Kings' School Nad Al Sheba, by Kings' Education

Inclusion Policy
2021 - 2022

Contents

1. Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 5 of this Policy. Kings' Schools cater for students with a range of special educational needs and disabilities 'along with those who are More and Exceptionally Able (MEA/G&T). Applications for admission to the school for children with special educational needs and disabilities are welcomed, and where necessary modification, adaptation and differentiation takes place to ensure the 'best by every child'.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf

Every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), including those being monitored. This includes students with English as an Additional Language (EAL) (see separate Policy) and students identified as More and Exceptionally Able (G&T) (see separate Policy).

Learning and teaching is adapted and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within the Kings' Schools will be coordinated by the Inclusion Support Team. The teams are known as LInK ('Learning Inclusively at Kings') across all three schools.

Our mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued.

There is a culture of respect for others and their learning.

Andrew Westerman, Head of Inclusion, Kings' Schools
a.westerman@kings-edu.com

The Leaders of LInK for Kings' Schools are:

Jennifer Dinari, Kings' School Nad Al Sheba j.dinari@kingsnas.com

Lucy Walker (Secondary), Kings' School Al Barsha l.walker@kingsalbarsha.com

Michelle Heap (Primary), Kings' School Al Barsha
m.heap@kingsalbarsha.com

Becky Hayward, Kings' School Dubai
r.hayward@kingsdubai.com

Sonia Alice Smith, Windsor School
s.smith@windsor-edu.com

2. Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Leaders of LInK in conjunction with the Inclusion Support Teams; across the three schools.

This policy was written with the aim of providing a consistent approach across the three Kings' Schools and at Windsor School.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated in the following objectives in line with section 6.2 of the SEND Code of Practice (UK, 2015):

- we use our best endeavors to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs

- we ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND

- we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Leader of Inclusion

- parents will be informed when special educational provision for a student is required

- we provide support, advice and training for parents and staff working with students with SEND.

Inclusion Statement

Windsor by Kings' Education has a strong commitment to the inclusion and pastoral support of all our families and students; this includes students who are identified with Special Educational Needs and Disabilities, English as a Second Language, English Language Learners, High Achievers and Gifted and Talented Students.

Windsor by Kings' Education works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- SEND Code of Practice (UK, 2015).

Support for students begins at admission, with a thorough identification process to ensure that appropriate support is available; and continues with ongoing identification and support through the academic and student support networks.

At Kings' Schools, we offer inclusive provision with additional support, intervention, differentiation and personalisation, where appropriate.

The whole school community is encouraged to ensure inclusion and the best possible social, emotional, behavioural and academic progress for all of our students. This is provided through innovative learning and teaching, dissemination of information, training and access to SEND specialists at all levels.

Kings' Education has comprehensive Inclusion Support Teams comprising of experienced and highly skilled staff. Across all our schools we operate as a team under the Learning Inclusively at Kings' umbrella (LInK)

All three sites have access to support from in-house:

- Qualified Special Education Needs Coordinators (including NASENCo)
- Highly qualified and experienced teachers and leaders
- Speech and Language Therapist
- Dyslexia Intervention Specialists

- Diagnostic Assessment and Identification
- JCQ Experienced Exam Access Arrangement Team
- Communication and Interaction Specialists (Autism)
- Literacy and English as an Additional Language Teachers
- Learning Support Teachers
- Intervention Staff and In-class Learning Support Assistants
- Class Teachers, Tutors, Heads of Year, Phase Leaders, Lead Practitioners, Wellbeing Coordinator, Counsellor and Senior Leaders with responsibility

Inclusion is important to us at Windsor by Kings'. All our students need to feel they belong and their happiness and progress in learning is vital to our value system. The commitment to being an inclusive school is both a passion and a focus for every member in the organisation, stemming from The Chairman, through the Principals, to the teaching and non-teaching staff. It is a cohesive part of all student learning particularly through Moral Education.

Our provision model for Windsor by Kings' Education Inclusion Provision is laid out as follows:
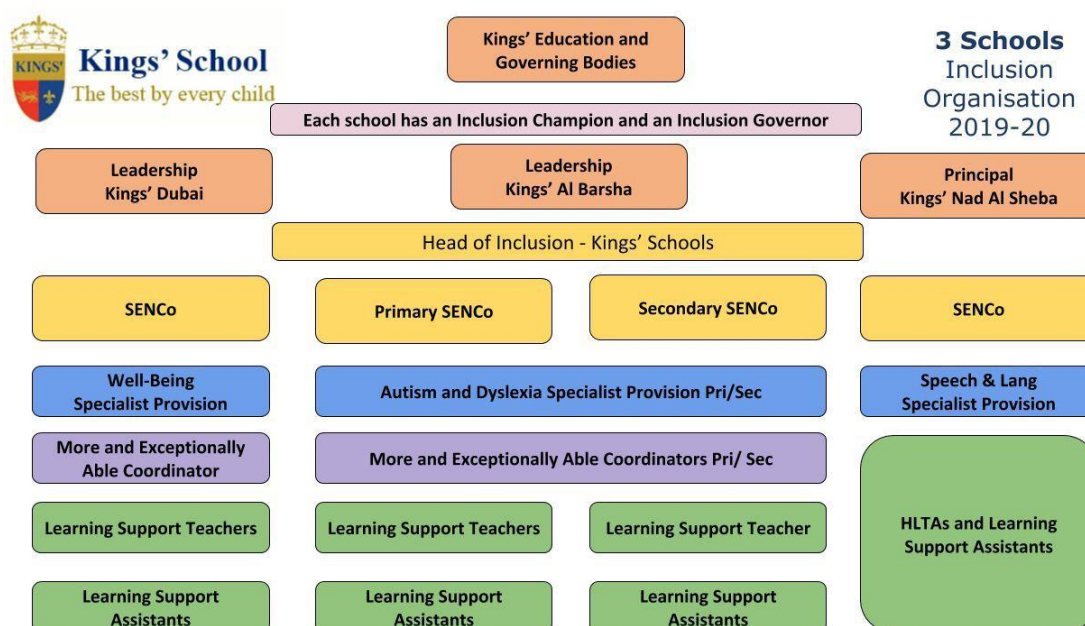
3. Identifying Special Educational Needs

