



RAFFLES WORLD ACADEMY INCLUSION POLICY

Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

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

Our Philosophy:

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

Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

Our Motto:

Towards Excellence

RWA Acronym

Rise Wonder Achieve

RATIONALE

Raffles World Academy (RWA) is a truly inclusive school and welcomes Students of Determination who experience Special Educational Needs and Disabilities (SEND), students identified as Gifted and Talented (TAG) and those needing English as an Additional Language (EAL) support.

The International Baccalaureate's definition of inclusion states that: 'Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers... It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment... Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community' (Learning Diversity and Inclusion in IB Programmes, 2020).

RWA values the contribution made by each student to our community, following with the school's mission to empower students with a rigorous, holistic and international education for success in an ever-changing world.

The principal, heads of primary and secondary schools, and the head of inclusion are responsible for provision of inclusion at RWA.



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The school website provides information on our inclusion services. In addition, the inclusion handbook can be referred to for details of policies, procedures and guidelines related to how we provide for inclusion at RWA.

ADMISSIONS POLICY

- We welcome students of all abilities, who will benefit from the rigorous academic, personal and social programmes on offer. We are proud of our visible commitment to diversity and international mindedness.
- We take the responsibility of every student's academic, social and personal growth very seriously. In order to serve individual needs well, it is important that we have complete information regarding previous academic experience and pastoral welfare.
- Our school actively seeks to nurture the holistic development of every student. Where the student has additional educational needs, then this should be identified and recorded on the online application form.
- The school provides a rigorous international education with English as the medium of instruction. Although fluency in English is not a criterion for admission, assessments are set in the English language.
- The school is inclusive and has an inclusion support programme that seeks to address the individual needs of all students including those experiencing Special Educational Needs and Disabilities, the Gifted and Talented, and English Language Learners. Parents or guardians of any applicant having a specific known need must submit complete reports with their application. These might include psychoeducational assessments, individualized education plans (IEPs) or other reports from health professionals. In cases where a child's specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision.
- Admissions Policy for Students with Additional Needs: Our policy is in line with Federal Law 2006(29) and the aims of the Dubai Inclusive Policy Framework 2017, regarding the education and outcomes of students experiencing special educational needs and disabilities (SEND).
- Students of Determination experiencing Special Educational Needs and Disabilities (SEND): All placements are subject to availability of spaces. Admissions for students of determination is not conditional on a medical diagnosis. All new applicants to Grade 2 and above complete the Cognitive Ability Test (CAT4) as part of the admission process. Applicants to lower grades (KG1 to Grade 1) complete paper-based assessments and/or in-class observations as well. Any new applicant with identified special educational needs and disabilities (SEND) will be referred to the head of inclusion. The inclusion support team will go through the reports and arrange to observe and assess the child, making appropriate recommendations to the admissions department thereafter. This procedure is applicable for any child suspected of having any SEND, with admissions personnel liaising with the head of inclusion on all applicants with identified SEND or SEND concerns.
- RWA is not equipped to educate students with severe learning challenges or those with severe physical or sensory impairments. However, the school is sensitive to the needs to parents seeking placement in a mainstream school and is willing to consider applicants on a case-by-case basis.
- The final decision regarding the new admission will be taken collaboratively between the principal and the respective head of school, together with the head of inclusion and possibly other members of the school leadership team. This team will evaluate and recommend whether the admission offer should be full or partial (in partnership with another specialist school or provider) or if the school is unable to provide a place currently.



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- Admissions to the grade level depends on the chronological age of the applicant, his / her individual level of needs, the decision of the school staff and the KHDA requirements.
- As per the regulatory requirements, all admissions are to be approved by the KHDA. The school's KHDA compliance officer seeks the admissions approval for the applicant from the KHDA.

RWA POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Raffles World Academy (RWA) is an inclusive school and welcomes Students of Determination experiencing Special Educational Needs and Disabilities (SEND) in accordance with the UAE Federal Law no. 29/2006, Dubai Law no. 2/2014 and the IB philosophy.

Federal Law No. (29) of 2006 in Respect of the Rights of People of Determination emphasizes that special needs in themselves are not an obstacle to hinder a person from being given access to any educational institution, whether governmental or private.

IDENTIFICATION PROCEDURES

All students have their individual profile information with the data from various assessments carried out throughout the year. This includes standardized testing, formative assessments and observations carried through the academic year.

Teachers may refer a student to the inclusion support department if they feel that the student is not making appropriate progress and if they have concerns about their learning journey.

The inclusion support team screens the student for possible barriers to learning. If these learning barriers are identified, parents are advised of the student's eligibility to inclusion support services and the identification of the specific learning needs.

Once a student is registered with inclusion support as requiring additional learning support, an inclusion support teacher is assigned to the student and she then puts together the student passport, in collaboration with the homeroom and/or subject teachers, parents, the student himself/ herself and/or any other adult involved in the child's education.

A lack of formal diagnosis is not a barrier to receiving SEND provision. Internal screening tests are rigorous and have clear criteria for identification of additional learning needs. If a child has a formal diagnosis of a disability, this external assessment report needs to be revalidated every 2 years, as per KHDA rules.

INCLUSION SUPPORT SERVICES

Students enter the inclusion support program based on the identification procedures described in this policy in the section above. The inclusion support team, along with the homeroom or subject teachers' input, works to cater to the student's needs through individualized support consisting of in-class support and/or pull-out sessions, based on the ascertained level of need.

Some students may benefit from one-to-one support of an Individual Learning Support Assistant (ILSA) to work towards becoming a successful and independent learner in the classroom. If so, parents are advised of this recommendation. This practice is based on what is known to be sound inclusive practice globally, as well as on UAE Ministry of Education guidelines, regarding students experiencing SEND.

MONITORING STUDENT PROGRESS

The inclusion support teacher monitors and analyzes the progress made by every student under her care. This information is communicated to all stakeholders regularly.

Goals for targeted intervention are set collaboratively between the inclusion support teacher and the subject teacher for every corresponding classroom unit for students on higher levels of support. Recommended support strategies are provided to all teachers of the student. Goal attainment and classroom progress are monitored and reported on periodically. Students may continue working on



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the same goal with adjustments as they move through units or they may move on to the next set of goals, depending on progress.

These goals are developed to reduce the attainment gap between the student and peers, to ensure continued progress and to enable the student to perform at his/her optimum potential.

EXITING THE INCLUSION SUPPORT PROGRAMME

The head of inclusion, the inclusion support teacher, homeroom and/or subject teachers, parents, student and any other adult involved in the child's educational plan, review the suitability of withdrawing or lowering support at the end of an academic year, if there is consistent evidence of significantly lowered levels of intervention and support. If there is sufficient evidence present that the student is able to cope at grade-level expectations, support may be discontinued or lowered. If support is to be stopped completely, the student then exits the inclusion support programme, after all parties have been informed accordingly

RWA POLICY FOR TALENTED AND GIFTED (TAG) STUDENTS

The aim of this policy is to provide a whole school approach to the identification and provision for Highly Able (TAG) students.

OUR DEFINITION OF TALENTED AND GIFTED

'Talented and Gifted' refers to having outstanding ability in one or more areas of intelligence, creativity, academic achievement or having special talents and abilities, such as those in performing arts or leadership. The performance of Talented and Gifted (TAG) students may be so exceptional that they require special provisions to meet their educational needs in the general education classroom, with support from their teachers.

IDENTIFICATION PROCEDURES

A student is identified as TAG either through a referral by the homeroom or subject teacher, parents, or based on the scores of standardized testing (CAT4, GL Progress Tests, etc.) carried out over the course of the school year. This is further validated by triangulating these across against the student's progress test scores and through teacher information on the student, collected through the Renzulli Scale form. The register for TAG students is maintained by the head of inclusion and the school's TAG coordinator and is reviewed periodically to determine whether the students being considered merit inclusion into the TAG programme on offer at RWA.

SUPPORT SERVICES

Individual teachers support the identified TAG students through TAG passport information put together by the head of inclusion and the TAG coordinator. This information involves teachers providing TAG students with challenging lesson objectives, enrichment activities and/or accelerated programmes. Additional services include TAG students being assigned to individual projects or research studies, attending lectures, debates or educational seminars, participating in specialized educational tours or in competitions (such as 'The Quest', ASSET, Math and Science Olympiads, World Scholars' Cup, etc.), or increasing opportunities to use problem solving skills, programmes of leadership, communication and other enrichment opportunities involving sports, music, art and/or drama.

MONITORING STUDENT PROGRESS

Individual teachers monitor the progress of TAG students and are responsible for the planning of extension and enrichment activities within their subjects.



RWA POLICY FOR STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Raffles World Academy offers extensive English language support to students with English as an Additional Language (EAL) until they become proficient enough to access the curriculum.

Ofsted suggests that, 'Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.' (April 2013) Research has shown that the mainstream classroom is usually the best place for learners to develop their English, with initial intensive support. Keeping all of this in mind, the aim of this policy is to provide a whole school approach to the identification and provision of language support for EAL students.

IDENTIFICATION PROCEDURES

A student is identified as EAL either at the time of admissions or through a referral by the homeroom and/or subject teacher, parents or the scores of standardized assessments.

SUPPORT SERVICES

In the primary school, a student enters the programme based on the identification procedures described in the section above. The EAL team along with the homeroom/ subject teachers works to cater to the student's needs through small group-based support and/or in-class support during the school day, as deemed appropriate.

MONITORING STUDENT PROGRESS

The EAL teachers monitor the progress of EAL students in the primary school in this language acquisition programme regularly. Students are assessed within curriculum areas to provide information on next steps in learning and progression.

EXITING THE EAL PROGRAM

If a student attains a certain level on the periodic EAL assessment tests, the student is then readied to exit the EAL support program. The student's EAL teacher and homeroom teacher collaboratively decide on gradually weaning support off, based on periodic discussions and an analysis of the level of language skills acquired by the individual student.

Roles and responsibilities of each stakeholder in promoting inclusion at RWA

Following our inclusive ethos, Raffles World Academy (EAL) promotes inclusion through the RWA Inclusive Education Action Team, involving the whole school community:

The Leader of Provision or the Head of Inclusion

The Leaders of Provision in (primary school) and in (secondary school)

They will:

- Work with the head of respective schools, Inclusion Champion and Inclusion Governor to determine the strategic development of the Students of Determination policy and provision in the school
- Have day-to-day responsibility for the operation of this Students of Determination policy and the coordination of specific provision made to support individual students



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- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students of Determination receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing support to Students of Determination
- Advise on the deployment of the school's resources to meet students' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Ensure that records of all Students of Determination are up to date
- Work alongside teachers to observe, assess and identify special educational needs as well as working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- Provide advice and guidance to both teachers and parents whilst promoting high expectations of student learning and achievement
- Facilitate collaborative meetings to promote the development of Individual Education Plans

The Inclusion Governor

The Inclusion governor responsibilities include:

- Helping to raise awareness of Students of Determination issues at Advisory Council meetings
- Monitoring the quality and effectiveness of Students of Determination and disability provision within the school and update the Advisory Council on this
- Working with the Principal, Inclusion Champion and Leaders of Provision to determine the strategic development of the Students of Determination policy and provision in the school
- Setting strategic direction through a clearly-stated inclusive vision and ethos
- Holding the designated school-based inclusion support team accountable for the development and implementation of an appropriate Strategic Inclusive Education Improvement Plan
- Allocating financial investment to ensure that targeted plans are sufficiently resourced
- Monitoring the overall educational performance of the school through clear inclusive education outcomes and impact measures.

The Inclusion Champion- Principal

The Principal responsibilities include:

- Working with the Leaders of Provision and Inclusion Governor to determine the strategic development of the Students of Determination policy and provision in the school
- Having overall responsibility for the provision and progress of learners with Students of Determination and/or a disability
- Effectively communicating a vision of inclusion, ensuring the engagement of the entire school community
- Conducting school-wide reviews of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- Developing and implementing a comprehensive and strategic inclusive education improvement plan ensuring that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Providing an annual programme of continued professional development for all staff at all levels across the school



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- Applying a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensuring that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

Learning Support Teacher/s

Learning Support Teachers will:

- Serve as a role model, coach and professional mentor for classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations.
The role will consist of:
 - Observations of teaching and learning
 - Collaborative review of student data
 - Co-planning
 - Modelling
 - Co-teaching
 - Collaborative Reflection

Class/Subject Teacher

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants (LSA) or Learning Support Teachers (LST) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Leader of Provision to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this Students of Determination policy
- Assess, evaluate, and report on students' progress
- Provide a safe, welcoming, and motivating environment for learning
- Working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them
- Incorporating any needed modifications and accommodations to maximise their students' achievement
- Taking part in the development of the IEP and its progress review and Implementing goals set in the IEP
- Supervising and coordinating work with the LSAs
- Promoting student interactions with their peers

Independent Learning Support Assistants (ILSA)

Where external reports make specific recommendations for 1:1 full-time support, the school helps parents with the recruitment, assessment and induction of suitable professionals known as Independent Learning Support Assistants or ILSAs. The role of the ILSA is reviewed in conjunction with the student's IEP. They are subject to the same professional expectations as RWA staff, as outlined in a Memorandum of Understanding between the parent and the school. The Learning Support Assistants plan, deliver and assess interventions according to a child's individual needs. They work with the child, teacher and parents to reach targets within a child's IEP. They work with teachers in the classroom to ensure that all students are fully included, and can successfully access the physical classroom and the learning in every lesson. Whilst the class teacher is ultimately responsible for the progress children make in their class, the ILSA supports this, by aiding the class teachers in providing resources and an environment where barriers to learning are eradicated.



School Counsellors

The school counsellors are qualified clinical psychologists who provide social, emotional and psychological support on a one to one or small group basis. They liaise closely with the Head of Inclusion, Head of Pastoral to support students with social, emotional and mental health challenges. The school counsellors meet with parents and refers students to outside agencies accordingly, to best serve the needs of the student and their family.

Parental involvement

Parents are regarded as key stakeholders in the progress of Students of Determination. They are kept fully informed about any results from testing and actions taken as a consequence. They are involved in the review of their child's IEP targets. At all stages, the school seeks to work in partnership with parents. Whilst parental consent for the use of an IEP must be obtained, the IEP is not considered the only gateway to provision that the school deems necessary in school to support a student. Once support is established, there is frequent and regular contact between the Head of inclusion and parents.

Compliance

This Policy is written with reference to the following documents pertaining to the education of people of determination in Dubai:

- *Inspection Framework. DSIB 2017*
- *UAE 'Schools for All' – General Rules for the Provision of Special Education Programmes and Services (Public and Private Schools)*
- *Regarding the Rights of those Individuals with Special Needs - UAE Federal Law #29*
- *Concerning the Rights of Persons with Disabilities in the Emirate of Dubai – Law#2*
- *Regulating Private Schools in the Emirate of Dubai - UAE Executive Council Ruling #2*
- *Inclusive Education Framework. KHDA 2017*
- *Implementing Inclusive Education – A Guide for Schools. KHDA 2019*
- *Directives and Guidelines for Inclusive Education. KHDA 2020*

The International Baccalaureate

At RWA, the aim to develop the attributes of the whole person applies to every student through the IB Learner Profile. The Inclusion Policy promotes the principle of inclusiveness across the school and amongst all members of the school community.

The IB supports the following principles of an inclusive education: "Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students". *UNESCO Guidelines for Inclusion*.

IB Standard A9: The school supports access for students to the IB programmes and philosophy

IB Standard A9a: The school strongly encourages participation for all students

IB Standard B1.5b: The school has developed and implements an Inclusion policy that is consistent with IB expectations and with the School's Admissions Policy:

- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.



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- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.” (3) Special education needs within the International Baccalaureate programmes (2010)

The Inclusion Policy should be read alongside the Inclusion Handbook.

This Inclusion policy statement will be reviewed regularly as part of the school’s regular self-evaluation process.

Date of last review: April 2023