

AJAC Inclusion and Student Support Policy

Aims and Implementation

Ajman Academy 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 skills, knowledge, and concepts relevant to their future
- Promoting an ethos of care, mutual respect, and support, where effort is valued and success celebrated
- Enabling students to become active, responsible, and caring members of the school and wider international community

All leaders and teachers work towards these aims by:

- Promoting high quality learning opportunities by planning lessons that enable students to achieve their highest potential
- Providing high quality curriculum design that meets the individualised learning needs of each student
- Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers, and owners of their learning
- Promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences

Inclusion Policy Introduction

Successful inclusion should result in every student feeling safe, confident, and happy at school. Successful inclusion 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.

Successful inclusion promotes the students' beliefs in themselves as learners and valued members of our school community.

Successful, inclusive provision in Ajman Academy is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

A. Meeting Diverse Needs

At Ajman Academy 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.
- 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 identified as Students of Determination 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.

B. Potentially vulnerable groups

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- Students with Special Educational Needs (SEN)
- Students whose home language is not English (EAL)
- 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

C. Promoting and Supporting Inclusion

I. Ajman Academy Executive Board

- a) The Board of Directors at Ajman Academy is responsible for ensuring that Ajman Academy

provides outstanding school leadership and management practices that promote achievement of personalized educational outcomes for all students.

- b) The Director supports Senior Leadership Teams to deliver the vision, mission, strategic priorities, and values of Ajman Academy. The Senior Leadership Team is also responsible for monitoring the performance of students and staff across Ajman Academy in accordance with agreed policies, procedures and school action plans.

2. Senior Leadership Teams

- a) Responsibility for making schools truly inclusive lies with the Director and Senior Leaders of the Academy.
- b) We aim to promote inclusion in Ajman Academy through all of our policies, systems and practices.

3. Personalising the Curriculum

- a) 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.
- b) Ajman Academy currently uses bespoke versions of recognized national and international curriculums to support the staff, at all levels, in planning the curriculum.
- c) Schools have long term Curriculum Maps which are used by grade-level 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.
- d) School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities.
- e) All members of school communities are expected and encouraged to adopt behaviors which support the school's inclusive ethos.

4. Head of Inclusion

- a) The HOI takes the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups.
- b) In partnership with other Senior Leaders, School Principals and Director, the HOI-monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

5. Class Teachers/Subject Specialists

- a) Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment.
- b) Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school.
- c) 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 challenges 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 provisions and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.

- d) Teachers take the lead role in monitoring the attainment, learning, behaviour 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.
- e) 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.

6. Learning Assistant:

- a) Learning Assistants (LAs) 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 LA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an external specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the HOI.
- c) 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.
- d) In order to best utilize their support for students' learning, the deployment of Learning Assistants within the school is strategically managed by the HOI in consultation with other members of the Senior Leadership Team.

7. School Counsellor

- a) The School Counsellor (SC) has a key role in promoting and supporting inclusive practice at the School.
- b) The SC undertakes a variety of tasks which include:
 - i. Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
 - ii. Being the point of contact and supporting all students including new students as required.
 - iii. Helping to devise ways of best supporting the students he/she works with.
 - iv. Observing the well-being of students within social settings and spending time within classes or in conferences working with individual students.
 - v. Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
 - vi. Undertaking individual or group support sessions with students whose behaviour gives us cause for concern.
 - vii. The SC advises other support staff on the running of groups aimed at developing students' social skills.
 - viii. Taking a supporting role in working alongside external family support agencies.
 - ix. Post observation, provides specialized strategies to teachers, and monitors behavior of students in concern; with no progress, formulates behavioral intervention plans in collaboration with the class/subject teachers, HOI, and external agencies.

8. School Nurses

- a) The school nurse has a key role in promoting and supporting inclusive practice at the School.
- b) The nurse undertakes a variety of tasks which include:
 - i. Keeping health records
 - ii. Informing SLT of medical conditions which impact on learning
 - iii. Promoting healthy lifestyles
 - iv. Ensuring students are sun safe
 - v. Ensuring the Health and Safety of all students under the care.

9. ILSAs, (Independent Learning Support Assistants / Shadow Teachers). 1:1 support staff for students who require a greater degree of support to access the curriculum.

D. Students of Determination (SoD)/Students with Additional Educational Needs (AEN)

1. What are Students of Determination (SoD)/Additional Educational Needs and/or disabilities (AEND)

- a) *'A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment/disability which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.'* KHDA
- b) *'A child or young person has additional educational needs if he or she has a learning difficulty or disability which calls for additional educational provision to be made for him or her.'*
- c) A child of compulsory school age or a young person has a learning difficulty or disability if he or she;
 - i. has an identified developmental delay
 - ii. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - iii. 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.
- d) 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. Identification of Students of Determination/Additional Educational Needs and/or Disabilities, Ajman Academy is:

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

- a) Identification of SoD/AEND may have occurred prior to a student's enrolment at school. If this is the case, parents will provide the relevant documentation. The HOI will review and determine the appropriate provision to ensure inclusion at Ajman Academy.
 - b) When a concern is evident, a referral will be made to the HOI 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 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 may be considered as having Additional Education Needs.
 - c) A student who has a formal diagnosis, through an external agency, of a learning, physical or social emotional disability is identified as a student of determination.
 - d) 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.
 - e) 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:
 - i. Communication and interaction
 - ii. Cognition and learning
 - iii. Social, emotional, and mental health difficulties
 - iv. Sensory and/or physical needs
 - v. Medical conditions or health related disabilities.
 - f) Ajman Academy uses a '3 Waves of Provision' to aid in identifying and removing barriers to learning in order to put effective special education provision in place (see below).
4. The '3 Waves of Provision' provided by the school is as follows:
- a) Wave 1 - Universal – All students will benefit from:
 - i. High quality learning through the provision of high quality teaching; both formal and informal.
 - ii. Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
 - iii. On-going and timely assessments which inform any further provision needed.
 - b) Wave 2 - Targeted Support – some students may benefit from:
 - i. Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
 - ii. Interventions and progress is monitored by the HOI in consultation with other school staff. If a student has not made the required progress then the appropriate referral may be made to outside professional support (see below).
 - c) Wave 3 - Specialist Support outside the school's provision – students will benefit:
 - i. Specific targeted intervention for individuals. These students may have specific and/or exceptional needs that require the support from outside professionals. The school will provide appropriate advice and recommendations into any educational plans for the student. Additional costs for specialist support will be met by the parents.
 - ii. **There are a number of specialist agencies used for** supporting students with a variety of needs, including Parent employed Individual Learning Support Assistant (Shadow Teacher) using 1:1 personalized support.

5. Before making a referral
 - a) Before making a referral to a specialized service the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safeguarding and Child Protection Policy).
 - b) The school then takes instruction from the Child Protection Officer on how to proceed.
6. Individual Learning Support Assistant (Shadow Teacher):
 - c) In a minority of cases and only when a student presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make recommendations for a 1:1 support (ILSA) which is funded directly by the parent.
 - d) Subject to termly review, the support is monitored by the school on behalf of the parent to ensure the level of support meets the needs of the student.
 - e) Parents/carers and the student (as appropriate) are invited to an annual review meeting to discuss the student's progress and the support, which they receive. The HOI and class/subject teacher attend this meeting and we invite all professionals involved in supporting the student.
 - f) The HOI is responsible to the Principal for the strategic direction, coordination, liaison and management of the student support provision across the school. This specifically relates to ensuring appropriate provision for students identified as needing SEND, EAL and Gifted & Talented support, counselling, external support services and safeguarding.

E. English as an Additional Language

1. Definition and Rationale.
 - a) The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.
 - b) EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.
 - c) Therefore, our main aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
 - d) The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.
2. Identification and Assessment
 - a) Students who are EAL are identified prior to admission. Where a student's language skills (reading, writing, listening, speaking) are low then they will be assessed using GL CAT4 tests and informal 'in-house' assessments to aid.
 - b) Specific progress and level attainment will be communicated regularly.
 - c) Progress is monitored by teachers and HOI and reported back to SLT.
3. Provision for EAL students

- a) The HOI meets all new admissions and liaises with class teachers and subject specialists if a new student has English as an additional language.
- b) If a student is in the early stages of the 'EAL Levels' then the student may be included in a specific EAL intervention support led by the Inclusion teachers and LA's.
- c) Teachers and other adults utilize good EAL practices and differentiated approaches within a lesson and throughout school life.
- d) EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English speaking student as appropriate.
- e) Classrooms are highly visual environments – dual-language texts, labels and visual support within lessons.
- f) Speaking frames used within lessons to help English acquisition.

F. Dyslexia

Provision for students with Dyslexia

- a) The HOI meets all new admissions and will liaise with class teachers and subject specialists if a new student has dyslexia.
- b) Students of concern can be screened for dyslexia using a range of in-school assessments. Students with a high probability of dyslexia will receive a dyslexia style intervention.
- c) Teachers and other adults utilize good dyslexia friendly (multi-sensory) practices and differentiated approaches within a lesson and throughout school life.

G. The School Register

- a) Students who are identified by the school as being, AEND, EAL and Gifted and Talented are entered on to the school register.
- b) The register will be reviewed twice a year at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

N. Examination Accommodations

Where a specific learning barrier has been identified such as Dyslexia, ADHD and/or Dyscalculia the school will apply for examination accommodations with the appropriate examination board. The school will make such accommodations as is appropriate such as extra time, use of a computer, use of a reader and/or scribe.

M. Monitoring and Review

The Director and HOI will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

