



PACE مدرسة بيس البريطانية ذ.م.م
BRITISH SCHOOL L.L.C.
SHARJAH

INCLUSION POLICY

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Our Mission Statement

PACE British School, Sharjah provides a caring, positive environment to ensure everyone is included. We aim to create and develop a holistic, robust, nurturing pastoral framework for the whole school that supports positive mental health and a healthy, balanced lifestyle.

What is Inclusion?

As stipulated by the United Arab Emirates Ministry of education - Special Education Department, pg14: The philosophy of inclusive education: "Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs."

The Law and guidance set in the UAE

This policy and information is based on the statutory requirements laid out by Dubai Inclusive Education Policy Frame work (2017)

- Federal Law 2006
- Dubai Law 2014 (no.2)
- Executive Council Resolution No. (2) of 2017 - Regulating Private Schools in the Emirate of Dubai including Article 4 (14), Article 13 (16), Article 13 (17), Article 13 (19), Article 23 (4),

Vision of Inclusion

At PACE British school we believe in the rights of People of Determination to be integrated into public and private school, Federal Law No. (29), (2006). In addition, we provide the best possible provision for students of all abilities and value the individuality, talents and gifts of all our students.

The school is fully committed to further developing our inclusive ethos, participation and equity refers to the fact that students who experience SEND have the same right as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in quality learning experiences alongside same aged peers'.

PACE British School understands that it is the responsibility of all school leaders 'to empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development of education'.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We instill self confidence in accordance with the school's ethos and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of nationality, gender, religion, social class, culture, race, age

or special educational need, for their self-fulfillment and their eventual development into active and responsible adults.

English Language Learners and Learners with Additional Needs have a voice and are seen as valued contributors to the school community.

School Philosophy

PACE British School embraces the following principles:

- In line with the objectives of Dubai Law 2014 (No.2), we will endeavor to provide accessible environments to ensure students of determination enjoy all their rights under the legislation in force.
- We believe that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment, and background. We are committed to ensuring our school is a learning community based on accepting everyone with consideration, tolerance, courtesy and respect. As well as promoting honesty, fairness and openness with all dealings within school.
- Where possible, the views of the student will be sought and taken into account. All stakeholders have an equal responsibility to protect Students of Determination from all forms of discrimination, abuse, neglect and exploitation and this policy should be read in conjunction with the school Safeguarding and child protection policy.
- Providing high quality education to all the students who attend the school. The school has high expectations of effort and success from all children
- We believe that our students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum, based on The English National Curriculum made accessible to them, and to be fully included in all aspects of school life.
- The learning support needs of students will be met, where appropriate, in mainstream settings, otherwise with extra withdrawal intervention support programs within the school’s Inclusion Department during the school’s weekly timetable.
- We will respond to students in ways which take account of their varied life experiences and needs.
- We pay particular attention to the provision for and the achievement of different groups of students:
 - English Additional language (EAL)
 - Students of Determination (SEN)
 - Those who are ‘gifted and talented’ and high attainers.
 - Parents have a vital role to play in supporting their child’s education and working closely with teachers and staff.

Objectives

- To continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class;
- To signpost support for students with additional learning needs (including Gifted and Talented).

- To facilitate access to the curriculum through differentiated planning/ accommodation/ modification by class teachers, and learning support staff as appropriate;
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those students recorded as having additional needs;
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/careers;
- To enable children to move on from us as well equipped as possible, holistically, including the basic skills of literacy, numeracy and social independence to meet the demands of post school life and learning;
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported;
- To give the children a voice in planning and in decisions that affect them;
- To have an open-door policy regarding parent and staff relations.

Categories of Special Education Needs Disabilities

In line with the UAE Ministry of Education, we recognize the following categories of special educational need disabilities:

Behavioral, social and 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.

Sensory Impairments

Visual impairment

- Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses

Hearing impairment

- Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

Physical Disability

Disabilities arising from conditions such as congenital deformities, spine bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, 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.

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.

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.

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

Learning difficulties 1

Below averages general intellectual functioning is often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

Learning difficulties 2

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

Profound and Multiple Learning Difficulty (PMLD)

Complex learning needs resulting in severely impaired functioning in respect of a 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.

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

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.

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.

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.

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 - means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience.

Children who are gifted and talented are listed on our inclusion register and are identified in planning. They receive personalized provision in their area of giftedness. There are also opportunities for extracurricular activities and external competitions.

