



CIS PYP Inclusion Policy



Collegiate International School Policies



Our Vision

Providing world class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world

Our Philosophy

- to be recognized by the success of our students in achieving their personal goals
- to make student development the center of all school decisions
- to aspire to the highest internationally recognized performance standards
- to build and celebrate a culture based on internationalism
- to enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The CIS Motto

Community| Innovation| Success

The CIS Mascot

The Wildcat



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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Philosophy of Inclusion

- Collegiate International School (CIS) is a truly inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND), students identified as Gifted and Talented (TAG) and those needing English as an Additional Language (EAL) support.
- IB definition of inclusion:
- *“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”* Learning Diversity and inclusion in IB programmes 2016.
- CIS values the contribution made by each student to our community and this is in line with the school’s mission to empower students with a rigorous, holistic and international education for success in an ever- changing world.
- The Principal, Heads of primary / secondary and the Head of student support services are responsible for the inclusion provisions at CIS.
- The school website provides information on the inclusion services. In addition, the student support handbook can be referred for details of policies, procedures and guidelines regarding the inclusion provisions.

ADMISSIONS POLICY

- We welcome students of all abilities, who will benefit from the rigorous academic, personal and social programmes on offer. We are proud of our visible commitment to diversity and international mindedness.
- We take responsibility for the student’s academic, social and personal growth very seriously. In order to serve the student’s individual needs, it is important that we have complete information regarding previous academic experience and pastoral welfare.
- Our school actively seeks to nurture the holistic development of every student. Where the student has a gift or talent, then this should be identified and recorded on the online application form.
- The school provides a rigorous international English-language education. Although fluency in English is not a criterion for admission, assessments are set in the English language.
- The school is inclusive and has a learning support programme, addressing the individual needs of all students including special needs, gifted and talented and English language learners. Parents or guardians of any applicant having a specific need must submit complete reports with their application. These might include Individualized Education Plans (IEPs) or reports from health professionals. In the case where a child’s specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision.
- The school adheres to UAE law and KHDA guidelines. Please refer to Parent School Contract, Section 1.
- All new applicants for Grade-2 and above appear for the Cognitive Ability Test (CAT4) as part of the admission process. The applicants for Grades K1-G 1 appear for paper-based assessments or in-class observations.
- CIS is not equipped to educate students with severe learning challenges or those with severe physical or sensory impairment. However, the school is sensitive to the needs to parents seeking placement in a mainstream school and is willing to consider applicants on a case-by-case basis.
- Any new applicant with identified special educational needs and disabilities (SEND) will be referred to the Head of student support services. The Learning Support Department will study the reports, observe and assess the child and make appropriate recommendations to the Admissions Department. The final decision regarding the new admission will be taken collaboratively between the Head of primary / secondary and the principal.
- This procedure is applicable for any child suspected of having any SEND. The Admissions personnel liaise with the Head of student support services.



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- The principal, together with the Head of student support services and other members of the school leadership, will evaluate and recommend whether admission should be full or partial (in partnership with another specialist school or provider) or if the school is unable to provide a place currently.
- The admissions to the Grade level depend on the chronological age of the applicant, his / her individual needs, decision of the school staff and the KHDA requirements.
- As per the regulatory requirements, all admissions require to be approved by the KHDA. The School KHDA Coordinator seeks the admissions approval for the applicant from the KHDA.

CIS Policy for students with Special Educational Needs and Disabilities (SEND)

- Collegiate International School (CIS) is an inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND) in accordance with the UAE Federal Law no. 29 / 2016, Dubai Law no. 2 / 2014 and the IB philosophy.
- The UAE Federal Law on inclusion states:
 - “Disabilities in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.
- **IDENTIFICATION PROCEDURES**
 - All students have their individual profile with the data from various assessments carried out throughout the year. This includes standardized testing, formative assessments and observations.
 - Class teachers may refer a student to the Learning Support (LS) department if they feel that the student is not making appropriate progress.
 - After identification, a student becomes eligible for the learning support services. The learning support teacher develops the Student Passport and / or the Individual Learning Plan (ILP) in collaboration with the subject teacher, parents, student and any other adult involved in the child’s education.
 - A lack of formal diagnosis is not a barrier to receiving the LS provision. If a child has a formal diagnosis, this assessment report needs to be revalidated after a period of 2 years according to the KHDA rules
- **SUPPORT SERVICES**
 - Students enter the program based on the identification procedures described in the section above. The LS team along with the classroom / subject teachers works to cater to the student’s needs through individualized support and / or in-class support during the school day, as needed.
 - Some students may benefit with the 1:1 support of a Learning Support Assistant (LSA) to become successful and independent in the classroom. This is in line with good inclusion practices and the UAE Ministry of Education guidelines regarding students with SEND.
- **MONITORING STUDENT PROGRESS**
 - The LS teacher monitors and analyses the progress made by every student as per the individual learning plan. This information is communicated to all the stakeholders regularly.
 - Each set of learning goals, support strategies, monitoring progress and reporting happens over a duration of 6-8 weeks. The student may continue to work on the same goal or move on to the next set of goals depending on the progress shown.
 - The learning goals are developed to reduce the attainment gap between the student and peers, ensure continued progress and enable the student to perform at his/her optimum potential.
- **EXITING THE LEARNING SUPPORT PROGRAMME**
 - The Head of student support services, LS teacher, subject teachers, parents, student and any other adult involved in the child’s education review the need for the student to exit the LS programme at the end of an academic year.



