
- Members of the team meet on a regular basis.
- Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies.
- Work with parents to ensure that they provide learning support assistants as needed to individual students who experience SEND.
- 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.

5.1 Senior Leadership Team Role

- Make the school truly inclusive lies with the Principal and Senior Leaders of the school.
- Promote inclusion through all of our policies, systems and practices.
- Ensure that daily management of special needs provision and inclusion overall is effective
- Monitor the effectiveness of this policy.
- Identify areas for development in Inclusion department and contributing those developments to the school's development plan.

5.2 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.

- The Head of Inclusion will liaise with external agencies including medical services, educational psychology services, and health services in order to provide referral to the students with special educational needs.
- The Head of inclusion is responsible for the maintenance of a register of all students who have a diagnosed SEND with an IEP, an undiagnosed but suspected SEN, and those who are being monitored for special educational needs.
- The Head of Inclusion will work closely with all administrations, teaching staff, assistant teachers, Learning Support Assistants etc.) to ensure the effective day-to-day operation of the school's SEND Policy.

5.3 Homeroom / Subject Teachers

- Homeroom teachers and Subject Teachers are responsible for managing and creating an inclusive classroom environment.
- Students receive differentiated instruction according to abilities.
- 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 Pupil 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.
- Homeroom and Subject teachers have a pivotal role to play in achieving positive and supportive parents/careers and colleagues.
- All teachers must be aware and have the following documents either hard or soft copy of inclusion register depending on their student's with wave 1, 2 or 3 categories.
- Inclusion register with Wave 1 must be completed by the homeroom and subject teacher

5.4 Learning Support Assistants –LSA

- 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 the IEP goals.
- 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 Head of Inclusion in consultation with other members of the Senior Leadership Team.
- Learning journeys in terms of tracking the SEND progress work on wave 2 and wave 3 targets are the responsibility of the LSA and will be monitored by the inclusion team.
- Regularly update the parents, the case manager of the Inclusion team on the student's progression or regression.

5.5 Social Workers

The Social Worker (SW) has a key role in promoting and supporting inclusive practice at the School. The Social worker undertakes a variety of tasks, which include:

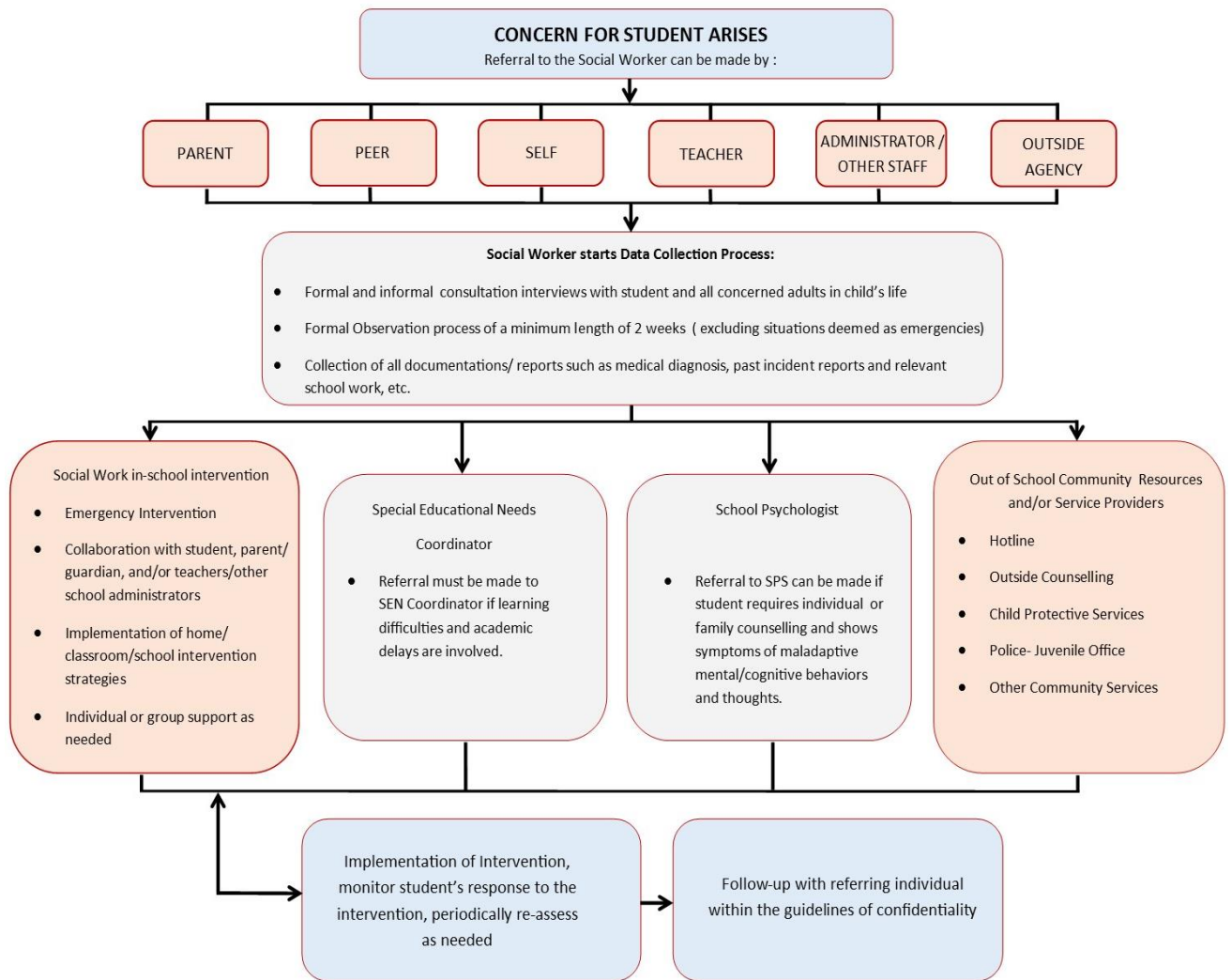
- Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
- Being the point of contact and supporting all students including new student's as required.
- Helping to devise ways of best supporting the students he/she works with.
- 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 behavior 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 in Wellbeing sessions.
- Taking a supporting role in working alongside external family support agencies