3.1 The purpose of identification

All students within the Windsor by Kings' Schools undergo regular and thorough assessment - formative and summative - throughout their learning journey, to ensure that they are able to make appropriate progress in their learning.

Through regular and holistic assessment, teachers, senior leaders and LInK staff will identify barriers which might impede learning.

The purpose of identification is to allow the LInK team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress, attainment or well-being.

3.2 Categories

In Section 4.1 of the United Arab Emirates School Inspection Framework 2015-16, the KHDA includes the following list of 'Types of Need'.

- Behavioural, Social Emotional
- Sensory
- Physical Disability
- Medical conditions or Health Related Disability
- Speech and Language Disorders (this does not include students with additional language needs)
- Communication and Interaction
- Learning Difficulties 1
- Learning Difficulties 2
- Profound and Multiple Learning Difficulties
- Assessed Syndrome
- Dyslexia - reading
- Dysgraphia - writing/spelling
- Dyscalculia - using number
- Dyspraxia - fine and gross motor skills

In addition, the Revised Categorisation Framework for students of Determination (2019-2020) states:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ([1]including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. [2]*Chronic or acute medical conditions*

As an English Curriculum School, Kings' Schools will also work within the guidelines of the United Kingdom SEND Code of Practice, 2015 where appropriate. The Code of Practice includes four broad categories of need as outlined in sections 6.28 to 6.35.

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Need

Students at Windsor by Kings' may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing (not resulting from limited abilities)
- Specific difficulties in literacy - Dyslexia
- Specific difficulties in mathematics - Dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties)

- Processing difficulties

- Difficulties arising from disrupted educational experience
- Specific Learning Difficulties
- Sensory Processing Difficulties
- Autism Spectrum Disorders
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

3.3 Attendance and Punctuality, Health and welfare

The senior leaders and pastoral teams will contact parents with any concerns about the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy)

3.4 English as an Additional Language (EAL)

The LInK Department, in line with section 6.26 of United Kingdom 'The SEND Code of practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND.

4. Graduated Response

4.1 Identification Flowchart

The following information outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s).

The views of the student and parents should be included in the process of informal information gathering.

The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, individual education plans and provisions that are put in place in response to the specific needs of individual students.

The catalyst for identifying students will come from students, parents, teachers, external agencies and from data / management processes.

The LInK Team will gather data in accordance with the list below, which will result in the implementation of interventions, planning, delivery and review. Each Leader of LInK will develop their own pathway relevant to their setting. These pathways can be reviewed in the appendices of this document.

General Identification Pathway

4.2 The Register/Provision Map

Registers are managed by the LInK Departments. The registers are in the form of a spreadsheet and kept on the School Google Drive, and are Data Protected in line with School Policy. The Leaders of LInK are responsible for maintaining the content. All relevant staff are responsible for ensuring that they are familiar with the content and feed the information into their planning, delivery and assessment processes.

4.3 Classification of LInK students

Kings' Schools will classify students with any additional need in accordance with the KHDA 2015-16 framework and Revised Categorisation Framework 2019, as defined below.

SEND (identified)

- *have an educational need that is different from those of the majority of students;*
- *and which arises from the impact of a disability or recognised disorder and therefore have an external identification.*

Or

- ***may not** have an educational need that is different from those of the majority of students; but*

- *does arise from the impact of a disability or recognised disorder (but may be under investigation)*

SEND (Unidentified)

- *have an educational need that is different from those of the majority of students; but*
- ***does not*** *arise from the impact of a disability or recognised disorder (but may be under investigation)*

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

Windsor by Kings' Schools acknowledge that they must ensure that the needs of SEND are accurately and wholly identified as early as possible in order for strategies to be effective. The LInK team will do this in accordance with the Section 4.1 flow chart above.