CIS Policy for Talented and Gifted (TAG) Students

- The aim of this policy is to provide a whole school approach to the identification and provision for TAG students.
- **OUR DEFINITION OF TAG**
 - 'Talented and Gifted' refers to having outstanding ability in one or more areas of intelligence, creativity, academic achievement or special talents and abilities such as performing arts or leadership capacity. The performance of the TAG students is so exceptional that they require special provisions to meet their educational needs in the general education classrooms with support from the classroom / subject teachers or learning support teachers.
- **IDENTIFICATION PROCEDURES**
 - A student is identified as TAG either through a referral by the class / subject teacher, parents or the scores of the standardized testing (CAT4, PTE, PTM, PTS, etc.). This is further validated by the evaluation of the Gifted and Talented Evaluation Scales (GATES) screener form. A TAG register is developed by the Head of student support services and reviewed by the Head of primary / secondary to determine whether the student merits the TAG programme.
- **SUPPORT SERVICES**
 - Individual teachers in the school support the identified TAG students by providing them with challenging lesson objectives, enrichment activities and / or accelerated programs. Additional services include assigning students to individual projects and research studies, specialized educational tours, attending lectures, debates, educational seminars, participating in competitions (like 'The Quest', ASSET, Math and Science Olympiads, World Scholar Cup, etc.), opportunities to use problem solving skills, programs of leadership, communication and other enrichment opportunities involving sports, music, art and / or drama. The Head of student support services is responsible for the enrichment activities outside of classroom and coordinating the external competitions.
- **MONITORING STUDENT PROGRESS**
 - The Individual teachers monitor the progress of the TAG students and are responsible for the planning of the extension activities.

Policy for students needing English as an Additional Language (EAL) support

- Collegiate International School offers extensive English language support to students with EAL needs till they become proficient enough to access the curriculum.
- Ofsted suggest that,
 - *Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning (April 2013).*
- Research has shown that the mainstream classroom is usually the best place for learners to develop their English. The aim of this policy is to provide a whole school approach to the identification and provision for EAL students.
- **IDENTIFICATION PROCEDURES**
 - A student is identified as EAL either at the time of admissions or through a referral by the class / subject teacher, parents or the scores of standardized assessments.



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- **SUPPORT SERVICES**
 - In Primary, a student enters the program based on the identification procedures described in the section above. The EAL team along with the classroom / subject teachers works to cater to the student's needs through small group-based support and / or in-class support during the school day, as deemed appropriate.
- **MONITORING STUDENT PROGRESS**
 - In primary, the EAL teachers monitor the progress of the student in the language acquisition regularly. The student is assessed within curriculum areas to provide information on next steps in learning and progression.
- **EXITING THE EAL PROGRAM**
 - In primary, the EAL department takes the decision regarding any student exiting the EAL program with the classroom teachers collaboratively. This would depend on the level of language skills acquired by the individual student.
 - Note: Please refer to the Language Policy for details on provisions for EAL learners in secondary.

Language policy review

- Review of the Inclusion Policy and practice happens strategically throughout the school year
 - **Orientation:** During orientation all teachers participate in a workshop connected to Inclusion policy
 - **End of Year Review:** At the end of each academic year the SLT and the Learning Support Team review the Language policy to ensure it is effective, clear and up to date.
 - **Governance:** Head of school share the Inclusion policy with governance anytime changes have been made
- This policy was reviewed in **June 2023**
- The policy will be reviewed again in **June 2024**