

The Sheffield Private School Inclusion Policy

As requested by Federal Law 2006, enforced by Dubai law 2014 (No.2), clearly outlined in the Executive Council Resolution No(2) of 2017 (*) and in accordance with Dubai Inclusive Education Policy Framework announced recently, The Sheffield Private School is committed to educating all students, including students of determination in a common learning environment. All students have access to quality instruction, intervention and support, so that they experience success in learning. As per Article 13 (16)*, all students are treated equal and not discriminated on grounds of nationality, race, gender, religion, social class or special education needs of students with disabilities.

TSPS provides an inclusive, friendly environment and academic programmes appropriate for identifying, understanding and supporting the needs of pupils with particular disabilities or learning problems relating to education. {Article 23 (4)*}

OBJECTIVES

1. High priority is given on first class inclusive teaching and enhancement of student learning within their classroom environment.
2. Lower achievers and identified students of determination are supported by a team approach that involves the students themselves, their teachers, parents and relevant support staff assigned.
3. To develop and implement individual learning program for each student based on an assessment of needs and a specification of learning targets for the pupil.
4. To provide full access to the curriculum through differentiated planning by teachers, Inclusion Champion, and support staff collaboratively as appropriate.
5. To continually monitor the progress of all pupils including students of determination through IEP/PLP reviews every 5 months, SNAP monitoring every year and Formal tests progress review every half term to identify needs as they arise and to provide support as early as possible.
6. To ensure that students of determination are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parents
7. To involve parents at every stage of planning to meet their child's additional needs. Establishing effective home-school partnerships, including the development of support strategies for parents
8. To enable children to move on from us to the next phase of their education or work life equipped with the necessary academic and social skills to enable them to fulfil their potential
9. To involve the children themselves in planning and in any decision making that effects them and enable them to monitor their own learning and become independent learners

10. Liaise and seek assistance, where appropriate, from other student services or external agencies involved in care and support of students.

ADMISSION POLICY

The Sheffield Private School (TSPS) following Article 13 (17) * aims to be a fully inclusive school and all students applying for admission to TSPS will be assessed to determine current levels of performance in literacy and numeracy. The admission team will analyse previous school records and relevant documentation provided by parents to determine any potential need for learning support. In an instance where a new student has previously been identified as having a Special Education Need, supporting documentation is required with the application process. Documentation may include evaluations (psycho educational, speech and language, occupational therapy reports, medical, etc.), attendance records, intervention plans, strategies and outcomes. For a student identified as potentially needing support or those diagnosed earlier based on the information received, a team of educators, including Inclusion Champion and Head of Year of incoming student, will review the information and determine the level of support the student can be given at TSPS. Where appropriate, the Inclusion Champion may also informally assess the student using school approved assessments and provide recommendations to the Admissions department with details from findings. The needs of students with diagnosis will be discussed with the Inclusion Team, school management, and other relevant staff. Parents will then be informed, by Admissions Team, giving details of findings as well as whether an Individual Learning Support Assistant is needed in addition to what the school can provide.

IDENTIFICATION - Students of determination

Students of determination may be identified through teachers' observations and assessment, Inclusion Champion scrutiny of standardised assessments, parental concerns and /or observations by external agencies.

If a teacher believes a student is eligible for inclusive services, he/she must gather sufficient data to support this. Data required includes: previous report cards and testing data (formal and informal). This data must be presented along with a teacher referral form. Data from school's standardised assessments are used to create a historical picture of student performance. Once the referral is received, the Inclusion Champion conducts an observation, fills checklists and where applicable a Learning Styles Inventory.

If a student is deemed in need of Special Education Services, a meeting with the parent is held to examine the school based documents and get feedback. From this parent meeting an Individual Monitoring Plan (IMP) is developed. Where appropriate, the student is also invited to assist in the development of the IMP. The IMP is primarily implemented by the classroom teacher. Where the plan indicates, support may also be given by the Inclusion Champion or the Learning Support Assistant. The IMP is implemented for a period of 4 to 6 weeks. Upon review of the IMP, the team will determine whether:

- the IMP interventions worked, and the student no longer needs a plan;
- the student should continue on an IMP with or without a change in targets or strategies *or*
- the student could be referred for further outside assessments such as psychological/educational evaluations, occupational therapy evaluations etc. and **Individualized Education Plan (IEP)** is initiated.

In the instance where a student is referred for further assessments and the parent has the student formally assessed, a meeting will follow to review the results of the assessments, with the assessors, parents and school inclusion staff.

Instances where student is not evaluated formally, the student is assessed by the Inclusion department to understand current functioning of the student and plan further. The teaching staff is supported with classroom accommodations and child is monitored on a weekly basis by following the IMP.

Please note that all of this takes place with the permission and consent of the parent.

As appropriate, the plans will be amended. In the case that the evaluation deemed the student to have a need, the student's IMP will be renamed as an IEP. This plan will also include the area of need, direct strategies in working with the student and accommodation and modifications required for the student to achieve success in the general education setting. This is done by the educational and Inclusion team including the parent.

Student Passports are maintained that detail students' accommodations that prove useful in class setting.