Kings' Wave 1 (QFT)

Unidentified
- Staff concern
- Parent concern
- Investigating
- Beginning of response

Identified
- Quality First Teaching
- LA support in class
- Differentiation
- No interventions
- Review year-on-year

Kings' Wave 2

Identified
- Receives intervention
- LA support in class
- 'Can catch up'
- Differentiation

Kings' Wave 3

Identified
- Possibly 1:1
- Differentiation
- OT SALT Ed Psych
- External Support
- Dyslexia Team Support
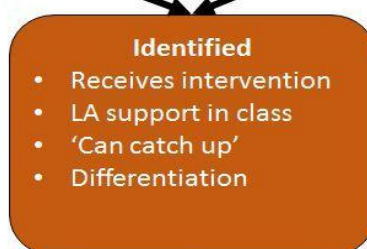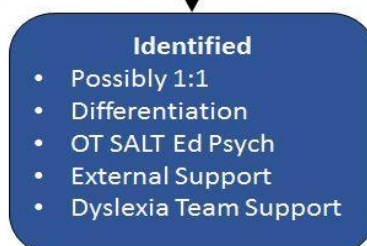
Parallel to this, students will be aligned with the graduated response as seen below:

4.4 Quality First Teaching

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning to enable all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes. This includes students who access LInK services.

Where progress is less than expected for a student not associated with LInK, the teacher will follow the LInK Pathway shown in Section 4.1. Kings' Schools strive for each student to make outstanding progress, relative to their identified needs.

4.5 Curriculum

All students should have access to a broad and balanced curriculum in line with KHDA regulation. Teachers should set high expectations for every student, regardless of their prior attainment. Teachers at Kings' use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have official exemption, or student needs are so high that they require additional modification.

Where specialist support is required, students may be withdrawn for specific intervention.

4.6 Reviewing quality of teaching and learning

All teachers have lesson observations to ensure that quality first teaching and learning is delivered for all students as well as those with SEND. The LInK Leaders will be involved in this process. The outcomes of the lesson observations and learning walks will inform the areas of professional development required.

4.7 Improving teachers' understanding

The LInK Leaders will ensure all staff are aware of students identified on the register as SEND. Staff are supported through training and regular meetings. The LInK Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND. All teachers are

required to complete formal external training - KDHA Mandatory Professional Development, in addition to internal sessions.

5. Managing students' needs on the LInK Register

5.1   Individual Education Plans (IEPs)

We may create IEPs for students who meet the criteria, outlined in **section 4.3**, and have followed the pathway in **section 3**. This system is used to assess, plan, implement and review any identified SEND provision. The IEP's are a student's 'roadmap' for their education. Each student who is identified as SEND and/or AEN Wave 3 on the LInK register must have a record of personalised provision as it is an educational programme that is tailored to the specific needs of the student.

IEP in Primary are formally reviewed at least 3 times a year and reviewed regularly by the 'team around the student' which may include internal staff, external agencies, parents and students. When the IEP is rewritten, appropriate members will be invited for input and/or to meet to discuss the plan, provision and next steps. Student conferencing, where appropriate, occurs to discuss the IEP and next steps.

IEPs have a different role in secondary as subject teachers and Heads of Department are responsible for the subject targets for each student. Students who are identified as SEND will be provided with an IEP which supports any intervention or additional provision outside of the curriculum, such as Exam Access Arrangements or Literacy Intervention. These will be rewritten as necessary, and at least annually.

5.2 Provision

The level of provision is decided by the Leaders of LInK.

Each student has a different need and a different level of required support. Some of the services which Kings' are able to offer include:

- 1:1 specific intervention
- Small group intervention
- In class learning assistant support
- Speech and Language diagnostics and intervention
- Dyslexia screening, assessment and intervention
- Adapted curriculum
- Modified and / or reduced curriculum
- Specialised curriculum
- Extra curricular activities such as home learning club, English language club, literacy intervention clubs
- Use of technology

- Exam Access Arrangements

In Primary, each child on Wave 3 who regularly needs 1:1 support to access the curriculum may require 1:1 Learning Support Assistance.

5.3 Provision for Life Skills and Gateway

Kings' Al Barsha currently has a bespoke provision for students with communication and interaction needs of a moderate severity with a priority need of functional language. The students supported within this provision will be predominantly based in specialist classrooms, but will be included within the main school programme as much as possible and where appropriate.

6. Criteria for being removed from registers

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between the levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register;

- Assessments
- Teacher feedback
- Class observations
- IEP target reviews
- Parent feedback
- Student feedback

The Leaders of LInK will decide if a student placement on the register is no longer necessary. The Leader of LInK will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure the adequate progress is continuing. In Secondary, students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements.

7. Supporting students and families

7.1 Internal Support

During the identification process it may be necessary for a student to be referred to a specialist.   Within the LInK Departments at Windsor by Kings' Education, we have a team of specialists who are able to offer support in Teaching and Learning, Curriculum Adaptations and

Emotional Communication, Attachment, Makaton, ADHD, Behaviour Analysis, Wellbeing and English as a Second Language, whose expertise may be accessed on a needs basis.

Kings' Education's Speech and Language provision will allow for an observation and/or assessment free of charge to the parents, on a needs basis as agreed by the team around the child. Students will be prioritised in accordance with immediate need. Occasionally, this might require the Inclusion Leader to refer externally.

Referral to any in-school specialist is carried out by the Inclusion LInK by following the Pathway.

A referral to the Specialist could typically include:

- Completion of a referral form by the teacher
- The teacher will inform the parents of the referral
- Initial observation and data gathering
- Baseline assessments
- Personalised interventions as appropriate
- In class support from LInK

A formal observation and/or assessment will take place through any of the following steps:

- With agreement by the parent and/or
- After meeting with the parent and/or
- After written notification with parent

Following observation and/or assessment the outcomes will inform the next steps, which will be personalised to the student's needs.

