



INCLUSION

Students of Determination Policy and Practice Guidelines



Approved by:	N. Upsall	Date: August 15 th
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1. Aims

Our Inclusion – **Students of Determination** policy and information report aims to:

- Outline the ways in which we support students and families in our school
- Make it clear, the high level of provision that is given to every child in need at our school
- Display to parents our strong emphasis on support for students of determination
- Show that we support inclusion and inclusive practice as outlined by the KHDA

2. Legislation and guidance

This policy and information report is based on the statutory KHDA Inclusive Education Policy Framework and Guidance documents (2020) and the school home provision document (2020)



3. Definitions

A student will be regarded as a SOD if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is **additional** to, or **different** from, that made generally for other children or young people of the same age by mainstream schools.

4. Admissions

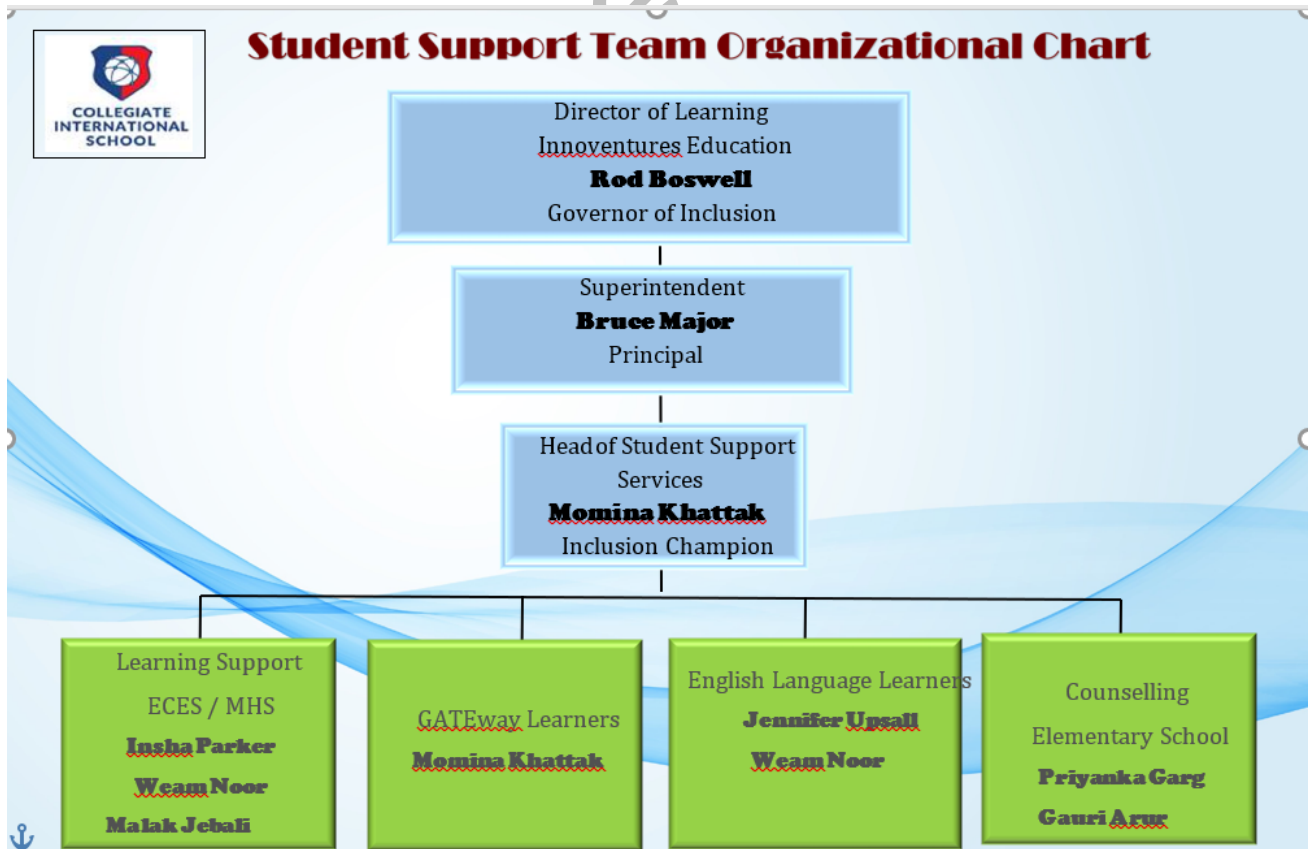
Collegiate International School is a fully inclusive school and we believe that education is one of the most important gifts parents can give to their children. At CIS we are here to support the parents throughout the process of making a well-informed decision and the best present choice for each child’s future.