The Referral Process

A referral is made to the School Social Worker when a concern for a student arises. All students can be referred to the SSW through teacher/staff and parent. Middle and Secondary students can also see the SSW through self or concerned peer-referrals. All school referrals are to be completed on the appropriate forms available at the SSW's office.

Emergency interventions are required in those situations that need immediate attention, (e.g., peer concern about the personal safety of another student, death of a family member, physical and/or sexual abuse) and may bypass the referral process. The school social worker may determine that other resources would be appropriate, including referral to other individuals within the school system, such as the school administrator and/or school nurse. An outside referral may be necessary when an issue presented is beyond the scope, training and/or expertise of school personnel. In the case of suspected abuse or neglect, the IEAT has a legal mandate to make a call to the appropriate U.A.E help hotline and alert Child Protection Services available in the region.

Social Work Services Referral Process Flow Chart



5.6 School Doctor/Nurses

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 lifestyles.
- Ensuring students are sun safe.
- Ensuring the Health and Safety of all students under the care.

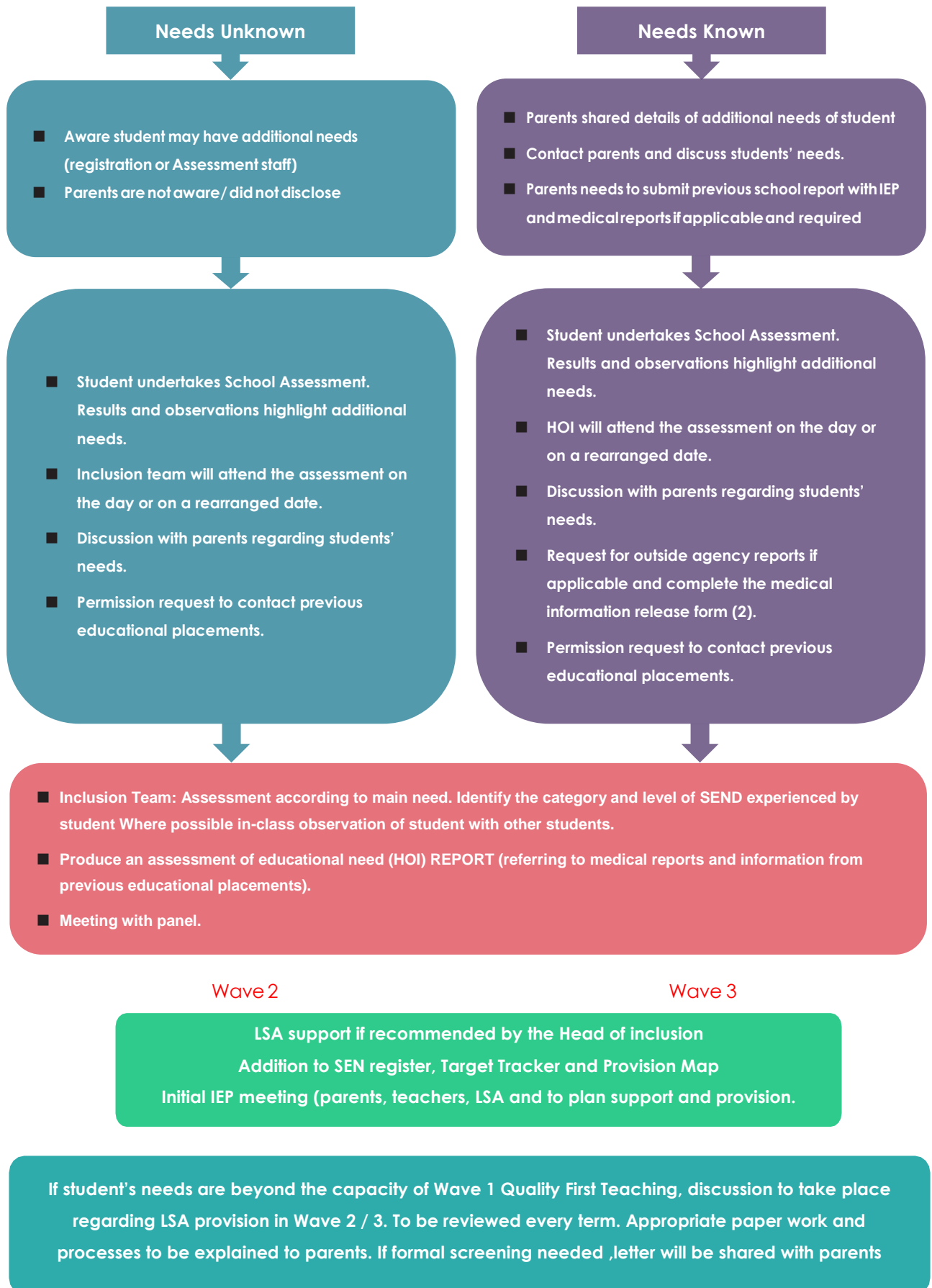
5.7 Resource Room



5.8 Personalizing the Curriculum

| Action | |
|--------|---|
| Wave 1 | <p>Who is involved? 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>What is involved? 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 LSP may be written which is reviewed regularly by the class teacher</p> <p>Next steps: 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 inclusion team of the concern using the Referral form for further screening.</p> |
| Wave 2 | <p>Who is involved? 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 IEP/BIP. Once the IEP /BIP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed.</p> <p>What is involved? 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.</p> <p>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: 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? 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 IEP/BIP. Once the IEP/BIP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed.</p> <p>What is involved? A detailed IEP and pupil 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: 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> |

6. Admission Process Chart



6.1 Admission Policy for Acceptance

ASCS Administration determines that the school is equipped to accommodate the special educational needs of its candidate (qualified teachers, inclusive setting etc.), the candidate will be accepted into the school with conditions. Conditional acceptance will be contingent on the range of needs of the candidate and the manner in which accommodations will be made in the least restrictive way possible for the candidate. Consequently, it is necessary and appropriate for the Inclusion Team, Principal/Asst. Principal (as needed), administration, teachers, parents, & directors to accommodate the learning needs of the student through a carefully constructed Individualized Education Plan. All information regarding candidates educational needs will be specifically addressed through the use of an IEP-with a diagnosis; or a Learning Support Plan (LSP)-without a diagnosis.

Parents whose children have a diagnosis are required to sign a contract to work concomitantly with Administration and Teacher to serve as a facilitator of support for their children.