Specialists can provide support to students, parents and teachers depending upon the individual needs. This may include one or more of the following:

- a home programme
- recommendation for further support
- a school based programme devised by the specialist, to be carried out by LInK team/LA/teacher, with regular review and input from the specialist
- input to an IEP

7.2 External Support

Where applicable, parents will be guided by the Leaders of LInK towards external professionals. External professionals will be known to the school

and will have read the Safeguarding/Child Protection Policy and signed a Confidentiality Agreement. Parents are requested to share any

assessments completed externally and contact details of external agencies supplied to the Leader of LInK.

7.2 Parental Involvement

The involvement of parents is a key factor to the success of the provision for students with special and/or additional educational needs. Ongoing parental engagement is encouraged and the Learning Support teams offer regular workshops, review meetings and operate an open door policy. Where possible, the Leaders of LInK will attend whole school functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies etc to remain accessible. The Leaders of LInK email address is widely available.

7.3 Admission arrangements

The Admission arrangements and Policy can be found on the school websites and the School Communicator:

http://www.kings-edu.com

The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

7.4 Examinations

All primary examinations adhere to UK guidelines when seeking extra time and support during summative assessments.

Within Kings' Al Barsha students entering summative examinations such as GCSE and A-Level will have Exam Access Arrangements in line with the school policy and the JCQ Access Arrangements, Reasonable Adjustments and Special Condererations Regulations and Guidance.

7.5 Medical Conditions

We use the 'School Health Guidelines Manual for Private Schools in Dubai' by Dubai Health Authority for managing the medical conditions of students, this can be found at:

https://www.dha.gov.ae/EN/SectorsDirectorates/Directorates/HealthRegulation/HealthFacilities/Documents/SCHOOL%20HEALTH%20GUIDELINES%20Modifications1-2011.pdf

8. Monitoring and Evaluation of SEND

Monitoring and evaluating the quality of provision offered to students is carried out by obtaining:

- Staff views
- Student views
- Learning Journeys/Journals/Workbooks used in class
- Parental feedback
- Lesson Observations
- Tracking evidence of students on IEP
- Learning walks
- IEP targets achieved
- Windsor by Kings' Schools SEF

The purpose of regular monitoring and evaluation is to promote an active process and atmosphere of continual review and improvement of provision for all students.

9. Training and Resources

9.1   Training

Internal training provisions are led by the Leaders of LInK, to ensure that all staff are aware of the learning needs of SEND students and are able to support them. Training is delivered, via staff CPD, publications and a number of whole school training sessions. This will include the most up to date strategies according to the SEND Code of Practice. External training will take place for all Teaching Staff in line with the KHDA Mandatory Units required for Teaching Licensing. All training will be supported in accordance with the Windsor by Kings' CPD Policy.

9.2 Induction of new staff

New teachers will meet with the Leader of LInK during the whole school induction at the beginning of the year and are informed of the SEND provision and practice.

9.3 School Meetings

The Leaders of LInK will meet regularly to share best practice, discuss students of concern and keep up to date with local and national incentives. This will also ensure consistency across the three schools. A member of SLT will be invited to attend these meetings where appropriate.

10. Roles and Responsibilities

10.1 The Leaders of LInK

The provision for SEND is the responsibility Leaders of LInK. However, as the provision involves all aspects of school learning, the

responsibility will include leaders across the school, as well as individual teachers.

The role of the Leader of LInK is to:

- ensure that Inclusion Audit and Dubai Inclusive Education Policy Framework and associated legislation is being implemented including the implementation of an inclusive education support team
- work alongside learning support teachers, assistants, class teachers and senior leadership to provide effective provision, training, support and knowledge
- ensure data is accurately recorded on the tracking system and that any planning for learning and teaching is consistent with whole school educational policies and practice

10.2 Class Teacher

Class teachers are expected to plan students' learning to be directly related to their IEP and/or specific needs as stated in the KHDA Inspection Handbook. Teaching may be on an individual or group basis and involve specialist teachers or learning assistants.

10.3 Learning Support Assistants

LSAs The role of the LSA is to:

- work under the direction of the Leaders of LInK (line manager)
- collaborate with the class teacher to support students with an IEP/ Quest in the classroom
- work both within the classroom and one to one, to support students who have identified or additional learning needs
- encourage and support with activities outside of lessons to enable them to participate as fully as possible e.g. mentoring, support programmes, movement about the building and accompanying students on school trips

10.4 Learning Support Specialists and Learning Support Teachers

The role of the Learning Support specialist and learning support teacher is to:

- work under the direction of the Leaders of LInK (line manager)
- to plan and deliver high quality lessons and interventions
- to work alongside teachers to support specialist differentiating
- to support continued professional development
- to contribute to the IEPs

10.5 Medical

The school nurses are responsible for meeting the medical needs of students.

11. Storing and managing information

SEND information is stored on the school management system and complies by the Data Protection Act.

12. Reviewing the Policy

The Learning Support Policy will be reviewed annually by the Leaders of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practises.

13. Dealing with complaints

Complaints should be made in writing directly to Leaders of LInK and/or Senior Leadership Teams.