The admission procedure for Students of Determination (SOD) students includes completing all required admission forms, submitting required documents and providing any external evaluations completed. An evaluation will then be scheduled with the Head of Provision.

Admissions are based on assessment of individual student needs and places are offered as long as the child’s needs can be successfully met at the school. Not having external assessments does not hinder the decision of a child’s placement.

5. Roles and responsibilities

Student support Team Organizational Chart



5.1 The Leader of Provision

The Leader/s of Provision is **Momina Khattak**

They will:

- Work with the Principal, Inclusion Leader and Inclusion Governor to determine the strategic development of the SOD policy and provision in the school
- Have day-to-day responsibility for the operation of this SOD policy and the co-ordination of specific provision made to support individual students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that SOD receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support to SOD
- Advise on the deployment of the school's resources to meet students' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all SOD up to date

5.2 The Inclusion/SOD Governor is Rod Boswell

The SOD governor will:

- Help to raise awareness of SOD issues at Advisory Council meetings
- Monitor the quality and effectiveness of SOD and disability provision within the school and update the Advisory Council on this
- Work with the Principal, Leader of Inclusion and Leaders of Provision to determine the strategic development of the SOD policy and provision in the school

5.3 The Principal is Bruce Major

The Principal will:

- Work with the Leader of Provision and SOD Governor to determine the strategic development of the SOD policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SOD and/or a disability

5.4 Leader/Champion of Inclusion

The Champions of Inclusion is Momina Khattak

Leader/Champion of Inclusion will:

- Promote ideas and model practices that support the development of inclusive ideas and practices
- Engage thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- Share information with senior leaders
- Provide motivation and support required for improvement over time

5.5 Learning Support Teacher/s

The Learning Support Teacher/s are: **Insha Parkar, Momina Khattak, Malak Jebali, Priyanka Garg and Weam Nour**

Learning Support Teachers will:

- Work with teachers to ensure the needs of SOD are met, in regards to classroom planning and delivery of lessons
- Model lessons for teachers to include strong inclusive practice
- Work with SOD one on one and in small groups, supporting them through inclusive practices
- Hold IEP meetings to review the goals of SOD, with support from the Leader of Provision
- Track IEP goals for SOD, to display their progress throughout the year
- Assist Learning Support assistants (LSAs) by encouraging building independence and high levels of support for the child's needs.

5.6 Class/Subject Teacher

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or Learning Support Teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Leader of Provision to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SOD policy

6. Student of Determination information report

6.1 The kinds of SOD that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

6.2 Identifying Students of Determination and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and stages/phases, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the previous rate of progress
- Fails to close the attainment gap between the child/young person and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as being a SOD.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Moderation: to ensure the level and type of support is appropriate – evaluation of SOD provision and individual CIS e-studies will take place twice annually as part of School Development Review cycle undertaken by Innoventures Education.

6.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We value parental input and concerns
- Everyone understands the agreed outcomes sought for the child/young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SOD support.

6.4 Assessing and reviewing students' progress towards outcomes

Progress will be tracked using the student and LSA tracker. Students will be assessed to determine their starting point for their IEP goals. IEP goals will address the SOD's greatest barriers to learning, these might be academic, functional or both.

Assessments will include:

- Measures of Academic Progress (MAP) data
- Formative and Summative assessments
- Cat4 Data
- Checklists
- Anecdotal records from teachers, support teachers, etc.
- Online monitoring and tracking shared platforms

6.5 Defining Progress

Progress of SOD will be determined by the same methodology, testing and as all students against age-related and subject/curriculum area expectations. The responsibility for assessing this progress is the class/subject teacher – supported where necessary by the Leader of Provision and Learning Support Teachers with input directly from the student and parent/carers where appropriate.

