



Inclusive Education Policy

2023 – 2024



POLICY INFORMATION

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Inclusive education at the Oxford School assures that all students attend and are welcomed by their in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education demonstrates access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, art rooms, labs, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with special needs and / or disabilities learn in isolation from their peers.

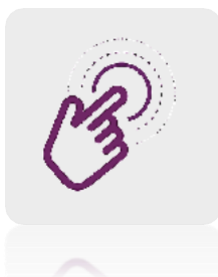
[2.1] The main aims of the Inclusive Education at The Oxford School:

1. Providing a positive climate, promote a sense of belonging and ensure students of determination progress toward appropriate personal, social, emotional and academic goals.
2. Being responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.
3. Enabling each student of determination to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting.
4. Providing common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual



needs as a learner, and used for the majority of the students' regular instruction hours.

The Oxford School is committed to provide a high level of provision for the students of determination and in line with Dubai Knowledge and Human Development Authority (KHDA) inclusive education framework and UAE Ministry of Education policy for inclusive education. As per Dubai Inclusive Education Policy framework, an impairment is defined as a medically identified condition or a long-term limitation of a person's physical, mental, cognitive, communicative and/or sensory functions. Impairments become disabilities, when the person experiences attitudinal, social and/or environmental barriers that prevent full and effective participation within a community. Therefore, a disability is the result of an individual's interaction with society, if barriers to participation for that person are not removed. It is not an attribute of the person. In the context of education, those who remain excluded from schools and other education provisions are most often those children who experience a special educational need and disability (SEND).



Access to and participation in the general education curriculum does not occur solely because a student of determination is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum. Meaningful access to the general education curriculum means that a student with a disability has the appropriate supports, services and accommodations to address his or her disability in consideration of the content of the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment and how the student's learning is measured.

The new school inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

[2.2] Inclusion Statement:

At The Oxford School (TOS) 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 and ambitions for all our children and expect them to participate in every part of school life, with a key focus on their wellbeing and progress.

TOS 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 that are best placed to bring out the full potential from our children. Every member of staff shares the responsibility and ownership to remove barriers to learning for all students, regardless of: age, gender, ethnicity, special needs, attainment 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, achieve well, be healthy, enjoy life and grow up to be successful adults who will make a positive contribution to the society in which they live.

We firmly believe that all children have an entitlement 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.

Furthermore, we at TOS ensure an effective program is in place to identify students who are gifted and talented and make certain they are provided with an abundance of opportunities to further hone and develop their gifts and talents.

Additionally, we recognize and value the positive benefits of bilingualism and multilingualism. The term English Language Learner (ELL) refers to when a learner has been exposed to a language other than English during early childhood and continues to be exposed to this language. Our student body is comprised of primarily ELL students, roughly 95 percent of the student body. The school has therefore established provisions for ELL students to ensure they can access the national curriculum of England, providing where appropriate, intervention for students to address barriers in learning.

Chapter [3]:

Purpose, Vision, Objectives, Aims & Statement of Intent:

[3.1] Purpose of inclusive education policy at The Oxford School:



The main purpose of the school inclusive education policy is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. The Oxford School is committed to providing an appropriate and high quality education to all the pupils. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

By the beginning of the academic year [2019 – 2020], the school has developed its inclusive education policy to better support the students of determination and the educators as well and it had been written with reference to international and national standards and criteria of inclusive education including:

1. Individuals with Disabilities Education Act (IDEA): is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. IDEA was previously known as the Education for All Handicapped Children Act (EHA) from 1975 to 1990. In 1990, the United States Congress reauthorized EHA and changed the title to IDEA (Public Law No. 94-142). Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability.
2. Knowledge and Human Development Authority; KHDA, (Dubai government) Framework (2015 – 2016).
3. Dubai Inclusive Education Policy (2017): It aims to inform and empower all education providers, local regulatory authorities and governing bodies across the Emirate of Dubai. Through the development of an emirate-wide system of integrated services this policy framework will set aspirations for a wide variety of settings; early childhood services, primary, secondary and higher education settings, including special needs centers.

4. KHDA schools guide of (2018) to implement Dubai inclusive education policy.
5. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5): is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA). In the United States, the DSM serves as the principal authority for psychiatric diagnoses.

Since The Oxford School believes that each student has the right to learn, we are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. On the other side, the teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEN.' in addition, we implement some focused interventions to target particular needs and skills. We have high expectations of all our pupils. Pupils on our SEND register make progress which compares well with the progress made by other pupils in school.

[3.2] Vision of inclusive education policy at The Oxford School:



Welcoming students of determination in a careful, safe & supportive environment where they are included by teachers and peers alike through removing the barriers to learning for all students by using a combination of proactive design of the learning environment and curriculum and responding to individual needs to optimise learning.

At The Oxford School, we are guided by UAE Federal Law 2006 and Law (2014 (2: 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) and the Implementing Inclusive Education: A Guide for Schools (2019) supplement. It also is in line with the Executive Council Resolution No. (2) of 2017 – Regulating Private Schools in the emirates with focus on Article 14) 4) Article 19 ,17 ,16) 13,) and Article 4) 23).

[3.3] Inclusive education policy objectives at The Oxford School:



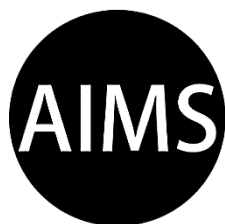
1. Outline and demonstrate processes of individual planning and implementation.
2. Foster an ongoing individual and organizational commitment to inclusive practices and policies.
3. Support school professionals to plan, implement and review inclusive policies and practices.
4. Accurate identification of students individual needs on admission to assure the earliest possible intervention.
5. Removing barriers to learning and providing a high level of provision for students of determination.
6. Provide ongoing professional development for all school educators to better understand the individual needs of the different students and how to accommodate these needs.
7. Assure a proper access to the school curriculum for students of determination.
8. Monitor the school provision for students of determination.

We believe that each teacher is a teacher of each child including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed by SEND/Support Teacher in order to help them achieve their targets. We strive to support all students and kids to enable them to achieve at the school and the society. In order to do this, many steps are taken to support them through their learning journey. Indeed, we strive to raise the aspirations and expectations for all students/children of determination, providing a focus on outcomes. Through the cooperation of all school personnel's, we provide every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the national curriculum of England & MOE Curriculums. All children are valued and their self-esteem promoted. We work in close partnership with parents who play an active and valued role in their child's education.



[3.4] Inclusive education policy aims at The Oxford School:

The main school aims of the school inclusive policy can be summarized in the following points:



- To identify and assess students of determination as early and thoroughly as is possible and necessary and to fully involve students, parents and staff in the identification, assessment and IEP's/BIP's.
- To meet the needs of all the students of determination by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To educate the students of determination, wherever possible, through modifying the normal school curriculum to suit and meet the students' individual needs and requirements.
- To ensure full entitlement and access for students of determination to high quality education within a broad, balanced and relevant curriculum including access to the school curriculum so that they can reach their full potential and enhance their self-esteem.
- To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To produce an inclusive environment and raise the aspirations of and expectations for all the students of determination.
- Staff sharing the responsibility and ownership to remove barriers to learning and achievement for all students regardless of age, gender, ethnicity, special needs, attainment and background to fulfil their potential
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- To improve the school environment to suit the students of determination.

[3.5] Statement of Intent:

Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs’ (Dubai Inclusion Framework 2017) (Implementing Inclusive Education: A Guide for Schools 2019)

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, EAL and /or G&T and other barriers which prevent children from succeeding. The aim of our inclusion policy is to embed the vision of the following KHDA policies: Inclusion Policy (2017) and Implementing Inclusive Education: A Guide for Schools (2019) into the integrated faith ethos of our school.

At its heart, inclusive education is a provision that is committed 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.

[3.6] Potentially Vulnerable Groups:

There are a number of identified groups of students for whom this policy is particularly important for:

- Students with Special Educational Needs (SEND).
- Students whose home language is not English (ELL).
- 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.

[3.7] 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.
- Provision in The Oxford School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

[3.8] Meeting Diverse Needs – Closing the 'Gap':

At The Oxford School, 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 with identified additional or Special Educational Needs (SEND) or Disabilities 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.



Special Educational Needs are defined as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder” [KHDA, School Inspection Framework, 2015-2016, Dubai, United Arab Emirates].

A student has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Because of his/her disability/learning difficulty, He/ She can't achieve the educational objectives that might be achieved by their peers in the normal conditions. If a student has significant problems (physical, emotional, psychological, medical, etc.) that hinder or prevent him / her from benefiting from the normal education provided for the majority of his / her peers so we have to offer him special education through special teacher, modifying curriculum & special activities.

[4.1] Main areas of needs:

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The “School Code of Practice” does not assume that there are hard and fast categories of special educational needs, but recognizes that children's needs and requirements may fall within or across four broad areas. These areas are:

Area (1) Communication & Interaction

This covers difficulty with different aspects of speech, language or social communication; most children/ Students with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

These children/ Students may require some, or all, of the following:

- Flexible teaching arrangements.
- Help in acquiring, comprehending and using language.
- Help in articulation.
- Help in acquiring literacy skills.
- Help in using augmentative and alternative means of communication.
- Help to use different means of communication confidently and competently for a range of purposes, including formal situations.
- Help in organizing and coordinating oral and written language.
- Support to compensate for the impact of a communication difficulty on learning in English as an additional language.
- Help in expressing, comprehending and using their own language, where English is not the first language.

Area (2) Cognition & Learning

This is where children and students learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Students & Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programs to aid progress in cognition and learning. Such requirements may also apply to some extent to children/ students with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioral difficulties that compound their needs.