This policy was reviewed in September 2021 by Leaders of

LInK. Next review October 2022

Special Educational Needs (SEN)	• *have an educational need that is different from those of the majority of students;* • *and which arises from the impact of a disability or recognised disorder and therefore have an external identification.*
ذوي الإحتياجات التعليمية الخاصة	يحتاجون نوع معين من المساعدة تختلف عن باقي الطلاب العاديين سببها نوع من أنواع الإعاقة ولديهم إثبات على ذلك.
Additional Educational Needs (AEN)	• *have an educational need that is different from those of the majority of students; but* • *does not arise from the impact of a disability or recognised disorder* *(i.e. internally assessed literacy issues with intervention kid)* *or* • *may not have an educational need that is different from those of the majority of students; but* • *does arise from the impact of a disability or recognised disorder*
ذوي الإحتياجات التعليمية الخاصة	لايوجد لديه أي نوع من الإعاقة ولكنهم يحتاجون مساعدة اضافية،يجرى لهم امتحان خاص بالمدرسة لتحديد المشكلة. أو: يوجد عندهم نوع من الإعاقة ولكن لايحتاجون مساعدة اضافية في التعلم تختلف عن باقي الطلاب
Graduated Response التصنيف الدقيق للطلاب	The graduated response consists of dividing student into three levels of support need. Wave 1 student are supported by quality first teaching, Wave 2 require learning support intervention to close the gap between them and their peers and Wave 3 are students with an identified SEND and therefore a IEP/MAP
التصنيف الدقيق للطلاب	تقسيم الطلاب إلى ثلاث أقسام رئيسية، وجميعهم يحتاجون مساعدة بدرجات مختلفة. المرحلة الأولى: يقوم المعلم بشرح مفصل للطالب أكثر من الطلاب العاديين. المرحلة الثانية: يحتاج الطالب إلى مساعد معلم لكي يضمن أن المعلومة وصلت بشكل تام وصحيح وتغطية الفروق بينه وبين باقي الطلاب. المرحلة الثالثة: تعد أعلى مرحلة حيث الطالب يحتاج إلى خطة تدريس مخصصة له ودعم إضافي خارج الدرس.
I.E.P خطة تدريس فردية	Individual education plan
خطة تدريس فردية	يوجد خطة تعليم فردية خاصة بحالة كل طالب.

Special Educational Needs Co-ordinator (SENDCo) ذوي الإحتياجات	The leader of Inclusion and/or with specific responsibilities relating to the provisions for students with SEN.
التعليمية الخاصة المسؤول عن قسم الدعم التعليمي عن الدعم المسؤول قسم الدعم التعليمي	المسؤول عم هذا القسم لديه صلاحيات وأحكام متعلقة بهؤلاء الطلاب.
Learning Support **مساعد المدرس**	The department that provides provision for students with SEN. At Kings' the department is called LInK/ACe - which stands for Learning Inclusively at Kings
مساعد المدرس	في القسم المسؤول عن تقديم الدعم التعليمي للطلاب ذوي الإحتياجات التعليمية الخاصة في مدرسة كينجز يدعى)لينك(وهو اختصار إلى)التعليم الشامل كينجز.(
Learning Support Register سجل دعم التعلم	This is Kings' list of students who are supported by Learning Support (LInK/ACe). Also known as the Provision Map.
سجل دعم التعلم	في مدرسة كينجز يوجد قائمة بأسماء الطلاب الذين يحتاجون لدعم اضافي في التعلم تدعى بالخريطة التفصيلية.
SEND Code of Practice, 2015 ذوي الإحتياجات الخاصة	SEND (Special Educational needs and Disability) Code of Practice, 2015 is a document released by both the departments for health and education providing guidance on how a Special educational needs department should operate.
ذوي الإحتياجات الخاصة	هي وثيقة صدرت عام 2015 من قبل وزارة التعليم والصحة لدعم ذوي الإحتياجات الخاصة.
Identification Pathway مسار العمل	Sequence of procedures followed by professionals at KSAB if a student is suspected in having SEN.
مسار العمل	سلسلة من الإجراءات التي يتبعها المهنيين في مدرسة كينجز البرشاء إذا كان يوجد طلاب من ذوي الإحتياجات الخاصة
Able, Gifted and Talented (AGT)	A term used in schools to describe student who have the potential to develop significantly beyond what is expected for their age. 'Gifted' refers to a student who has abilities in one or more academic subjects, such as English or maths. 'Talented' refers to a student who has skills in a practical area such as music, sport or art.