Additionally, and importantly, progress will also be measured by the students' achievement against their personal targets set in their Individual Education Plans IEP.

Based on this premise – **expected progress** is a student achieving their learning or pastoral target in appropriate timescales.

Better than expected progress is exceeding personal targets and achieving stretch targets both in terms of competency and within (or faster) timescales.

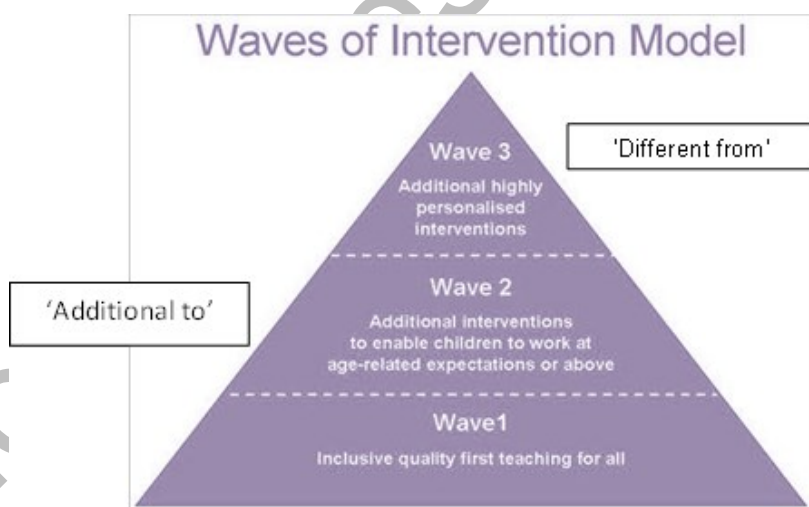
6.6 Describing and communicating needs and targets – provision mapping

After initial assessment we identify need this will be described in three waves/layers of intervention

Wave 1: Quality first Teaching (Differentiated and personalized teaching and learning)

Wave 2: Additional Support – in class (Identified in Passport)

Wave 3: Additional and Different Support – both in and out of class (Identified in Unique Learning Plan)



Provision mapping takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.

6.7 Individual Education Plans

Individual Education Plans (Wave 3 students)

Individual Education Plans are for students of determination (Wave 3). They are consistently of high quality, format and function across the Innoventures Education group.

The KHDA Inclusive Education Policy Framework and Guidance documents (2019) have been adhered to with particular focus on terminology, practical application and teacher accountability.

Content and focus of IEP

Section 1: Student Profile

- Name, DOB, Homeroom
- Formal assessment details / In-school screening information – Date, Diagnosis (“At-Risk)
- SOD category
- Student Photo
- Diagnostic Assessment data – CAT4
- Strengths/Interests
- Barriers to Learning
- Additional External support

Section 2: Provision of Needs

- Internal support
- Recommended Accommodations
- Modifications to Curriculum

Section 3: Targets

- Long term objectives – (annual)
- SMART Targets to meet long term objectives **achievable and stretch**
- Strategies / Provisions to meet Targets
- Tracking of progress – Graduated Prompts (Modelling, Verbal Prompt, Independence) and/or Progress tracker (Not Evidenced, Working Towards, Achieved, Exceeding)

6.7 Our approach to teaching Students of Determination

Teachers are responsible and accountable for the progress and attainment of the students in their class. It is their highest priority to support all students through high quality teaching. Differentiation needs to be utilized to cater to the diversity of learners.

We will also provide the following interventions:

- Response to Intervention (RTI) – for Wave 2 students
- Observations of students whom teachers have concerns
- Development of IEP’s, behavior plans, intervention plans when applicable
- Referral to specialists for external support if needed – support with the referral process

6.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students’ needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet student needs
- Using recommended aids, such as technology (iPad, laptops, etc.), timers, visual timetables, behavior charts, etc.

- Differentiating our teaching, for example, giving students' choices, changing the way the material is taught, using visual aids, etc.

6.9 Additional support for learning

We have 5 Learning Support Teachers, and one teaching assistants who are trained to deliver interventions such as the Response to Intervention program (RTI), Development of student-centered plans, observations of students of concern, support for teachers, etc.