Identification and Assessment

We recognize the importance of identification as early as possible, followed by intervention for any child who may have special education needs. Identification is carried out through the Learning Support Pathway flowchart.

Through Admissions

PACE British School works to facilitate the enrolment and integration of Students with Disabilities.

On application, the following measures are used to help assess the level of individual needs and to ensure that appropriate provisions can be made for each student. PBS will admit students of Determination in accordance with all relevant guidance and legislation in force.

- Parents/Careers are asked to disclose any special educational need that has been previously identified.

- Child's application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Foundation Phase students are assessed in a group environment in order to take into account social abilities and appropriateness.
- Primary and Secondary students are asked to complete a standardized Mathematics and Literacy assessment and adapted assessment procedures are provided if necessary.
- If any of these measures indicate the student may have additional needs, the Head of Inclusion is contacted and a decision is made using the Level System as to the level of provision that will be required for the student.

Identification of Enrolled Students

- Specific concerns - a student may be referred through the online referral by teachers or parents if specific concerns are raised that the Inclusion team may be able to address.
- Data gathered from Standardized Tests, such as the Cognitive Ability Tests (CAT4). Students with a standardized score of 75 or less in any of these tests, will be referred to the SENDCO for further assessment and identification of need.
- External Therapy agencies conducting Observations for Occupational therapy support, Speech and Language support, ABA Therapy support or counselling support
- On-going Assessments - Regular testing will assess progress. Students struggling to make expected progress may be referred through the online referral system to the SEND department if the class or subject teachers are concerned that this is related to a specific or general need.
- Benchmark testing - all students undergo benchmark testing on entry which will identify British National Curriculum levels. Students working significantly below age related norms may be referred to the SENDCO if the class or subject teachers are concerned that this is related to a specific or general need. The online referral is to be completed in this situation

Assessment for Learning

All staff, regardless of year group or key stage, have a responsibility to identify those who may have particular additional needs.

Once a referral has been made, the student will be observed and assessed by our SEND team and observations sent to our SENDCO.

Provision of students at risk of under-achieving

Effective inclusive provision needs a strategic approach to teaching and additional intervention designed to minimize underachievement for all students.

The 'levels' model at PACE British can be extended to incorporate additional challenges for all students, including gifted and talented learners, and can be used as a strategic approach to developing the broader idea of personalized learning. This includes working with parents and careers to ensure all relevant equipment is available so that all students can access the curriculum and where necessary outlining and developing

alternative pathways for the students to progress in whilst ensuring their emotional wellbeing is at the forefront of this personalized pathway.

The Level System

Level 1 - Quality First Teaching

High-quality inclusive teaching is supported by effective whole-school policies and frameworks, clearly targeted at all students' needs and prior learning.

Planning for learning should be designed to move all students from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs, the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning program to take students to where they need to be in terms of age-related expectations.

Effective Level 1 teaching anticipates the needs of students based on good use of transition data and on-going assessment data then using this to differentiate for the needs in the class. Students and teaching staff must know what the next steps for students should be and support them to get there.

Students who are attending short-term Speech therapy and Occupational Therapy will be deemed a Level 1.

The outcome of Level 1 Quality First Teaching is for students to be on track to meet or exceed age related expectations at the end of the year or key stage.

Students not showing any progress after teacher intervention will be assessed by an internal SNAP (LD/B) assessment with permission from parents and will then be moved to targeted support (level 2)

Level 2:

This is Level 1 (Quality First Teaching) plus additional, time-limited, tailored intervention support programs

Level 2 provision is designed to increase rates of progress and secure learning for groups of students that puts them back on course to meet or exceed age related expectations.

This usually takes the form of a tight, structured program of small-group support that has an evidence base of impact on progress. This support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants (TAs) who have the skills to help students achieve their learning objectives. In class support will be provided from the SENDCO where observations will occur to ensure that no student is left behind and that all learning styles and needs are catered for within a lesson. Where necessary additional reading, writing and numeracy intervention groups may be formed to allow learners additional time and support in developing the necessary skills to continue to achieve and meet their needs.

The progress of students is closely tracked for impact. This support can occur outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work. At PACE British School, we will aim to deliver guided support in-class as much as possible to meet the needs of these children.

Critically, intervention support needs to help children and young people apply their learning in mainstream lessons, and to ensure that motivation and progress in learning are sustained.

The outcome of Level 2 intervention is for students to be back on track to meet or exceed age-related expectations at the end of the year or key stage.

Level 3:

Quality First Teaching plus increasingly individualized programs, based on evidence of what works Expectations are to accelerate and maximize progress and to minimize performance gaps.