These children may require some, or all, of the following:

- Flexible teaching arrangements.
- Help with processing language, memory and reasoning skills
- Help and support in acquiring literacy skills
- Help in organizing and coordinating spoken and written English to aid cognition
- Help with sequencing and organizational skills
- Help with problem solving and developing concepts
- Programs to aid improvement of fine and motor competencies
- Support in the use of technical terms and abstract ideas
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.



Area (3)

Social, Emotional & Mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behavior.

Children and Students who demonstrate features of emotional and behavioral difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviors arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements.
- Help with development of social competence and emotional maturity.
- Help in adjusting to school expectations and routines.
- Help in acquiring the skills of positive interaction with peers and adults.
- Specialized behavioral and cognitive approaches.
- Re-channeling or re-focusing to diminish repetitive and self-injurious behaviors.
- Provision of class and school systems which control or censure negative or difficult.
- Behaviors and encourage positive behavior.
- Provision of a safe and supportive environment.

Area (4)

Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.

Many of these children and young people will require some of the following:

- Flexible teaching arrangements.
- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinesthetic materials.
- Access to different amplification systems.
- Access to low vision aids.
- Access in all areas of the curriculum through specialist aids, equipment or furniture.

[4.2] Fundamental Principles:

The detailed guidance in this policy is informed by these general principles and should be read with them clearly in mind:

- Y A child with special educational needs should have their needs met.
- Y The special educational needs of children will normally be met in mainstream classroom settings.
- Y The views of the child should be sought and taken into account.
- Y Parents have a vital role to play in supporting their child's education.
- Y Students with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for KG and the national curriculum of England.

[4.3] Conclusion:

Students have special educational needs if they have a difficulty, disorder and / or disability which calls for special educational provision to be made for them if they:

- A. Have a significantly greater difficulty in learning than the majority of children of the same age.
- B. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school within the area of the local education authority.
- C. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.
- D. A child is disabled if he / she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.
- E. A person has a disability for the purposes of this policy if he / she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

[4.4] Categories for Disabilities / Special Educational Needs:

[According to KHDA School Inspection Framework 2015-2016]

No.	Type of Need	Description
1	Behavioral, Social, Emotional	Behavior that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
2	Sensory	Visual impairment: is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment: deafness, or hearing loss refers to the inability to hear things, either totally or partially
3	Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
4	Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
5	Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
6	Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

General Learning Difficulties		
No.	Type of Need	Description
1	Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
2	Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
3	Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
4	Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.



Specific Learning Difficulties		
No.	Type of Need	Description
1	Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
2	Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.-
3	Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
4	Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented	
	<p>The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.</p> <ul style="list-style-type: none"> • 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. • 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.

Chapter [5]: Provision for Special Educational Needs:

The Oxford School provision for inclusive education has been recently reviewed and adjusted in order to better suit the individual's age, stage of development, and educational, social and emotional needs. The starting point in making decisions about educational placement is consideration of mainstream provision in the individual's own area. The overriding concern must be to ensure that the educational provision takes account of all-round needs and that the individual is not socially isolated.

[5.1] Attainment of educational goals:

Where children and students with special educational needs are following appropriate programs of work and are receiving suitable forms and levels of support, they may be expected to progress in all aspects of the curriculum at levels commensurate with their aptitudes and abilities. Progress may be measured in two ways: when relevant, it can be compared to that expected of peers; or it may be judged by the increments made towards learning goals set across the curriculum, or in particular areas or subjects. Rates of progress may be expected to vary depending on the nature and degree of difficulties in learning.

[5.2] Effective management of provision:

Planning and managing the wide range of provision required to meet the diversity of needs makes very great demands on those responsible. Nevertheless, good systems and practices are essential if the needs of these vulnerable children and students, and the concerns of their teachers, parents and others, who contribute to their education, are to be given the required attention.

[5.3] Effective identification and assessment procedures:

Starting from the academic year (2020 / 2021), identifying individuals and assessing their special educational needs in The Oxford School are essential first steps in making appropriate provision. The school has recently launched new identification and assessment procedures to achieve the following objectives:

1. To identify those individuals who are failing to make expected progress or who require assistance to overcome obstacles to learning.
2. To assess individuals and their relationship to their learning environments in order to specify their special educational needs.
3. To decide, in the pre-school and school's sectors, whether a Record of Needs is necessary.
4. To appraise the resources required to meet needs.
5. To determine the most appropriate forms of educational provision.
6. To inform planning, resource allocation and budgeting.

The outcomes are specifications of what needs to be achieved in order to give the school and individuals optimum opportunities for meeting special educational needs, and base lines against which to measure individual progress and to evaluate the quality of provision.

[5.4] Provision success factors:

The Oxford School maintain professional school leaders to oversee special educational needs (SEN) provision including appointing our SENCO as the Head of Inclusion. The SENDCo 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 SENDCo monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school. This role is both strategic, in terms of developing inclusive education policy and provision, and operational, in terms of day-to-day coordination within a school / education setting. The assigned leaders take into account the below detailed provision success factors:



1. The culture, practice, management and deployment of resources in the school setting are designed to ensure all student's needs are met.
2. The school concerned staff members work together to ensure that any child's special educational needs are identified early.
3. The inclusion department is committed to exploiting best practice when devising interventions.
4. The school personnel who are responsible for special educational provision take into account the wishes of the child concerned, in the light of their age and understanding.
5. Special education professionals and parents work in partnership.
6. Special education professionals take into account the views of individual parents in respect of their child's particular needs.
7. Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.

[5.5] The Effective Learning Provision Team:

Our Inclusive Education Action Team consists of:

- Governor for Inclusive Education.
- Senior Leadership Team.
- Head of Inclusion/SENDCo.
- Class Teachers/Subject Specialists.
- SEND Teachers.
- Learning Support Assistants.
- Social Worker/Guidance Counselor.
- School Doctor/Nurse.

[5.6] Inclusive Education Action Team:

The Inclusive Education Action Team is led by the Head of Inclusion/SENDCo, who is responsible for the leadership and development in each of their specialized roles, and the members of this team consist of parents and staff. On-going progress meetings are held with the SENDCo to assess the effectiveness of each aspect and to inform future developments as part of the school's inclusive education improvement plan, and empower each member of the team to be ambassadors for inclusion in their respective fields.



[6.1] Introduction to identification process at The Oxford School:

Most children admitted to The Oxford School will already have attended an early education setting. Some will not. Students with special educational needs who have attended a nursery class, playgroup or other early education setting should have had their needs identified already. Others may not. The school should, therefore, be aware that any student admitted to the reception class might have unidentified special educational need(s). The same applies to students who transfer from one school to our school. Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Principal, Head of Sections, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such students is therefore a whole school responsibility.

**[6.2] Assessments for identification:**

The Oxford School assess each child's current levels of academic attainment & cognitive abilities on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. The school makes full use of information passed to them when the child transfers from early education provision. Early education settings maintain records on every child, and these will be a useful starting point for all children. This also applies to children who transfer to the school. Some children's performance can be exceptionally varied across settings. Therefore, where possible, it is important to look for multiple sources of evidence of children's performance in different roles and situations.

The school bears in mind that early education settings are required to have regard to its "Code of Practice". Thus, where a child starting school has already been identified as having special educational needs, the school should have access to records that will include the child's earlier IEPs.

If a child has an identified special educational need when they start primary school, the Head of Section, SENCO and the child's class teacher should:



1. Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
2. Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
3. Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
4. Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
5. Involve parents in developing and implementing a joint learning approach at home and in school.

The school uses a range of formative, summative and cognitive assessments to accurately identify the individual need of each student and then addressing the most suitable approach(es) to fulfill these needs:

- ☒ General CAT Assessment: A full comprehensive cognitive abilities test based on Stanford Benit International Assessment (Fifth Edition) measuring the following factors: Fluid Reasoning, Quantitative Reasoning, Knowledge, Visual-Spatial Processing, Working Memory and Motor Skills.
- ☒ Direct Classrooms Observations.
- ☒ ADHD Scale: An integrated international scale based on DSM5 standards.
- ☒ ADD Scale: An integrated international scale based on DSM5 standards.
- ☒ CARS1: An International Assessment to diagnose Autism Spectrum.
- ☒ CARS2: An International Assessment to diagnose Autism Spectrum.
- ☒ CPS: Classroom Performance Scale.



- ☒ WISC: An international intelligence Scale (in cooperation with external agencies).
- ☒ CAT 4: An international cognitive abilities test.
- ☒ Board international assessment.
- ☒ FBA: Functional Behavioral Assessment is an international behavioral assessment.
- ☒ Parent feedback.
- ☒ Partnership with concerned agencies.
- ☒ Specific assessments and tools for learning disabilities.

[6.3] Early identification:

The importance of early identification, assessment and provision for any student who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the student is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process. The school is opened and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

If a student's difficulties prove to be transient, the student will subsequently be able to learn and progress normally. If the student's difficulties prove less responsive to the provision made by the school, then an early start is to be made in considering the additional help the student may need. To help identify students who may have special educational needs as earlier as possible, the school measures student's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baseline assessment results.
- Their performance and progress against the level descriptions within the national curriculum of England.
- Standardized screening or assessment tools.

[6.4] School referral system:

A "referral" in the context of special education services at the The Oxford School is a process asking the school to evaluate a student to decide if the student qualifies to receive special education services. A referral can be made either by the school (through a teacher or other school personnel involved in the student's education) or by a parent or guardian. The referral is a required first step before an evaluation can take place. Not all referrals result in an evaluation being conducted. To be eligible to receive special education services, the child must have a disability that impacts educational performance.



Step 1: Request for Evaluation:

A request for an evaluation is made by the parent or another concerned person who relates to the student to determine the student's eligibility for special education.