In order that teachers are appropriately trained to refer students to the process, teachers will access **Continuous Professional Development's** (CPD) offered by the school as well as outside agencies. The CPD's will focus on appropriate identification of students with special educational needs, differentiation strategies and writing appropriate targets/goals for students. The needs of the teachers and students will determine the need for other workshops.

PROVIDING SERVICES/SUPPORT STRUCTURE

TSPS provides all supplies required by students of determination for conducting educational activities. TSPS aims for quality first teaching and differentiation for all. (Wave 1 model of intervention- Universal Provision) All students are educated initially in the general education setting. Support is primarily delivered by class teachers through differentiated inclusive teaching methods.

For a student struggling to make adequate progress, an intervention plan is drawn up by the class teacher, members of the Inclusion team and parents to boost progress. The support teachers play a key role in providing additional interventions and hence Wave 2 interventions- Targeted Provisions are implemented. These include push-in/ pull out, group/individual sessions.

If advanced focused strategies, targets and support are sought from external agencies, the student (listed as Wave 3- Specialist Provisions), highly personalized interventions are implemented. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Meetings are held with parents and students (where applicable) for reviewing targets and progress.

Service Learning Program (Peer tutoring) in small group or individualised teaching benefits students on multiple levels.

Inclusion links are set across whole school. In the primary school, qualified and experienced teaching staff observe, monitor the support system and its implementation within classes to further support teachers with the inclusive practices. They are set for individualised or group sessions.

Within the secondary school, the inclusion links with qualified and experienced staff are set for individualised or group classes/ pull out interventions for teaching English and Maths and other core/subject lessons.

MONITORING OF Students of Determination

Monthly reporting of student progress/needs are done during Year group meetings and shared with the Senior Leadership Team via a written report. This report will include student progress towards meeting their goals, including strategies and modifications used.

The reports will also be shared with the 'Inclusive education action team' at their half termly meetings, following the data updates on SIMS.

Students are also monitored by using SNAP (Special Needs Assessment Profile) tool. It is a monitoring tool that provides students' progress and is monitored every year.

Students with an IMP are consistently monitored via class assessments, informal and formal. Documented progress is done at the end of each term or as determined by the team and as written in the students' IMP or IEP. As a minimum expectation, student progress is monitored every term.

NB: any plan that is created for a student in order for access to the curriculum academically and socially, is a fluid document. This means, that at any time, new information is received/found that will positively impact the student academically/socially, a meeting may be held to discuss how to continue supporting the student. This may happen outside the usual monitoring of the students' progress.

Learning Support Assistants and Support Teachers who are directly working with students are required to maintain documentation. The documentation form will be used to inform student progress at the monthly meetings with each year group and at the end of Term progress reporting.

Half termly and Termly analysis of progress is also reviewed and monitored for further planning and Intervention. Formal Review of progress will be documented on the IEPs every six months.

A personal learning plan (or PLP) is developed—in collaboration with student, teachers, inclusion link, SENCO—as a way to help them achieve short- and long-term learning goals, monitor and review progress termly.

It is the intention to maintain documentation on the electronic school wide system (SIMS). Having this system electronically will allow for a continuous flow of information from one

year to the next that a student is attending TSPS. The intention is that teachers having access to this information will use it in planning lessons for all their learners.

GIFTED AND TALENTED

Multiple criteria are used in identifying Gifted and Talented students. For a student identified as Gifted or Talented, an Individualised Education Plan (Gifted) will be developed with the team. This plan must include the area of gift or talent and the strategies and methodologies of strengthening and developing the student.

Definitions

- a) Gifted Students
 - i. Gifted refers to students who achieve, or have the ability to achieve, significantly above average in one or more of the curriculum subjects other than art, performing arts or physical education.
- b) Talented Students
 - ii. Talented refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, physical education or in areas requiring viso-spatial skills or practical abilities (these could include a range of non-traditional areas).

The role of Head of Student Support in supporting Gifted and Talented Students

- a) Maintain G&T register and update annually.
- b) Evaluate provision
- c) Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- d) Make students on G&T register, and others as appropriate, aware of local and national opportunities.
- e) Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

Gifted and Talented Action Plan: The Four Stage Process

1. Audit

The purpose being to establish the extension and enrichment opportunities currently being offered to pupils both within and beyond lessons:

- a) Through the taught curriculum, both in class and 'extra' classes;
- b) Through enrichment activities (clubs, teams, assemblies, fieldtrips, visits etc.) that contribute to curriculum;
- c) Through the structuring of curriculum delivery (extension work, suggested reading and follow up, project work)

2. Identification

The learner profile of students places the majority of students into the bracket of Gifted and talented in some way or another. Therefore, pupils are identified by:

Group 1): The top 5-8% within each year group will be identified by the head of student support and the Principle. These are students that are significantly higher than their year group peers in a subject/area in any of the following: INCAS, MidYis, Yellis/ALIS, CAT 4.