	الموهوبين والمتفوقين	مصطلح يستخدم في المدارس لوصف الطالب الذين لديهم القدرة على التطور بشكل ملحوظ يتجاوز ما هو متوقع لسنهم. "المتفوقين" يشير إلى الطالب الذي لديه قدرات في واحد أو أكثر من المواد الأكاديمية، مثل اللغة الإنجليزية أو الرياضيات. "الموهوبين" يشير إلى الطالب الذي لديه مهارات في مجال عملي مثل الموسيقى والرياضة أو الفن.
Speech, language and communication needs (SLCN)		A student with speech, language and communication needs: ● might have speech that is difficult to understand ● they might struggle to say words or sentences ● they may not understand words that are being used, or the instructions they hear ● they may have difficulties knowing how to talk and listen to others in a conversation
	م واللغة واحتياجات التواصل	الطلاب الذين يحتاجون دعم في الكلام واللغة والتواصل قد يكون لديهم صعوبة في التحدث والفهم. -يبذلون جهداً كبيراً من أجل قول الكلمات أو الجمل - لا يفهمون الكلمات التي يتم استخدامها، أو التعليمات التي يسمعونها قد يكون لديهم صعوبات في معرفة كيفية التحدث والاستماع للآخرين عند المحادثة
Autistic Spectrum Disorder (ASD)		A developmental disorder is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour. Including Asperger's Syndrome and Autism.
	اضطراب طيف التوحد	يتسم الاضطراب التنموي بالصعوبات في التفاعل الاجتماعي والاتصال وبطريقة التفكير والسلوك المقيدة أو المتكررة. بما في ذلك متلازمة أسبرجر والتوحد.
Moderate learning difficulties (MLD)		A student with moderate learning difficulties (MLD) is understood to display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills.
	محتوى صعوبات التعلم	الطالب الذي يواجه صعوبات في التعلم يظهر تأخيراً كبيراً في الوصول إلى المراحل التنموية وقد يواجه صعوبة أكبر بكثير من أقرانه في اكتساب المهارات الأساسية في القراءة والكتابة والحساب. كذلك تأخر في الكلام واللغة، وانخفاض مستويات التركيز والمهارات الاجتماعية والعاطفية والشخصية.
Severe learning difficulties (SLD), صعوبات التعلم الشديدة		student with a severe learning disability often use basic words and gestures to communicate their needs. Many need a high level of support. الطالب ذوي الإعاقات الشديدة غالبا ما يستخدم الكلمات الأساسية والإيماءات للتعبير عن احتياجاتهم ويحتاجون إلى مستوى عال من الدعم.

Profound and multiple الموهوبين والمتفوقين	student who have a profound intellectual disability, which means that their intelligence quotient (IQ) is
learning difficulties (PMLD),	estimated to be under 20 and therefore they have severely limited understanding.
صعوبات التعلم العميقة والمتعددة	الطالب الذي لديه إعاقة ذهنية عميقة، يعني أن محصول الذكاء لديهم محدود ويقدر أن يكون أقل من 20، وبالتالي لديهم فهم محدود للغاية.
Specific learning difficulties (SpLD) الكلام واللغة واحتياجات التواصل	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder, dyscalculia and dysgraphia. All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate through to severe.
صعوبات التعلم المحددة	الاضطراب يعد أشهر الحالات النفسية الأساسية التي تنطوي على فهم أو استخدام اللغة، المنطوقة أو المكتوبة، التي قد تظهر نفسها على شكل عدم قدرة على الاستماع ، التفكير، الكلام ، القراءة ، الكتابة أو التوضيح، أو حتى للقيام بالعمليات الحسابية. وأكثرها شيوعا هي عسر القراءة،)الديسبراكسيا(، اضطراب نقص الانتباه ، فرط النشاط. جميع صعوبات التعلم المحددة موجودة على شكل سلسلة متصلة بدرجات مختلفة من خفيفة إلى معتدلة أو شديدة.
Global Learning Difficulties اضطراب طيف التوحد	When student have learning difficulties that are more generalised and don't relate to a specific neural problem or immaturity, they can be described as having moderate, severe or profound and multiple learning difficulties, depending on their degree of difficulty
صعوبات التعلم العامة	ندما يكون لدى الطالب صعوبات في التعلم أكثر عمومية ولا ترتبط بمشكلة عصبية محددة أو عدم نضج، يمكن وصفها بأنها تعاني من صعوبات تعلم متوسطة أو شديدة أو عميقة ومتعددة، اعتمادا على درجة الصعوبة.
Vision impairment (VI) محتوى صعوبات التعلم	Visually impaired person's eyesight cannot be corrected to a "normal level". It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.
ضعف الرؤية	لا يمكن تصحيح ضعف البصر إلى "المستوى العادي." ويمكن القول أن ضعف البصر هو أن العين تقوم بوظائف محددة.
Hearing impairment (HI) صعوبات التعلم الشديدة	A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.

ضعف السمع	ضعف السمع هو فقدان السمع الذي يمنع الشخص من تلقي الأصوات تماما من خلال الأذن. إذا كان الضعف خفيف، فإن الشخص يواجه صعوبة في سماع الكلام خاصة من مكان بعيد. الشخص الذي يعاني من ضعف السمع قد يستخدم السماعات لتضخيم الأصوات.	

~~صعوبات التعلم العميقة والمتعددة~~

Multi-sensory impairment (MSI)	student who have impairments of both vision and hearing.
الضعف البصري والسمعي	الطالب الذي يعاني من ضعف في الرؤية والسمع.
Physical disability (PD) صعوبات التعلم المحددة	Total or partial loss of a person's bodily functions (e.g. walking, gross motor skills, bladder control etc.) and total or partial loss of a part of the body (e.g. a person with an amputation). Some examples of lifelong physical disabilities include: ● amputation; ● arthritis; ● cerebral palsy; ● upper limbs; ● multiple-sclerosis; ● muscular dystrophy; ● acquired spinal injury (paraplegia or quadriplegia); ● post-polio syndrome; ● spina bifida.
الإعاقة الجسدية **صعوبات التعلم العامة**	الفقدان الكلي أو الجزئي لوظائف الجسم الجسدية (مثل المشي، والمهارات الحركية الإجمالية، والتحكم في المثانة، وما إلى ذلك) أما الفقدان الجزئي هو فقدان أحد أعضاء الجسم (على سبيل المثال الشخص الذي لديه بتر.) وتشمل بعض الأمثلة على الإعاقات الجسدية مدى الحياة ما يلي: البتر - التهاب المفاصل - الشلل الدماغي - تصلب الأطراف العلوية - ضمور العضلات - إصابة في العمود الفقري (الشلل النصفي أو الكامل) - متلازمة ما بعد شلل الأطفال - انشقاق العمود الفقري
The Knowledge and Human ضعف الرؤية **Development Authority (KHDA)**	The educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates.
هيئة التنمية والمعرفة البشرية	مسؤولة عن ضمان الجودة التعليمية والسلطة التنظيمية لحكومة دبي، الإمارات العربية المتحدة.