Step 2: Decision to Proceed:

At this stage, the school concerned team meets with the parent to determine whether an evaluation should proceed. If yes, the school needs to determine what domains will be evaluated and will request the parent's consent to do the evaluation.

Step 3: Consent to Evaluate:

The evaluation cannot proceed until the parent has provided informed written consent for the school to begin the evaluation. Timelines for completing the evaluation do not start until consent has been given by the parent.

Step 4: Evaluation:

During a period of up to 10 school days, school authorized members (such as psychologist) or external authorized agency can take the steps needed to complete the evaluation. If any part of the evaluation has been written in final form, it may be shared with the parent.

Special Education Referral - نموذج تحويل الطلب إلى قسم الدمج

Student Name:	اسم الطالب:
Grade / Class:	الفصل / الصف:
Referral Date:	تاريخ التحويل:
Times of Referral:	عدد مرات التحويل:
Last Referral Date:	تاريخ آخر تحويل:
Teacher Name:	اسم المعلم:
Subject:	المادة الدراسية:

Please, read carefully the terms and conditions of this document before filling it in.

Please, complete the referral form and re-send it to:
 Inclusion Department, Oxford School, Dubai.
 Mailing Address: Tel: 00671 4 254 3666 Web: www.oxford.sch.ae Email: inclusion@oxford.sch.ae

Step 5: Eligibility Conference & IEP:

By the end of the 10th school day, the evaluation team must meet with the parent to decide if the child is eligible for special education. If yes, an IEP team must then meet with the parent to develop the IEP for the student.

Step 6: Consent for Placement:

Before the special education services can begin, the parent must provide written informed consent to allow the school to proceed with the placement. Placement may begin no sooner than 5 days after the parent consents, unless the parent gives permission for it to start sooner.

School, laws and regulations have recognized the important role of parents in the special education process. Parents and school personnel should establish a positive relationship with shared goals and a common understanding of the child's needs at home, at school, and in the community. It is essential that parents and school work co-operatively together to improve student performance.

Evaluation process:

1. Assessments are provided and administered in the child's native language or mode of communication to get accurate information on what the child knows and can do.
2. The school use a variety of formative, summative and cognitive assessments, tools, and strategies to conduct the evaluation.
3. When conducting an initial evaluation, a child must be tested in all areas of suspected disability/disorder.
4. Data gathered from evaluations are used to assist in the development of the IEP and/or BIP.
5. Assessments should be valid and reliable for their designed purposes.
6. Assessments must be administered by personnel who are trained to do so.
7. Parent written informed consent must be obtained before the evaluation can be conducted.
8. Information from parents should be included as part of the evaluation.
9. Information should be collected through a variety of approaches (observations, interviews, tests, curriculum-based assessment, and so on) and from a variety of sources (parents, teachers, specialists, peers, and the child).
10. Parents should be given a copy of the conference report and recommendations.

Independent Educational Evaluation (IEE):



Sometimes parents may have a reason to believe that the evaluation does not provide an accurate picture of their child's abilities/areas of needs. In those cases, parents can request in writing that a new evaluation be completed by an outside authorized person or agency (someone not employed by the school). The school is free to agree to the evaluation or to deny the request. The school must provide its answer within five (5) calendar days of the parents' request. If the parents disagree with the evaluation, they have the right to take their

child for an Independent Educational Evaluation (IEE).

[6.5] Barriers to learning:

When identifying the barriers to learning it is essential to look at students' holistic needs. This would include: cognitive abilities / learning skills, environmental / learning experience and progress in basic attainments (literacy acquisition). These factors highlight a number of key factors relating to the learner, the task and the learning experience. This highlights the need not to solely focus on the child, and what he or she can or cannot do, but to look at the task that is being presented, the expectations being placed on the learner and the learner's readiness for the task. From that premise the first step is to identify those factors – cognitive, educational, environmental and social / emotional that can be presenting barriers to the learner acquiring competent literacy and other skills. It is important that learners with dyslexia gain some success as this will help to develop a positive self-esteem. This is crucial for successful learning. Success can usually be acquired if the learner achieves so it is important to ensure the task is achievable.



[6.6] Anticipating and Dealing with the Barriers:

No.	Trigger	School key points to remove barriers to learning
1.	Balance	Ensuring that teaching and planning incorporates a range of learning and teaching styles and that there are activities that can accommodate to visual, auditory, kinaesthetic and tactile learners. It is also important to identify different areas of the classroom that can accommodate to the different learning preferences of the students. This is particularly important for students with learning disabilities as often they are not as flexible or versatile as some other learners and may need to use their preferred learning style more often, particularly with new learning.
2.	Planning	Meeting the needs and dealing with the barriers is to be identified at the planning stage. This is crucial and the important factor in this is knowledge of the child. Planning should not take place in isolation but needs to be contextualised to the learning environment, the anticipated learning experience and the actual learner.
3.	Differentiation	Differentiation is really about good teaching and advanced planning. If the curriculum is effectively differentiated to take account of the task, the input, output and the resources that are to be used then it is likely that all students will be catered for in some way. Differentiation is about supporting the learner and guiding him/her from where they are now to where they should be.
4.	Learner awareness	It is worthwhile spending time with the learner so that he/she will be aware of their own learning preferences. It will be useful to help them understand that there are advantages and disadvantages to every learning style and help them to identify their own particular style of learning and how they can use that style effectively.

[6.7] Considerations in terms of identification:

1. Once a Student/ Child has been identified as possibly having SEN, he/ she will be closely monitored by the school inclusion specialist staff member in order to gauge his/ her level of learning and possible difficulties.
2. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
3. The inclusion specialist staff member will take specific steps to provide a modified curriculum using special teaching methods and a well-planned IEP and/or BIP in order to achieve the expected objectives.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class and/or carry out a more detailed assessment of the student's needs.
5. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
6. The child is recorded by the school as being under evaluation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register.



[7.1] Overview:

English as an Additional Language EAL

The identification and assessment of the special educational needs of students whose first language is not English, requires particular care. It is necessary to consider the student within the context of their home, culture and community. Where there is uncertainty about an individual child, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Lack of competence in English language must not be equated with learning difficulties as understood in this policy. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. At an early stage a full assessment is to be made of the exposure they have had in the past to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.

School Procedures

(1) Expression of Concern

(2) Collecting background information

(3) Collecting Evidence

(4) Analysis of pupil data and evidence

(5) Identification of needs and provision

To help establish whether pupils have special educational needs or English language development needs, the school examines in detail EAL students' performance and progress across different subjects. It is also recommended that in the initial stages of the process of identification, the school makes a full assessment of the pupils' language skills, including:

- ☒ The languages they speak.
- ☒ The exposure they have had to each of these languages.
- ☒ Their current use of each of them.
- ☒ Their proficiency in them.

This information is to be used to inform the planning of all further work with reference to learning difficulties as well as any additional language support.

The Oxford School has recently developed the procedures for EAL/ELL students. The new procedures include a brief description of the development of English as an additional language and accurate identification of factors that affect the achievement of EAL pupils. The school assures clear understanding of this context in order to better support those students. In particular, it will help to explain the significance of the key questions in relation to the key factors that affect the achievement of EAL pupils, as well as helping to clarify the points of reference on the matrices that illustrate the timescales for the development of English as an additional language for particular groups of EAL learners. So, when attempting to identify possible reasons that might explain why an EAL learner is making little or no progress, it is necessary to give due consideration to factors within each area. The procedure has been developed in response to the need for a structured approach towards taking such factors into account and posing them as key questions.

Whether the student has English language development needs or a learning difficulty, it should be remembered that the two are not mutually exclusive. If a student, for whom English is an additional language, has been identified as having special educational needs, then it is quite likely that the two barriers to learning will interact. The acquisition of an additional language will be slowed down by the learning difficulty, and problems of access to the curriculum resulting from language difference will continue to impede progress.

[7.2] Roles & Responsibilities:

- The Senior Leadership team is responsible for the policy and its implementation and for ensuring that the progress of EAL students is closely monitored.
- The Governing Body/ Chairman is responsible, through the principal, for having an awareness of the welfare and progress of EAL students.
- Class teachers are responsible for the progress of students within their own class and for effective collaboration with support staff.
- Support staff are responsible for supporting EAL students, in collaboration with and under leadership of the Principal and class teachers.

[7.3] General Advice for Teachers and Support Staff:

Find out about the children:

- ☐ Names: how do you pronounce them?
- ☐ Do they have different surnames from their parents (common in some cultures)
- ☐ Their first language: what is it called? How is it written? Can they read/write it?
- ☐ Their cultural and religious backgrounds.
- ☐ Diet and health issues.
- ☐ Their previous educational experience.
- ☐ Everything will be new for the children and they may suffer from culture shock.
- ☐ Remember the students may have different skills, concepts and knowledge from the other children in the class. They may have seen the Himalayas but not the seaside.

Do:

- ☐ Ensure that the students work with other children who are empathetic and helpful;
- ☐ Draw on the students' knowledge of the geography, language, religion, customs and food of their country of origin;
- ☐ Use other children to help and teach the newcomer – children are often good teachers and teaching someone else can help to reinforce learning. Small group work will encourage this;
- ☐ Ask the children's parents to talk about their previous school experience.

Don't:

- ☐ Talk too much: the students can understand only a little at a time;
- ☐ Force the children to speak English: many children need a long time listening to a new language before they are ready to speak it;
- ☐ Think they are disobedient if they don't do what you tell them: they may not understand simple instructions for several months;
- ☐ Ask parents to speak to their children in English at home: students need to continue developing their first language as well as English.
- ☐ Don't worry if the students are shy and at first seem unwilling to join in. Children who are new to English are often completely silent while they are adjusting to their new situation and attuning their ears to the new language.