Group 2): The 'highly able' – this will involve those students who fall within the top 10% globally and whose strengths may be subject specific. Their needs should be catered for on a daily basis through planned differentiation activities as well as subject specific extension programs and workshops. This will include teacher nominations (from Foundation Stage to Secondary)

Group 3): Talented Students. Those students who excel in arts, music or sports will be identified through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their needs should be catered for through organised activities with specialist coaching and opportunities to collaborate with outside organizations. Teachers should be continually 'talent spotting'.

Group 4): Students who excel in areas beyond the curriculum are also recognised by TSPS. These may be student who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. these students should be catered for through enrichment opportunities both within the outside school.

Identified pupils are collared into G&T register that clearly shows what subjects/areas the student is gifted or talented in - they may be brilliant at everything or just an amazing mathematician or basketball player. This information is filtered to Heads of department to disseminate, with students in their particular area highlighted for class/subject teachers to use and transfer to mark books.

3. Provision: School's role in supporting its gifted and talented students

The school aims to support its gifted and talented students in three ways:

(i) **School wide 'challenge'** which puts learning at the centre of all school improvement and is a practical plan for talent development. This is reflected in a challenging curriculum, curriculum extension tasks, appropriate grouping, the CPD programme etc.

The type of activities which maybe included are:

- a) Stimulation - activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visitors.
- b) Creative or critical thinking - open-ended activities which allow students to escalate their thinking processes and introduce students to ore advanced kinds of study.
- c) Investigation and enquiry - following planned programmes of study from external organizations e.g. open university.

- d) Leadership - opportunities for displaying leadership skills amongst peers, staff and the wider school learning community.
- e) Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.

(ii) **Curriculum Modification** involves departures from traditional use of time and space - fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, master classes, extension classes, etc.

(iii) **Regular Extension Classes** - students identified as being in the top 3% of each year group to be informed about potential 'take-up' opportunities for challenge. These 'Challenge Groups' will be organised and facilitated by subject specific staff.

4. Monitoring and Impact Assessment

The outcomes of effective identification and provision for the G&T students are likely to be a combination of qualitative, and long term. However the following methods will be used to measure the effectiveness of the work, e.g.

- a) Improved exam results for identified students (results vs prediction) and improved 'achievement score'.
- b) Attendance at enrichment opportunities – Record and monitor these
- c) Improved skills levels - pupils and staff evaluation
- d) Greater independence of students in learning and research - teacher evaluation/parental comment
- e) Higher self-esteem for G&T student - student evaluation
- f) Improved teaching - lesson observation forms and feedback given.

Inclusive Reward Policy

Ethos

The Rewards Policy in The Sheffield Private School is intended to assist in the identification of gifts and to encourage students of determination to develop those gifts and interests. The school's mission and vision entails the on-going development of the entire potential of every person.' The system is designed to be inclusive, avoiding demotivation.

Rationale

Effort and achievement, however small, merits reward and only positive reinforcement is conducive to a happy and supportive school environment. Students, despite challenges, have made great efforts and produce a better quality of work when they are positively reinforced and motivated.

The School's Reward system come to action as an essential part of the education process, encouraging our students to aim to achieve at their highest possible personal standard. A reward given to a child for effort or achievement:

- stimulates the child's interest in improving further
- helps the child to develop independence in his/her work
- reinforces the child's confidence in his/her own ability

- emphasises the importance of the process of learning rather than the outcome

Aims

The Reward Policy aims to establish a positive School ethos, promoting good qualities and promote effective learning by establishing processes which recognise, teach, reward and celebrate positive behaviour

We aim to provide the whole school community with a register of our approval of good work and behaviour whenever it occurs in order to maintain an ethos of good behaviour and a strong commitment to academic work. We aim to show our approval to individual students by the use of the rewards system, as outlined below.

Senior School Procedure:

In keeping with the ethos of the School, effort is considered as important, if not more so, than final outcome and all students are encouraged to do their best.

The Senior School accommodates systems of individual teacher/ department rewards, alongside the House point system. House Points represent our way of formally recognising effort and achievement in the classroom and as a way of recognising good behaviour.

Certificates of Achievement for the highest House Point scorer in each house are presented in termly assemblies by the Vice Principal- Secondary.

Junior School Procedure:

All rewards are given carefully so that all children feel valued. Early Years and KS1 children are given reward stickers. In addition one student from all the Year groups is chosen every term for certificates awarded for good work, for being a good initiator, for being a good organizer, Good friend, good behaviour towards peers and adult etc.

Children receiving Certificates of Achievement are chosen by the teachers across the group. The Certificates are awarded at a special assembly and presented by the Vice Principal-Primary.

House Points may be earned by groups of children, or by individuals for achievement which benefits the whole school e.g. giving good example. These particular points are not personal but intended to sustain healthy competition between the Houses.

Credits:

Certificates are awarded by the respective Vice Principals. One child from each year group is chosen on a termly basis by the Form teacher to receive a Certificate. SENCO and subject teachers contribute to this choice. Credits and House Points are expected to increase the child's motivation to achieve targets.

The Policy is in line with the national policy for empowering people with determination that was launched by His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, with the mission of creating an inclusive, restriction-free society that empowers them and their families and guarantees their right to a dignified life. This policy is subject to update and change according to school review, Dubai Government or UAE law or English Curriculum or other international standards.