Level 3 is for students with significant, severe learning disabilities, or complex medical conditions that require individualised and specialised support (Have a psychoeducational detailed report).

These students may need highly personalised interventions(IEP/accommodation plan), often involving specialist staff (LSA/ILSA)or external therapy service.

This may involve support from a member of the SENDCO during a one to one or small group session, trained Teaching Assistant/Learning Support Assistant or external agency deliver one-to-one or and/or small groups to support students towards the achievement of very specific SMART targets within an IEP and/or IBP document, which are regularly monitored and reviewed by teachers, students, Inclusive Education Action Team, Phase leaders and parents.

The outcome of Level 3 intervention is for students to be on track to meet or exceed Individual Targets relevant to their age and stage of development by the end of the year or key stage.

Partnership

We recognize that in order for pupils with additional needs to progress, “partnership” is key. PACE British School works together with others to promote inclusion for all children.

This includes:

1. The Inclusion Support Team
2. Senior Leadership Team
3. Key Stage Leaders
4. Class teachers
5. Pastoral Team
6. School Counsellor
7. School Medical Clinic
8. Learning Support Assistants
9. Student Support Team
10. External therapy agencies

The Head of Inclusion

The Head of Inclusion plays the lead roles in coordinating provision for additional needs. This involves working with the SENDCO, Principal, Senior Leadership Team and Pedagogical Leadership Team to determine the strategic development of the policy. It is the responsibility of the Head of Inclusion to ensure that the Inclusion policy is implemented in full, and that the needs of the identified students are being addressed.

Specific responsibilities include ensuring that:

- Students of determination are effectively identified.
- The students of determination register are accurate and updated at least termly.
- Students of determinations are assessed
- The provision for students of determination is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with identified needs.

- Parents and students are kept fully informed of progress and planned provision.
- Parents are well supported
- The effectiveness of school counselling support
- The effectiveness of EAL support
- The Year heads are assisting in observations and support of students with additional needs
- The records of students of determination are accurate, updated and in line with department guidelines.
- The implementation of Gifted and Talented policy is being developed and supported by the Assistant Phase Leader.
- The performance of the Inclusion Team is monitored and effective.
- The performance of Learning Support Assistants (LSA's) is monitored and effective.
- There is advice and access to training available to staff.

The role of the LSA

- Support the class teachers to develop their own strategies to initially implement with students of concern
- Accurately capture data, evidence and record strategies and observations of referred students
- Visit all classes, especially those with Level 3 learners on a weekly basis and check in on the wellbeing of the students and the class teacher
- Liaise with the SEND Team staff on a weekly basis
- Fill in referrals and pass on to the Inclusion team.
- Implement Gifted and Talented procedures
- Attend all PD sessions
- Monitor any Level 3 students
- Developing Individual Behavior Plans
- Attend Individual Education Plan meetings for Level 3 students
- Monitor Shadow teachers

The role of the SENDCO

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social, and emotional wellbeing aspects of learning.
- To maintain and update the SEND register.
- To upskill and provide learning opportunities and support to class teachers
- To assess referred students in line with the Referral Process

- To give advice to teachers and parents on how students with additional needs can be included in the inclusive mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual student for students placed on the students of determination register.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Level 3 level provision across all curriculum areas.
- To plan, deliver and oversee Level 2 in class support
- To plan, deliver and oversee Level 3 intervention and monitor progress of the students receiving intervention.
- To work with and support Learning Support Assistants attached to students in their year group to ensure that the identified students are making progress.
- To provide assessment support
- To ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the department.
- To ensure that all IEPs are reviewed at least termly in conjunction with the student, parent, class teacher and any associated professionals.
- To work professionally with other members of the department to ensure the effective coordination of provision delivered by external agencies.
- Exam access arrangements

The role of the Shadow Teacher

Shadow teachers are employed by the parents of SEND children level 3, to help address the essential learning requirements.

- follow the guidance and instruction of the child's class teacher(s).
- record daily information regarding the child on the daily individual trackers and submit this to your SENCO on a weekly basis.
- meet with SENCO once per week at a mutually agreed time to discuss the progress of the child and discuss any concerns.

Post 16

For Post 16, SEN assessments will identify a student's ability and needs. Based on the student's assessment, subject teacher, SENDCO, an Individualized plan will be developed to help support student's progress and apply for necessary access arrangements.

This policy has been discussed and agreed by the PACE British School board and leadership team for implementation.

Signed:



Last amended: August 2025

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