[7.4] How do we ensure our school is EAL friendly?

- ☐ Visual clues provide initial help for children new to English.
- ☐ Routines and procedures can be quickly understood simply by looking and copying other children.
- ☐ The student's first language is visually represented within the classroom.
- ☐ Children and teachers know greetings and simple vocabulary in other languages.
- ☐ Strategies are used in most lessons to ensure that everyone participates in 'meaningful talk'.
- ☐ Good speaking and listening are noticed and praised.
- ☐ Students are grouped in a variety of ways during the school day so that they get the chance to work with many other children in the class at some point during the week.
- ☐ Teachers exploit the language learning potential of each topic.
- ☐ Parents feel they are partners in the education process.
- ☐ The environment supports autonomy on the part of the EAL learner.



[7.5] How do we ensure that minority ethnic students feel valued and achieve well in our school?

- Teachers and other staff demonstrate a positive attitude towards all students, regardless of their social, ethnic or linguistic background.
- A 'zero tolerance' attitude towards racism is observed at all times.
- Our ethos makes all students feel valued and gives them a sense of ownership and pride in the school.
- We continuously strive to raise the self-esteem of all students.
- We try to re-educate naïve attitudes on race, ethnicity and culture among staff, students and parents.
- We have created a stimulating, multicultural learning environment.
- We have an open and welcoming attitude towards all parents.
- We celebrate a wide range of cultures through assemblies, visiting speakers, workshops and entertainers, celebration of festivals from a number of religions, and the choice of texts through which we deliver the curriculum.

All EAL children are different: they will have a huge variety of first languages, home back grounds, previous experience of education and life in general. Their needs are linguistic: EAL is not synonymous with SEN.

People learn a new language most easily when:

- They are in a positive, secure and helpful environment;
- They are interacting with others;
- The language items they are expected to use are clear and focused;
- New language items are presented to them in a meaningful context;
- They hear the new language items repeated several times;
- They have the opportunity to repeat and use the new language items themselves;
- Every attempt at speaking is praised; The rules of the language are modelled naturally;
- There are interesting things and events that stimulate language;
- Gesture, body language, intonation and facial expression reinforce the spoken word.

Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum.

It can take UP TO 10 YEARS for EAL students to acquire academic English at the same level as their peers.

Collaboration, including joint planning, between mainstream class/subject teachers and learning support assistants or specialist EAL staff is crucial to ensuring effective support for the students.

[7.6] Strategies for Classroom Teachers:

Children learning English as an additional language will still spend the vast majority of their time in the normal classroom setting, under the direction of the class teacher. On occasions, it may be beneficial for individuals or small groups with similar linguistic needs to be withdrawn from the class for individual attention and/or support.

Please ensure you use the following strategies:

- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal
- Value and draw on the student's previous knowledge, skills and experiences.
- Ensure topics, materials and resources are culturally familiar and accessible.
- Group the learner with his/her intellectual and social peers and strong English language peer models.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Capitalize on bilingual opportunities in the classroom.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Encourage students to use bilingual dictionaries where appropriate.
- Provide scaffolding for reading and writing tasks, e.g. writing frames and information grids.



[7.7] Some specific strategies to develop communication in English:

- Self-talk: label and describe what you are doing, demonstrating how to communicate about an activity.
- Parallel talk: you describe the child's activity as you interact with him/her. The language has meaning for the child because it concerns something he/she is interested in.
- Repeating: listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child's speech, and encourages the child to continue talking because it shows interest in what they have to say.
- Restating: when the child makes a language error, repeat what they have said in a corrected form without drawing attention to the error. You will be modelling standard language in a positive, non-threatening form that facilitates communication.
- Expanding/extending: a natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary.
- Modelling: children need to learn new language structures in meaningful contexts many times before they can use them. One way to accomplish this is to model the language by using it in just the way we want them to use it.
- Open-ended questions: asking questions which have more than one 'right' answer stimulates more language use, affirms children's ideas and encourages creative thinking.

[7.8] Non negotiables for teachers in respective phases:

Foundation Stage:

- Visual timetables or visual symbol: Pictures and symbol which depicts the subjects that will be taught to the student.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- All classrooms must have VCOP (Vocabulary, connective, opener and punctuation) pyramids.
- Differentiation and key strategies to help students access lessons:
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target EAL pupils and differentiated tasks which -support language development.
 - All classrooms must have available a bilingual Arabic and English dictionary.

Primary:

- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- All classrooms must have writing mats for reference for vocabulary, connectives, sentence opener, and punctuation.
- Differentiation and key strategies to help students access lessons:
 - All classrooms must have available a bilingual Arabic and English dictionary.
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target EAL pupils and differentiated tasks which support language development

Middle School:

- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- Secondary students identified with a significant verbal deficit should be provided with writing laminated sheets with useful vocabulary, connectives, sentence openers and punctuation guidelines as a reference tool.
- Differentiation and key strategies to help students access lessons:
 - All classrooms must have available a bilingual Arabic and English dictionary.
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target EAL pupils and differentiated tasks which support language development



[8.1] Governing board:

All maintained governing bodies have important statutory duties towards Children and Students with special educational needs. Governing board is, with the Principal & SENCO, approach to meet students' special educational needs for those with and without statements. They set up appropriate staffing and funding arrangements and oversee the school's work. They do their best to ensure that the necessary provision is made for pupils with SEND. The

School Standards and Framework during the academic year (2019/2020) require governors to conduct the school with a view to promoting high standards relate to those with SEND. The governing board make sure that:

1. They are fully involved in monitoring & carrying out the school's SEND policy.
2. All governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
3. Do its best to ensure that the necessary provision is made for any student who has special educational needs
4. Ensure that, where the 'responsible person' – the Principal, SENCO or the appropriate governor – has been informed that a student has special educational needs, those needs are made known to all who are likely to teach him/her.
5. Ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have special educational needs.
6. SEND provision is an integral part of the school development plan; the quality of SEND provision is continually monitored.
7. Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
8. Report to parents on the implementation of the school's policy for students with special educational needs.
9. Have regard to this policy when carrying out its duties toward all students with special educational needs.
10. Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

[8.2] Head of Inclusion / SENCO:

The SEN Coordinator (SENCO) takes the lead in further assessment of the children/ student's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO ensures that appropriate records are kept including a record of children/ students at Early Years Action and Early Years Action Plus and those with statements. The SENCO, in collaboration with the head teacher, SLT school members and governing body, plays a key role in helping to determine the strategic development of the inclusive education policy and provision in the school to raise the achievement of students with SEND. The SENCO takes day-to-day responsibility for the operation of the inclusive education policy and co-ordination of the provision made for individual students with SEND, working closely with inclusion department staff members, other school staff members, parents and whoever concern to the students of determination.

The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. With the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SENCO collaborates with Heads of Departments to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.

In addition to the above mentioned roles, the SENCO has to:

1. Oversee the day-to-day operation of the school's SEND policy.
2. Liaise with and advising fellow teachers.
3. Manage the SEND team of teachers and learning support assistants.
4. Coordinate provision for pupils with special educational needs.
5. Oversee the records on all pupils with special educational needs.
6. Liaise with parents of pupils with special educational needs.
7. Contribute to the in-service training of staff.
8. Advise on use of delegated budget/ other resources.



9. Liaise with parents of children with SEND.
10. Link with other education settings and outside agencies.
11. Liaise with potential next providers of education.
12. Ensure that SEND records are up to date.
13. Contribute to and, where necessary, leading the continuing professional development (CPD) of staff.
14. Assuring that each SEND Student has his/her own IEP.
15. Reviewing & Evaluating the IEP's.

[8.3] SEND / Support Teacher:

The roles of SEND / Support teachers are likely to vary hugely on a day to day basis. The tasks which SEND / Support teachers carry out include:

1. Preparing materials, equipment and lessons.
2. Assessing the individual learning needs of pupils.
3. Evaluating and reporting pupils' progress to teachers, SEND staff, and anybody else who helps them.
4. Assisting with the personal care needs of students.
5. Coping with challenging behavior and dealing with difficult situations
6. Liaising with parents, SEND staff members and other professionals who work with the SEND students.
7. Supervising activities.
8. Assuring that the SEND students achieve the educational objectives.
9. Participating in preparing the IEP's.
10. Carrying out the SEND students' IEP's.
11. Evaluating the SEND students periodically.
12. Tutoring and class teaching: SEN teachers teach special programs for specified periods of time; they teach these classes using the SEND classes inside the school.
13. Providing consultancy support: Learning support staff, teachers from specialist advisory services and teachers from special schools advise the management team and colleagues on ways of improving the quality and effectiveness of learning and teaching throughout the school and on particular areas or subjects in the curriculum.
14. Giving advice and guidance on the learning needs and programs of individual pupils.
15. Providing specialist services: Learning support teachers use their unique position to provide exceptional services to individual pupils.

[8.4] Learning Support Assistant:

1. Supporting a SEN pupil on a 1:1 basis in the classroom.
2. Providing targeted support outside of the classroom.
3. Work on differentiated activities with groups of students.
4. Liaise with the SENCO/Inclusion head to deliver SEND provision.
5. Developing social/emotional skills (depending on individual need).
6. Working with teachers to monitor progress of pupils.
7. Accompanying pupils to relevant therapy sessions (depending on individual need).
8. Establish a supportive relationship with the students concerned.
9. Encourage acceptance and inclusion of the child with special needs.
10. Develop methods of promoting/reinforcing the child's self-esteem.
11. Become a Learning Mentor for individual students.