We work with the following agencies to provide support for Students of Determination:

- The Wilson Centre for Children
- Maharat
- Early Child Medical Intervention Centre
- Kids First
- The Developing Child Centre

6.10 Expertise and training of staff

Staff training is key to the successful inclusion at our school. Staff are giving training in many areas in relation to the need of the students we serve.

Our Leader of Provision has 2 years' experience in this role and has worked as a Leader of Provision for 1 year at CIS and one previous year at another school.

They are allocated 30 hours a week to manage SOD provision but may be utilized in other areas of the school if required.

We have a team of 5 Learning Support Teachers, one teaching assistants who are trained to deliver SOD provision.

In the last academic year, staff have been trained in differentiation for SOD, working/ utilizing LSA's, successful inclusion using the KHDA inclusive guide, development of children, and behavior management strategies.

We use specialist staff for: behavior support, speech and language therapy, occupational therapy, and assessments such as full educational psychology assessments.

6.11 Evaluating the effectiveness of SOD provision

We evaluate the effectiveness of provision for students with SOD by:

- Reviewing students' individual progress towards their academic and IEP goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the Leader/s of Provision
- Using provision maps to measure progress
- Holding annual reviews for students with Unique Learning Plans

6.12 Enabling students with SOD to engage in activities available to those in the school who do not have SOD

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No SOD is ever excluded from taking part in these activities because of their need or disability.

6.13 Supporting students moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.
- We have transitional morning to prepare students for their next phase of school for example, KG and Grade 5 transition morning.
- We prepare students by helping their LSA with programs to assist them in life/ functional skills.

6.14 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- SOD are encouraged to be part of the school council
- SOD are also encouraged to be part of friendship club to promote teamwork/building friendships etc.
- The counselor helps by working with students on their social development – through one on one, support in class, group sessions and lessons on social topics.
- IEP's address social/ emotional as goals for improvement when applicable

We have a zero-tolerance approach to bullying.

6.15 Working with other agencies

We work with the following agencies to provide support for Students of Determination:

- The Wilson Centre for Child Development and Rehabilitation -
- Maharat
- Child Early Medical Intervention Centre
- Kids First
- The Developing Child Centre
- The Lighthouse Arabia Centre for Wellbeing

6.16 Complaints about SOD provision

Complaints about SOD provision in our school should be made to the **Leader of Provision, Momina Khattak** in the first instance.

If you do not feel your concerns have been adequately addressed please follow up with either the Head of Elementary, Nicholas Gastaldi or the Head of Secondary, Nikki Upsall.

We will do our best to ensure SOD provision is of the highest standard possible.

6.17 Contact details of support services for parents of SOD

Fostering relationships with external agencies is mutually beneficial and helps to support our students with expertise in other areas of development. The contact details of each of the providers can be found below:

- The Wilson Centre for Child Development and Rehabilitation
www.wilsoncentre.ae 04 394 4234
- Maharat
www.mararatlearning.com 04 288 8104
- Child Early Medical Intervention Centre
www.childeimc.com 04 423 3667
- Kids First
www.kidsfirstmc.com 04 348 5437
- The Developing Child Centre
www.tdcc.ae 04 301 1900
- The Lighthouse Arabia Centre for Wellbeing
www.lighthousearabia.com 04 380 9298

6.18 Contact details for raising concerns

If parents have a concern about the need of their child, they can contact the following:

- Head of Provision, Momina Khattak – Mominak@collegiate.sch.ae
- Head of Elementary, Nicholas Gastaldi – NicholasG@collegiate.sch.ae
- Head of Secondary, Nikki Upsall – Nikkiu@collegiate.sch.ae
- Principal, Bruce Major - BruceM@collegiate.sch.ae

7. Monitoring arrangements

This policy and information report will be reviewed by Innoventures Education, Director of Learning **every year**. It will also be updated if any changes to the information are made during the year.

Throughout the year the following monitoring arrangements are in place to ensure SOD are having their needs met and are making progress. This is achieved through the monitoring/tracking of the provision of needs on each student's snapshot. This is carried out by the Leader of Provision and the Learning Support Teachers.

Monitoring reports will be presented/approved by the Advisory Council.

8. Links with other policies and documents

This policy links to our policies on:

- Counselling
- Gifted and Talented
- English Language Learners (ELL)
- Child Protection

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