ضعف السمع

Cognitive ability test (CATs)	The CAT (cognitive ability test) assesses an individual's ability to reason with and manipulate different types of symbols. Three main types of symbol play a substantial role in human thought. These symbols represent: • words • quantities • spatial, geometric or figural patterns.
اختبار القدرة المعرفية الإبتدائية	اختبار القدرة المعرفية: يقيم قدرة الفرد على التفكير ومعالجة أنواع مختلفة من الرموز. ثلاثة أنواع رئيسية تلعب دورا كبيرا في الفكر البشري. تتمثل في: الكلمات – الكميات – الأنماط المكانية أو الهندسية أو الشكلية

Secondary Leadership Team (SLT)	A team comprising of the Head teacher, Deputy head teachers and assistant head teachers of the Secondary school.
فريق إدارة المرحلة الثانوية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الثانوية.
Primary Leadership Team (PLT)	A team comprising of the Head teacher, Deputy head teachers and assistant head teachers of the Primary school
فريق إدارة المرحلة الإبتدائية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الإبتدائية.

هيئة التنمية والمعرفة البشرية

اختبار القدرة المعرفية

Windsor by Kings'
Quality First Teaching

Windsor's Wave 1 Support

Unidentified
Staff concern
Parent concern
Investigation
Beginning of response

Identified
Quality First Teaching
LA support in class
Differentiation
In class interventions
Reviewed Termly

Windsor's Wave 2 Support

Identified
Receives intervention
In class differentiated tasks
In class accommodations and modifications

Windsor's Wave 3 Support

Identified
Possible 1:1 LSA support
In class accommodation s and modifications
External Support
Individual Education Plan

Kings' Wave 1 (QFT)

Unidentified
- Staff concern
- Parent concern
- Investigating
- Beginning of response

Identified
- Quality First Teaching
- LA support in class
- Differentiation
- No interventions
- Review year-on-year

Kings' Wave 2

Identified
- Receives intervention
- LA support in class
- 'Can catch up'
- Differentiation

Kings' Wave 3

Identified
- Possibly 1:1
- Differentiation
- OT SALT Ed Psych
- External Support
- Dyslexia Team Support
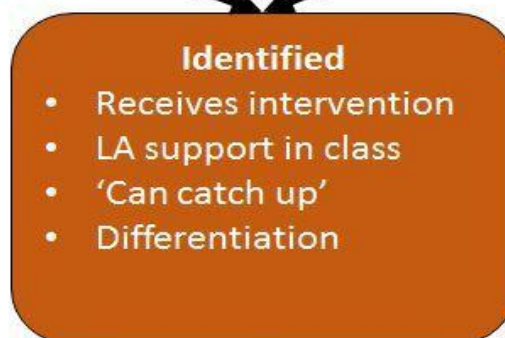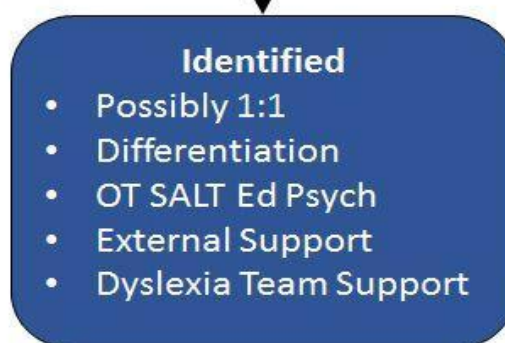
Appendix 3 - Kings' School Nad Al Sheba - Primary Pathway

Stage 1
A pupil is causing concern after a triangulation of evidence from classroom observations, data etc. The teacher continues to note down observations on the child in a variety of situations.

Stage 2
The teacher will then share concerns verbally with the year leader who will refer to the provision menu in collaboration with the class teacher to ensure that Quality First Teaching has been implemented and a variety of strategies have been tried.

Stage 3
The teacher should complete the LInK referral form and email to the Inclusion leader, along with two classroom observations OR bring observation notes/data to the next inclusion monitoring meeting (depending upon timing in the monitoring schedule).

Stage 4
The Inclusion Leader will then arrange a formal observation by a member of the LInK Team.

Stage 5
If appropriate, the LInK team will carry out further assessments and notify parents.

Stage 6
The child will be added to the Inclusion List and will be assigned to a wave (see graduated response).

Stage 7
We will begin a cycle of assess-plan-do-review with parents, teachers, the LInK team and other professionals (if relevant). We will work together to create a personalised action plan through person-centred planning.