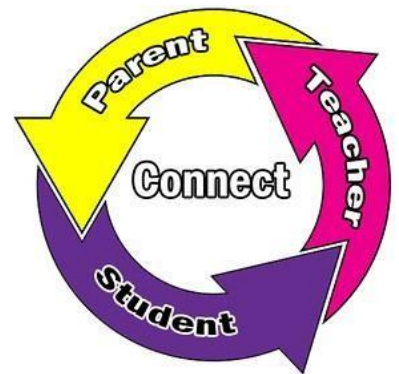
[8.5] Counselor/Social Worker:

1. Participate mainly in the identification of students with additional needs.
2. Be an effective member of IEP / BIP development.
3. Assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy.
4. Be an effective member of the school SST (Students Support Team).
5. Conduct parent interviews to acquire socio-developmental information as needed for SEN referrals.
6. Analyze information gained through record reviews and interviews to determine environmental impacts and appropriate resource needs.
7. Interview students and parents to discuss issues related to non-attendance and develop a plan of action.

8. Attend student support team meetings and court intervention.
9. Develop and implement professional development training for educational staff and parents, as requested.
10. Provide individual and/or group counseling in response to school-wide crises.
11. Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive school social work services.
12. Conduct home visits as a method to access the family and conduct interviews in response to school referrals.
13. Maintain an ongoing liaison with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate.
14. Participating in carrying out the school child protection policy.
15. Listen to students' concerns about academic, emotional or social problems.
16. Help students process their problems and plan goals and action.
17. Mediate conflict between students and teachers.
18. Improve parent/teacher relationships.
19. Assist with college applications, jobs and scholarships.
20. Facilitate anti-bullying school programs.
21. Organize peer counselling and leadership programs.
22. Refer students to psychologists and other mental health resources.
23. Work on academic boards to improve learning conditions.

Chapter [9]: Partnership with parents:

The Oxford School believes that partnership with parents plays a key role in promoting a culture of co-operation between parents and the school. This is important in enabling children and students with SEND to achieve their full potential. Parents hold key information and have a critical role to play in their students' education. They have unique strengths, knowledge and experience to contribute to the shared view of students' needs and the best ways of supporting them. All parents of children with SEND are treated as partners. They are supported so as to be able and empowered to:



1. Recognize and fulfil their responsibilities as parents and play an active and valued role in their children's education.
2. Have knowledge of their child's entitlement within the SEND framework.
3. Make their views known about how their child is educated.
4. Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school works in partnership with parents on the basis of positive attitudes, user-friendly information and procedures and awareness of support needs. There should be no presumption about what parents can or cannot do to support their children's learning.

In order to make communications effective, the inclusion team is going to:

- Y Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Y Focus on the children's strengths as well as areas of additional need.
- Y Recognize the personal and emotional investment of parents and be aware of their feelings.
- Y Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Y Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Y Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- Y Recognize the need for flexibility in the timing and structure of meetings.
- Y Represent workshops for all parents in order to increase the awareness of the way they deal with their kids.



Meeting the special educational needs of individual students requires flexible working on the part of statutory agencies. The school works supportively and in partnership with other agencies, parents, the children, young people themselves to ensure that everyone involved understands the responses of the professionals concerned, and lead to a better quality of provision. All services for students with SEND focus on identifying and addressing the needs of students and enabling them to improve their situation through:

- Y Early identification.
- Y Continual engagement with the child and parents.
- Y Focused intervention.
- Y Dissemination of effective approaches and techniques.

The objective is to provide integrated, high quality, holistic support focused on the needs of the student. Such provision is based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time. The SENCO and class teachers are to be very clear why they need external assistance. If there is an identifiable lack of expertise within the range that can be offered by the staff in a mainstream school, then the school should consider seeking external advice. Even when outside specialists are involved the SENCO still has prime responsibility for coordinating the special educational provision made for the student and for any decisions taken over this.

Chapter [11]:**Curriculum Balance, Adaptation and Modification for students with SEND:****[11.1] Model of Modification:**

The inclusion department at The Oxford School has designed four features of the curriculum modification to suit the individual need of each student of determination as per the below table; The first column contains a list of the modifications and the top row contains curriculum components: content knowledge, conceptual difficulty, intended goals, and method of instruction. If a modification is evident in certain components, the table shows the extent of modification, for example, slight or significant. This table serves as a summary of curriculum modification used information about the characteristics of each type thus enabling the inclusion department members and mainstream teachers to select which type would be most beneficial for their students and as per the student IEP and RTI profile. As an impact of the implementation of IEPs & RTI Profiles, students of determination have meaningful opportunities to access the general education curriculum, interact with peers in the same classroom, and receive instruction from general education teachers & SEND teachers as well:

Curriculum modifications for students of determination - A model of Modification -					
No.	Types of Modifications	Content Knowledge (Input)	Conceptual Difficulty (Input)	Intended Goals (Output)	Methods of Instruction
1.	Accommodation	Same as general education curriculum	Same as general education curriculum	Same or modified	Modified
2.	Adaptation	Same as general education curriculum	Slightly modified	Modified	Modified
3.	Parallel curriculum outcomes	Same as general education curriculum	Significantly modified	Modified	Modified
4.	Overlapping	Different	Different	Modified	Different
The extent of change shifts from less to more as we move forward from accommodation through overlapping curricula. The demands on teacher time and energy for planning and conducting lessons may also increase as we shift from modifying instructional methods for accommodated curriculum to creating individual lessons for overlapping curricula with application in general education lessons with overlapping educational goals.					



[11.2] Student Outcomes and their relationship to curriculum:

For students with severe disabilities / disorders, the "criterion of ultimate functioning" is often used to guide instructional and curricular planning. In this approach, each student's long-term outcomes are designated through the IEP process; instruction then focuses on building skills that will lead to these outcomes in age-appropriate natural settings. The premise is that effective instruction involves systematic planning to determine the kinds of skills to be taught and the most effective contexts in which to teach and apply them. Skills are never taught in isolation from actual performance demands. For elementary-school-age students, curricular priorities most often involve communication, socialization, self-help, motor skills, and functional academics. For secondary-school-age students, curricular priorities include employment preparation and placement, personal management, and leisure.

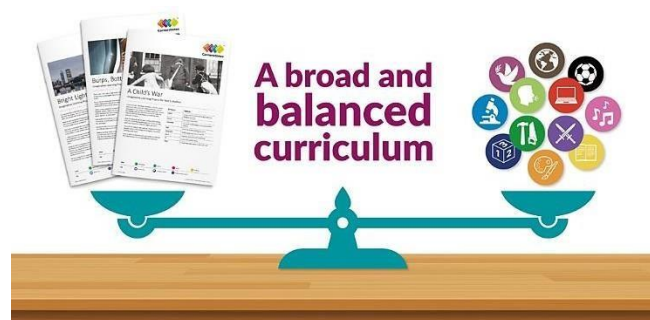
[11.3] Differentiation and delivery of content:

Adaptation of materials, instruction, assessment and the classroom environment are common techniques to help children with a range of abilities to access the curriculum. One systematic review of inclusive education in both primary and post-primary settings reported that the most common pedagogical or classroom technique was adaptation of instruction, such as teaching students to use specific memory techniques to help them remember the material.

No.	Content delivery strategy	Description	How it looks like?
A.	Level and pace	Students work on a similar topic at a level and pace that reflects their previous achievement in that area.	In a mathematics lesson about money, one group could work on concepts of addition and subtraction of money amounts, while a student with a specific learning disability could work on the recognition of coins.
B.	Interest	The student's own interests are used to motivate and enhance the learning experience.	Draw on the student's favourite topics (for example, pop groups, television programmes) to illustrate concepts.
C.	Access and response	Students access and respond to the same curricular content in ways that are modified to suit individual needs and competencies of students with special educational needs.	One group responds to a given picture by writing a descriptive story, while a student with specific learning disability could describe the picture orally onto a tape, while another group re-creates the picture pictorially, or by using suitable software.
D.	Structure	Some students take small steps of learning, while others learn in whole blocks of integrated curricular content.	Mainstream class teacher may outline the objectives with four levels in mind: minimum, median (average), extension (additional), and optimum (highest level possible) and assign the objective that suits the individual need of a student with SEND.
E.	Sequence	Students access different parts of subject content at different times throughout the year.	Some students might need to cover certain content as a prerequisite for understanding, whereas students with additional needs might not need the same ordering of content.
F.	Teaching style	Students experience various approaches and different styles of teaching and forms of response.	Alternative teaching/response styles include: didactic teaching approaches, class discussion, investigation, student presentation, research using the internet, the use of film/video.



[11.4]: Curriculum flexibility, breadth and IEPs:



The school curriculum offered to students with special educational needs is flexible to meet individual needs of students with special educational needs and it is considered as a higher priority. A central principle for giving students with special educational needs full access to the curriculum is that delivery needs to be flexible and tailored to the needs of the individual student. IEPs are widely used as one way of documenting the modifications each student needs. In order to ensure the flexibility of the curriculum offered to the students with special educational needs, the school leader assure the following:

- ☑ Teacher attitudes are central to how effectively students with special educational needs can access the curriculum.
- ☑ Tools are generally considered useful in helping students with special educational needs access the curriculum, such as aids to help visually-impaired students.
- ☑ Individual education plans (IEPs) make school experiences of parents and students with special educational needs more positive and these plans are considered as useful focus for communication between staff, parents and students and can support planning and alignment with both national and CCSS standards.

[11.5] Personalizing the Curriculum:

Action	Description
Tier 1	Who is involved? The class teacher is responsible for differentiating work for all students.
	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 Tier 1 IEP or 504 Plan may be written which is reviewed regularly by the class teacher.
	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 ELP register at Tier 2 is considered. The teacher responsible for the child informs the SENDCo of the concern using the 'ELP Referral form'.
Tier 2	Who is involved? The child is placed on the ELP register at Tier 2. Appropriate interventions are identified and parents/ caregivers are informed.
	What is involved? The child is placed on the ELP register at Tier 2. Appropriate interventions are identified and parents/ caregivers are informed.
	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.
Tier 3	Who is involved? The SENDCo requests advice from an external agency. The student moves to Tier 3. An IEP is devised from the additional guidance given and is agreed with parents/caregivers. A learning support assistant is allocated to the student. The teacher involved delivers the plan of action.
	What is involved? The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The IEP is reviewed regularly. LSA support with push in and pull out sessions. Student may be receiving support from external agencies.
	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.

The way in which the school meets the needs of all children has a direct bearing on the nature of the additional help required by children with special educational needs, and on the point at which additional help is required. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child.

The Oxford School has recently developed systematically approaches to carefully monitor the progress of students of determination. A school's system for observing and assessing the progress of individual children provides information about areas where a student is not progressing satisfactorily even though the teaching style has been differentiated. These observations should be enhanced by knowledge built up over time of an individual child's strengths and weaknesses. Using this evidence, class teachers may come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible. Under these circumstances, they will need to consult the SENCO to consider what else might be done.

The starting point will always be a review of the strategies currently being used and the way in which these might be developed. The review may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through School Action.



At The Oxford School, Adequate progress is defined in a number of ways. It might, for instance, be progress which:



1. Closes the attainment gap between the child and their peers.
2. Prevents the attainment gap growing wider.
3. Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
4. Matches or betters the child's previous rate of progress.
5. Ensures access to the full curriculum.
6. Demonstrates an improvement in self-help, social or personal skills.
7. Demonstrates improvements in the child's behaviour.

The school applies a variety of approaches to maximize the achievement of all students of determination. The School has identified special strategies and responses across the used curriculums for all students of determination. The school has modified & designed the curriculum in order to raise students' learning outcomes, expectations and experiences. The modified curriculum is available for all students of determination and will directly affect the need to intervene at an individual level. The school emphasizes on literacy across the curriculum in order to better help students of determination to achieve consistency in handwriting, spelling, punctuation and presentation. Thus for all subject areas and for all students of determination, there will be a common set of expectations across the school which are known to everyone, and a further commitment to support those students who have difficulty meeting those expectations.

The School has upgraded departmental systems for observing and assessing the progress of students of determination. The new upgraded systems provide information and solutions about areas where a student with special educational need is not progressing even when the teaching style has been differentiated. Using this evidence, subject teachers may conclude that the strategies they are currently using with the student are not resulting in the student with SEND learning as effectively as possible. In these circumstances, they consult the SENCO to consider what else might be done.

The starting point is always a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all students will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that a particular student will achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the student to learn more effectively. Whatever the level of students' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

[13.1] 504 Plan:

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. When a child with a disability who does not qualify for special education but could benefit from a few accommodations in the school, a 504 plan is the most suitable plan to help this child. A 504 plan is developed at the school level to customize a student's learning environment to meet their specific needs.

The Basics of a 504 Plan:

- A. The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling. The goal of a 504 plan is to remove barriers and allow students with disabilities to participate freely in education. It seeks to level the playing field so those students can safely pursue the same opportunities as everyone else.
- B. A 504 plan is intended for children with a wide range of disabilities who are, nevertheless, able to participate and succeed in a general education classroom.
- C. A 504 plan may include just one or two accommodations (a peanut-free environment, for example) that the school agrees to provide.

Eligibility for a 504 Plan:

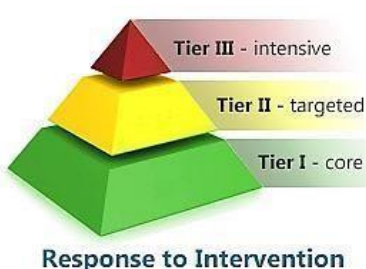
Children who benefit from a 504 plan are those who are able to learn at a typical level if they are provided appropriate accommodations. Thus, a child with intellectual disabilities will almost certainly need an IEP while a child with diabetes or asthma might require a 504.

A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers. These may include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, home instruction, or a tape recorder or keyboard for taking notes.

The accommodations in a 504 plan may include such items as:

- ☐ Placing a child at the front of the classroom.
- ☐ Requiring teachers and aides to receive training in your child's particular disability (e.g., training, a video about ADHD, etc.).
- ☐ Providing a child with extra time or a quiet space for taking a test or doing homework.
- ☐ Providing a tutor after school to help with assignments.
- ☐ Providing a child with technology to support particular needs (e.g., voice to text technology, text-to-speech aides, etc.).
- ☐ Providing a child with an allergen-free environment.

As per the school RTI (Response to intervention) system, the students with special educational needs who are placed in (Tier 1) require 504 plans.

What is “Tier 1”?

The focus of Tier I Instruction is to organize and provide instruction for all students such that most students achieve (80%) to (90%) proficiency on grade level skills and/or concepts and score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as wide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting. Tier I instruction involves classroom interventions and extensions, including research-based approaches and/or strategies, provided by the general education teacher, that serve to differentiate and/or adjust the task to better match students individual needs – based on his/her response to the classroom assessments.

[13.2] IEP:

IEP's are usually written plans which outline the steps to be taken to achieve specified curricular targets. The IEP records that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all students. The IEP should be crisply written and focus on main individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behavior and social skills to match the student's needs. Strategies may be cross curricular or may sometimes be subject specific. The IEP should be discussed with the pupil and the parents on regular basis.

Coordinating the planning of the pupil's IEP, especially setting appropriate targets is be the responsibility of the school academic advisor, HOD's, class teachers, Support teacher & the school SENCO. On the other hand, devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of HOD's & individual subject teachers. All concerned members should therefore be involved in providing further help to students through School Action. For this reason the arrangements for devising and recording Individual Education Plans should be planned and agreed with all the staff, and endorsed by senior management.

The IEPs are continually kept 'under review,' and in such circumstances there cannot simply be a 'fixed term' or a formal meeting for reviews. However, IEPs are reviewed regularly and at least three times a year. Reviews need not be unduly formal, but parents' views on the student's progress should be sought, and they should be consulted as part of the review process.

What does an IEP include?

1. Relevant personal details: Name; date of birth; class ... etc.
2. Members of staff responsible for IEP: Names and roles of every one.
3. Type of educational service with responsibility for coordination.
4. SEN class number, subject teacher, SEND teacher and any staff from or out of the school.
5. PLAAFP; present level of academic achievements and functional performance.
6. A Summary of current special educational needs.
7. Aptitudes and abilities: Summary of aptitudes and abilities indicating how they may be used to assist in overcoming difficulties.
8. Aims: Succinct statements about educational aims, related to curriculum and including personal and social development and educational aspects of therapies.
9. Long-term and short-term goals: List of goals to be attained with indications of: expected time-scale; approaches to learning and teaching; assessment and recording; staff involved; resources; learning contexts.
10. Relevant documents: It may be appropriate to attach other current records, such as: reports from class teachers and therapists, especially if guidance is given; minutes of review meetings; reports to parents; and assessment records.
11. Evaluation: Short evaluative statements on the progress of pupils and on the effectiveness of the provision being made.

IEP Review:

At The Oxford School, The IEP is reviewed termly or (3) times a year, or possibly more frequently for some students of determination. At least one review a term could coincide with parent's private meeting. Reviews need not be unduly formal, but parents' views on their student's progress should be sought and they should be consulted as part of the review process. The student should also take part in the review process and be involved in setting the targets.

Progress tracking against IEP goals:

Each IEP goal is being tracked on weekly basis through the IEP scale as indicated in each IEP last page:

	1	2	3	4	5
Rubric Criteria	The student is totally stuck towards achieving the objective.	The student is often struggling towards achieving the objective.	The student is hardly achieving the objective.	The student is achieving the objective.	The student is very well achieving the objective.

Eligibility for an IEP: (Mainly; Students with special educational needs who are placed in RTI tiers 2 &3)

1. Specific learning disability (SLD):

The umbrella term “SLD” covers a specific group of learning challenges. These conditions affect a child’s ability to read, write, listen, speak, reason, or do math. Here’s what could fall in this category:

- ❑ Dyslexia.
- ❑ Dysgraphia.
- ❑ Dyscalculia.
- ❑ Visual processing disorder.
- ❑ Auditory processing disorder.
- ❑ Nonverbal learning disability.

2. Other health impairment:

The umbrella term “other health impairment” covers conditions that limit a child’s strength, energy, or alertness. One example is ADHD, which impacts attention and executive function.

3. Autism spectrum disorder (ASD):

ASD is a developmental disability. It covers a wide range of symptoms, but it mainly affects a child’s social and communication skills. It can also impact behavior.

4. Emotional disturbance:

Various mental health issues can fall under the “emotional disturbance” category. They may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression. (Some of these may also be covered under “other health impairment.”)

5. Speech or language impairment:

This category covers difficulties with speech or language. A common example is stuttering. Other examples are trouble pronouncing words or making sounds with the voice. It also covers language problems that make it hard for kids to understand words or express themselves.

6. Visual impairment, including blindness:

A child who has eyesight problems is considered to have a visual impairment. This category includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn’t qualify.

7. Deafness:

Kids with a diagnosis of deafness fall under this category. These are kids who can’t hear most or all sounds, even with a hearing aid.

8. Hearing impairment:

The term “hearing impairment” refers to a hearing loss not covered by the definition of deafness. This type of loss can change over time. Being hard of hearing is not the same thing as having trouble with auditory or language processing.

9. Deaf-blindness:

Kids with a diagnosis of deaf-blindness have both severe hearing and vision loss. Their communication and other needs are so unique that programs for just the deaf or blind can’t meet them.

10. Orthopedic impairment:

An orthopedic impairment is when kids lack function or ability in their bodies. An example is cerebral palsy.

11. Intellectual disability:

Kids with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of an intellectual disability.

12. Traumatic brain injury:

This is a brain injury caused by an accident or some kind of physical force.

13. Multiple disabilities:

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can’t be met in a program designed for any one disability.



[13.3] BIP:

What is a Behavior Intervention Plan?

A Behavioral Intervention Plan (BIP) is designed for an individual child to address a behavior that is interfering with the child's learning or the learning of other students. There is a specific, detailed process that is required to develop a BIP. First, the school team conducts a Functional Behavior Assessment (FBA). During an FBA, the team reviews the student's records, completes checklists/questionnaires, and conducts direct observations of the interfering behaviors to determine the function of the behavior.

The BIP includes a plan to:

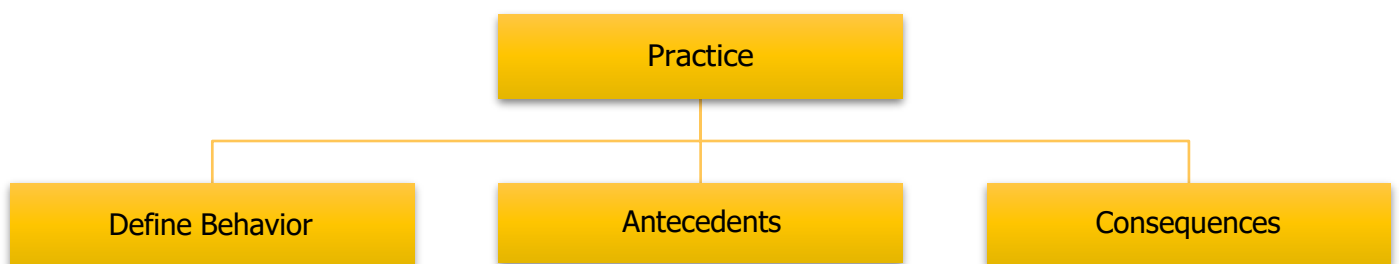
1. Modify the environment.
2. Teach the child to avoid the behavior "triggers" (i.e., coping skills, noise canceling headphones).
3. Reinforce the child for using socially acceptable behavior (i.e., toy play, appropriate communication).
4. Teach the child replacement behaviors.
5. Modify the responses of the student (i.e., extinction, redirection, blocking).

The Process:

1. Usually involves documenting the antecedent (what comes before the behavior).
2. Behavior.
3. Consequence (what happens after the behavior) over a number of weeks; interviewing teachers, parents, and others who work with the child; evaluating how the child's disability may affect behavior; and manipulating the environment to see if a way can be found to avoid the behavior.

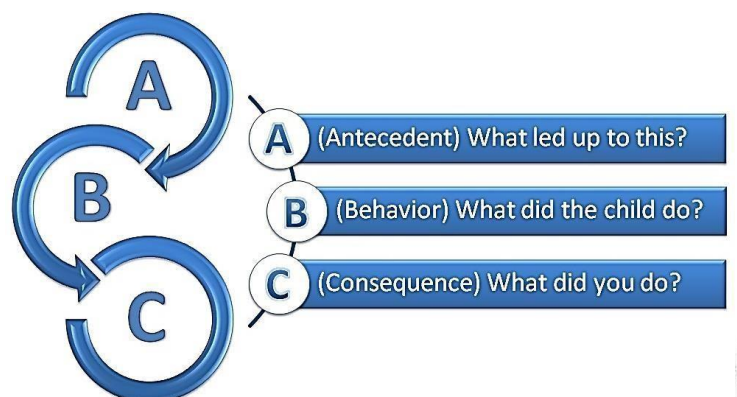
Writing Positive Goals for BIP's:

- ❑ Assuring that BIP goals are based on the student's past performance and that they are stated positively.
- ❑ Goals/statements must be relevant to the student's needs. Start slowly, choosing only a couple of behaviors at a time to change.
- ❑ Assuring the involvement of the student, this enables him/her to take responsibility and be accountable for his/her own modifications and providing some time to enable the student to track and or graph his/her successes.
- ❑ BIP goals are to be measured, specific as to the duration or the circumstance under which the goal will be implemented and use specific time slots when possible.
- ❑ Once the BIP is written, it is imperative that the student is taught the goals and fully understands what the expectations are. Providing him/her with tracking devices, students need to be accountable for their own changes.



ABC Forms:

The ABC Observation Form helps in gathering information on a specific behavior for a Functional Behavioral Assessment. Although several possible behaviors are listed on the form, it is more practical to limit the behavior that the school specialists are collecting information on to one.



Antecedent Events	Behavior	Consequent Events
(Describe what happened immediately prior to the behavior.)	(Describe what the student did in objective, observable terms.)	(Describe what happened immediately following the behavior.)
3. Rdg. to Wrtg. 1. "Something you're good at"	2. "Don't want to!"	5. Tchr. encouraged. "You're gd. at math."
Antecedent Events	Behavior	Consequent Events
(Describe what happened immediately prior to the behavior.)	(Describe what the student did in objective, observable terms.)	(Describe what happened immediately following the behavior.)
4. Con't ref. → 2. "Must do or no recess."	5. Ran out of room.	3. Tried to catch 1. Sent to office rest of day.

[13.4] Functional Behavior Assessment (FBA):

[13.4.1] Definition of FBA:

Functional Behavioral Assessments have been used to try to determine why individuals exhibit specific behaviors and how the environment interacts with the individual and those behaviors. Although this method of analyzing behavior was developed with the autistic and severely developmentally delayed population, it can easily be used to look at any individual with problem behaviors. The reauthorized Individuals with Disabilities Education Act requires that a Functional Behavioral Assessment be conducted if a behavior was a manifestation of the disability or, as appropriate, for other disciplinary removals. Although a Functional Behavioral Assessment is not required until the student has been removed from school for specific circumstances, best practice is to perform such an assessment for any student with disabilities who has problem behavior. This would lead to proactively creating interventions to help the student learn more appropriate behavior. A positive behavior intervention plan is also required by IDEA.



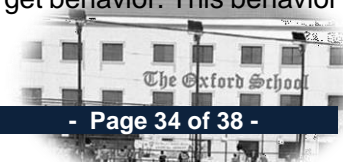
The Individual Education Program Team (IEP team) is responsible for developing an assessment plan to address problem behavior. During the IEP team meeting, the target behavior should be specifically identified and decisions should be made about exactly who will conduct each component of the Functional Behavioral Assessment, when the assessment will be completed and when the IEP team will meet to discuss the assessment and to create proactive behavioral interventions.

[13.4.2] Components of a Functional Behavioral Assessment:

Any Functional Behavioral Assessment must include these steps - identify and define the specific problem behavior; collect information about the occurrence of the behavior through observation, systematic data collection, and interviews of the child, parents, and staff; identification of the antecedent events and consequences surrounding the behavior; identification of the function or purpose of the behavior; and development of a hypothesis about the behavior. Once the assessment is complete, interventions can be created based on the hypothesis and other relevant information. Each of these steps is explained in more detail below.

(A) Identify and Define the Specific Problem Behavior:

When a student with a disability begins to exhibit behavior that is significantly impeding the learning of that student or other students or is resulting in a change of placement for that student, the Individual Education Program Team should meet to look at the specific problem behavior. The team must agree what behavior is creating the greatest problem. At this meeting the behavior must be defined in observable, measurable terms. "Threatens school personnel" is not an adequate target behavior. "Threatens school personnel by aggressive posture, invading personal space, and using verbally threatening and abusive language" is a specific target behavior. This behavior is both observable and measurable.



(B) Plan the Assessment:

Once the target behavior has been defined, the IEP team decides what information to collect about the behavior, as well as how it will be collected. The team determines which parts of the assessment will be completed by which members of the team. After the tasks are identified and distributed, the IEP team sets the time and place for their next meeting in which they will look at the information.

(C) Collecting Information:

Information about the target behavior should be gathered from all available sources. Interviews should be conducted with the relevant people - the student, the parents or other adults where the student lives, the teacher, other school staff who work with the student, etc. During the interviews questions should be addressed about when the behavior usually occurs, during which activities, who is usually around at that time, where the behavior occurs, how often, and how long the behavior lasts. Finding out what happened before the behavior occurred and what usually happens as a result of the behavior. The interviews are also a good time to identify the strengths of the student - what is the student good at doing, what are skills and interests that have been demonstrated. This information can be very helpful in designing interventions as a result of the assessment.

Direct observation of the student in the classroom can provide information about problem behavior. During an observation, data can be collected in a systematic manner concerning the behavior and its setting, the antecedents, the consequences, and possible reasons for the behavior.

A review of the written records about the student - the psychological, the Individual Education Program, interventions, and other documentation - can be a valuable source of information. A review of discipline records and incident reports can help look at the history of the behavior and what happened when the behavior occurred in the past.

(D) Analysis of the Data:

Once the data is collected, the Individual Education Program Team meets to develop a hypothesis concerning the target behavior. Information from the interviews, observation, and record review is shared within the team. The team determines what usually precedes the target behavior and what appear to be the consequences of this behavior. Then, using all the information, the team tries to determine the function or purpose of the behavior for that student. Generally the student is either trying to get attention, something tangible, or sensory stimulation or trying to get away from attention, something tangible, or sensory stimulation. The team must be aware that one behavior may serve more than one function for the same individual as well as more than one behavior may serve the same function for the same individual.

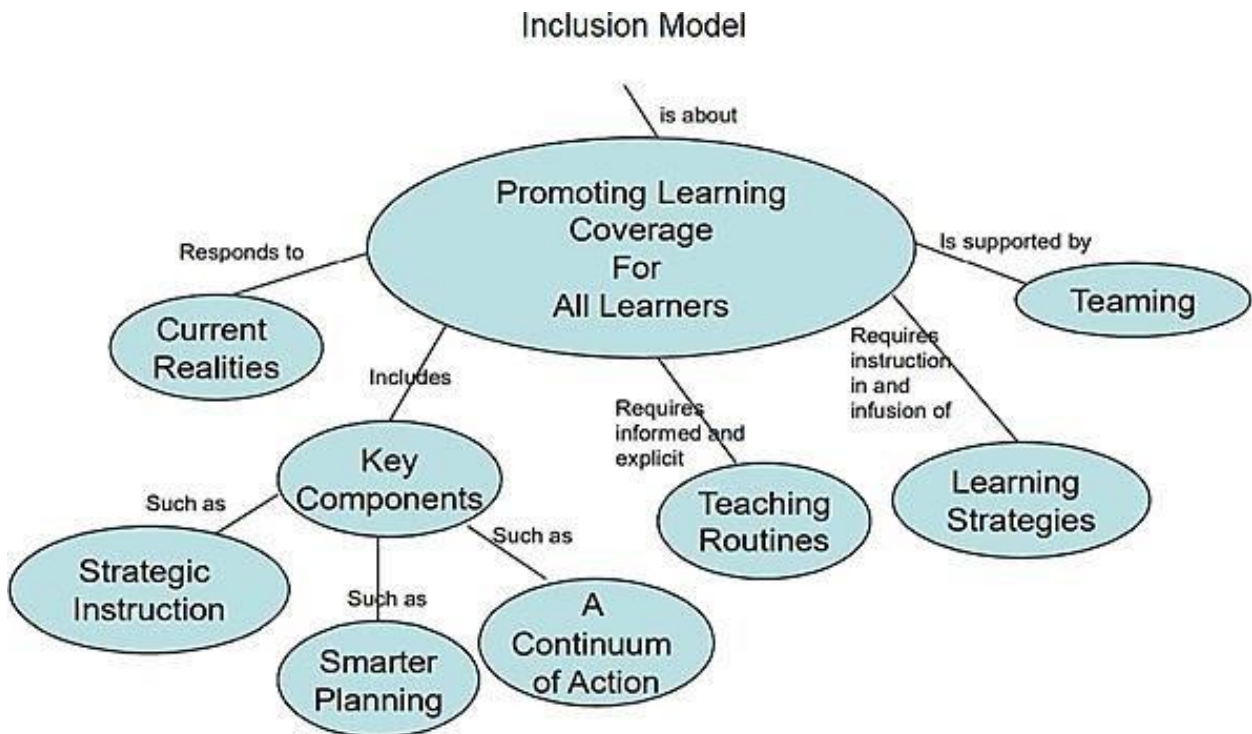
A hypothesis statement is agreed upon and written by the IEP team. The hypothesis is written in this manner: when this occurs, the student does, in order to. "When this occurs" is a description of the antecedents and setting information associated with the student's problem behavior. "The student does" is a description of the problem behavior. "In order to" is a description of the possible function of the behavior.

An example of a specific hypothesis statement:

When Jimmy is presented with academic work in large or small group settings requiring writing, multiple work sheets, or work that he perceives to be too difficult, he will mumble derogatory comments about the teacher, refuse to complete his work, destroy his assignment sheet, and/or push/kick his desk or chair over in order to escape academic failure in front of his peers.

Once the IEP team agrees on a hypothesis statement, they are ready to design specific interventions for the behavior. The interventions should teach the students new behaviors and new skills which allow them to fulfill the function of the behavior in a school appropriate manner.



[14.1] Inclusion model frame at The Oxford School:

In response to the demands and expectations the students are taught learning strategies for acquiring, storing, and expressing content objectives. In addition, the inclusion department members are responsible for teaching a more comprehensive set of strategy systems to the students of determination. This allows the student with additional learning need, who is generally an ineffective learner with poor processing skills, to develop a coping technique by using one or several of these strategies in combination. These strategies are designed to give the students a roadmap he or she can use to successfully meet the demands of learning in secondary classes. The current embedded inclusion model aims to enhance the teaching routine in the general education classroom. Enhancing the routine entails using graphic organizers, relating information to students' prior knowledge, and previewing the content before instruction. The third and final intervention strategy is designed to teach social interaction skills and motivational techniques. A specific strategy entitled "Share Behaviours" prepares the student for involvement in team meetings and conferences regarding their education. Students are encouraged to inventory their strengths and assist in their own planning.

[14.2] Human rights based model of disability:

Since Inclusive education is not a project or an initiative as it is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community *"Dubai Inclusive Education Policy Framework, 2017"*. The school has adopted the human rights based model and it is adhered to:

- ❑ Recognizing a student of determination's right to access the same quality of education as other students.
- ❑ Identifying the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success.
- ❑ Shifting from viewing the disability within the person to recognizing that disability is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems.
- ❑ Developing more effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs.



[14.3] Formal & Informal Diagnoses:

In many cases, students with a special educational need will also have a formally diagnosed disability; however, others will not. It is the school's role to develop comprehensive understanding of related barriers to learning for both groups of students and ensure that their special educational needs are fulfilled. The school takes into consideration:

- ❑ An effective whole school incremental system of assessment is an essential component of the procedures required to evaluate and identify the special educational needs of students.
- ❑ Assessments can be informal or formal. However, these should not be set as a condition to start any required educational provision.
- ❑ The outcome of teacher assessment and internal processes, which benchmark, monitor and analyze student performance provide valuable information to signal the need for further assessment and screening.
- ❑ Targeted discussions with parents, student observations, and the analysis of behavior and attendance patterns over time.
- ❑ Conducting discussions and observations by members of the inclusion support team such as the support teacher and the leader of provision for students of determination.

The Oxford School is committed to the recent shift of the inclusion model from "The Medical Model" to "The Human Rights Based Model". On admission, the student, who is willing to be admitted to the school, is subjected to a range of academic and non-academic assessments in addition to an interview with the school head of inclusion and counsellor. If the newly admitted student is very likely to have a special educational need and / or disability, then an eligibility meeting is arranged with the parent in order to discuss the student individual need(s) and then the development of a one or more of the following:

- ❑ If the student is placed in RTI tier 1, then a 504 plan is to be developed.
- ❑ If the student is placed in RTI tier 2, then an IEP and / or BIP is / are to be developed.
- ❑ If the student is placed in RTI tier 3, then an IEP and / or BIP is / are to be developed.

[14.4] Response to Intervention (RTI):

Response to intervention (RTI) is a process used by the school personnel's to help students who are struggling with a skill or lesson. RTI is a step-by-step tiered process that includes systematic, research based instruction and interventions for struggling learners. It starts in kindergarten (and in some cases, preschool) and continues through the grade levels to ensure that no child falls behind. The first tiers of the process all take place in the general education classroom with the general education teacher. It is a safe and familiar setting for students. The RTI process has two completely different aspects. There is Academic RTI, which is designed to help students with academic difficulties succeed, and there is also Behavioral RTI, sometimes called Behavioral PBIS to help the students with behavioral issues that hinder their academic progress.

Tier (1): Core Intervention:

The focus of Tier I Instruction is to organize and provide instruction for all students such that most students achieve (80%) to (90%) proficiency on grade level skills and/or concepts and score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as wide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting.

Tier (2): Targeted Intervention:

For students identified as falling below the 25%ile on benchmark assessments or those students who have not responded to core instruction as evidenced by four consecutive data points below the goal line from Tier I progress monitoring. The focus of Tier II Instruction is to provide supplemental instruction for students who are performing below grade level expectations and have not responded to core plus differentiated instruction and/or classroom interventions. This should comprise approximately 10% to 15% of students in a grade level. The instruction is delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The instruction is given in a small group format consisting of students with similar difficulties. The intervention(s) and progress monitoring tool(s) must match the area of concern and be monitored for student growth, as well as for fidelity.



Tier (3): Intensive Intervention:

For students identified as falling below the 15%ile on benchmark assessments or those students who have not responded to Tier II supplemental instruction as evidenced by four consecutive data points below the goal line from Tier II progress monitoring. Research-based programs, strategies, and/or procedures designed to supplement Tier I and Tier II and target skills that require intervention in order to make toward mastery of grade level UK curriculum Standards. The focus of Tier III Instruction is to provide intervention in addition to core instruction and Tier II group time for students with the most significant difficulties.

Chapter [15]:

Policy Review

This Inclusive Education Policy has been created on (January 05, 2022) by: Mr. Moustafa Mahmoud, Head of Inclusion and it has been revised by: Ms. Daspo Yiappos, Dubai, United Arab Emirates.

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
July 03, 2022		<input type="checkbox"/> Governor for Inclusion. <input type="checkbox"/> Principal: Ms. Daspo Yiappos. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud	
January 15, 2023		<input type="checkbox"/> Governor for Inclusion. <input type="checkbox"/> Principal: Ms. Daspo Yiappos. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud	
May 15, 2023		<input type="checkbox"/> Governor for Inclusion. <input type="checkbox"/> Principal: Ms. Daspo Yiappos. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud	
January 15, 2024		<input type="checkbox"/> Governor for Inclusion. <input type="checkbox"/> Principal: Ms. Daspo Yiappos. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud	