6.2 Subsequent Policy for SEND at the time of Acceptance

If a special need or disability is not disclosed at the time of registration but one is suspected to be present after the student's acceptance into ASCS, (because of student's behavior or academic performance on entrance exam) the school will then discuss options for special provisions to be made as appropriate and with the student's parents/guardians.

Additionally, the school does not offer a service for identifying special needs and does not have a specialist nor possesses the resources to provide for one. If it becomes clear that we cannot adequately accommodate the student's particular needs through reasonable adjustment or by providing additional support, we will suggest referring¹ the students to an external medical entity to get proper diagnosis/treatment and we will propose the development of an IEP.

7. Gifted and Talented Policy

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 American School of Creative Science by providing opportunities for all students to develop their aptitudes, skills and interests.

7.1 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 realized and potential gifts and talents.

7.2 Identification

The key principles in the identification of gifted and talented pupils 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 Inclusion 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.
- Information from parents, caregivers and other outside agencies.
- Standardized attainment tests such as G.L Assessments.
- Standardized assessments of cognitive development and ability such as MAP ,CAT4 tests

7.3 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 pupils 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.

7.4 Co-ordination, Monitoring and Review

- It is recommended that there is a named whole-school Gifted and Talented Coordinator (SENDCo)/Inclusion Team 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.

7.5 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.

7.6 Procedure of developing Advanced Learning Plan –ALP

- Inclusion Team along with the teachers will work together to develop targets and a stronger immersion curriculum for the students who are gifted and talented
- Inclusion Team will provide end of term/year acknowledgement/accolades and awards and will seek out opportunities for the G&T students to learn more outside of the conventional classroom, where it is deemed appropriate.
- Students will be provided with appropriate advanced learning opportunities and experiences to develop their potential and to satisfy their learning needs through the development of an Advanced Learning Plan (ALP) and in accordance with Common Core Standards.
- Teachers will provide effective contribution by providing the challenging targets for Advanced and Gifted students in ALP.
- ALP will be reviewed twice a year.

8. 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.

9. 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 most 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 post16-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 inter-action 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 SPEA, 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 School.

- 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/careers 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/career seek external medical advice.
- Five broad areas 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 needs
 - Social, mental, emotional needs
 - Sensory and/or physical needs
 - Medical conditions or health related disabilities.

4. 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.

5. 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.