Stage 8
Regular monitoring, assessment and reviews for children on our Inclusion List will take place (please see monitoring schedule).

Class teacher to make observation notes

Class teacher to share concerns with YL, AHT and Parents

Class teacher to complete referral form and email to LInK

LInK will arrange a formal class observation.
If necessary, LInK will carry out further assessments
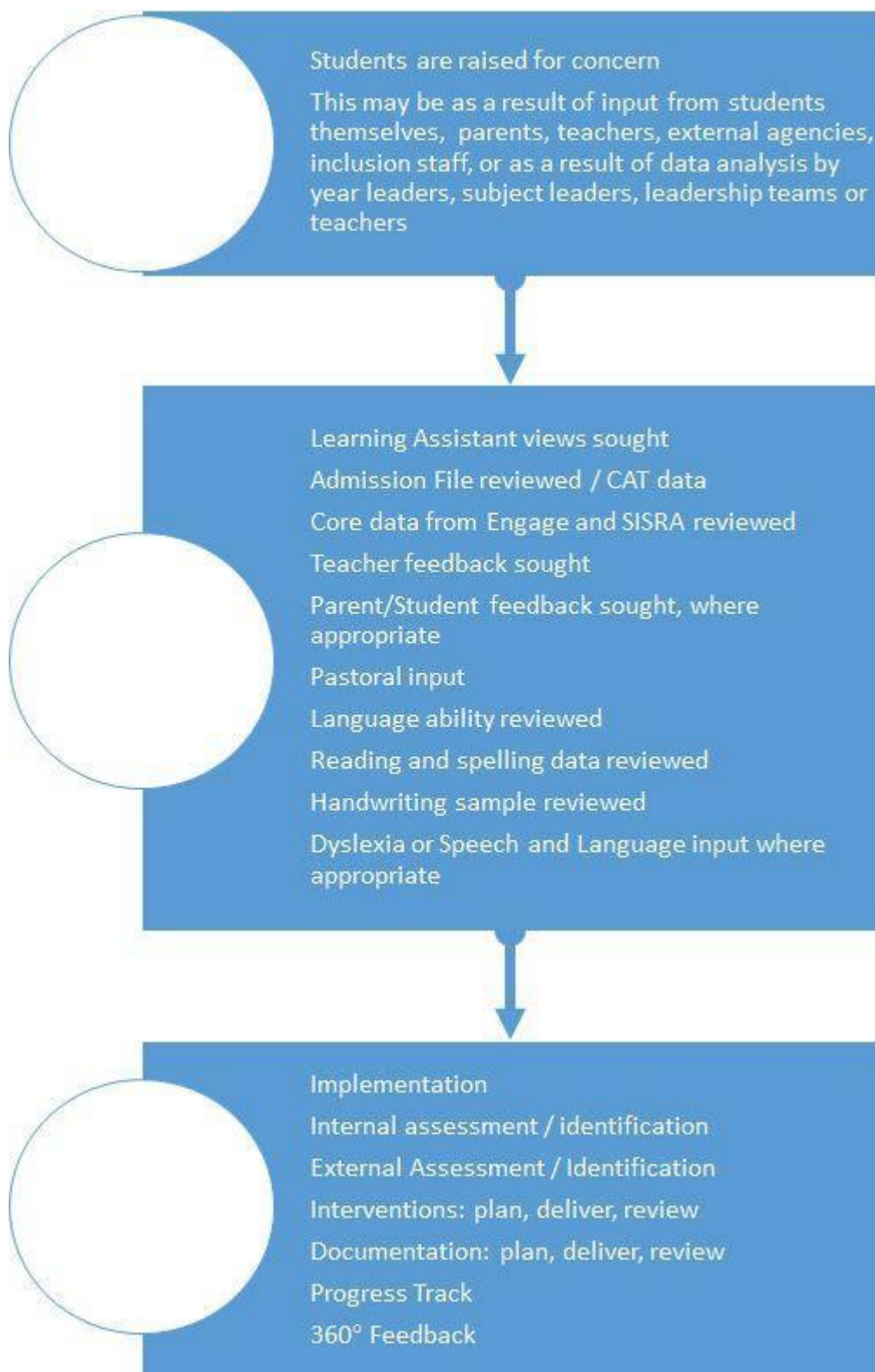to then create a Kings' Quest with targets and intervention plan

Child added to register and assigned a 'wave'

LS will communicate interventions and targets to parents

Interventions and targets reviewed

Referral Pathway

Students are raised for concern

This may be as a result of input from students themselves, parents, teachers, external agencies, inclusion staff, or as a result of data analysis by year leaders, subject leaders, leadership teams or teachers

Learning Assistant views sought

Admission File reviewed / CAT data

Core data from Engage and SISRA reviewed

Teacher feedback sought

Parent/Student feedback sought, where appropriate

Pastoral input

Language ability reviewed

Reading and spelling data reviewed

Handwriting sample reviewed

Dyslexia or Speech and Language input where appropriate

Implementation

Internal assessment / identification

External Assessment / Identification

Interventions: plan, deliver, review

Documentation: plan, deliver, review

Progress Track

360° Feedback

References

Dubai Inclusive education Policy Framework (2017)
https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

UN Convention on the Rights of Persons with Disabilities and Optional Protocol
http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination

Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf

General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf

SEND Code of Practice (UK, 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf