



**DUBAI
BRITISH
SCHOOL**
JUMEIRA

Inclusion Policy

Policy Management		
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Agreed		Executive Leadership Team
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1. Rationale

DBSJ is an Inclusive school which fully embraces the UAE Federal, and Dubai-based legal, frameworks that have been developed to promote and regulate Inclusive Education in Dubai. DBSJ makes specific reference to the following legislation:

- UAE Federal Law (29), 2006 (Articles: 12, 13, 14 and 15), including updates in 2009 concerning the rights of People of Determination
- Dubai Law No. 2 (2014) which protects the rights of People of Determination in Dubai
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010) which is the legally binding international human rights treaty for people with disabilities (signed by the UAE in 2008 and ratified in 2010)
- Executive Council Resolution No (2) 2017, (Article 4 (14), Article 13 (16, 17 & 19) and Article 23 (4)) which emphasises the need for anti-discriminatory practices for students of determination

This policy is framed by the *Dubai Inclusive Education Framework (2017)*; *Implementing Inclusive Education: A Guide for Schools (2019)* and *Directives and Guidelines for Inclusive Education (2020)* which details the standards necessary for the implementation of inclusion and equality in school, and makes available the *Advocating for Inclusive Education (A Guide for Parents, 2021)* to ensure our parents are confident partners in their child's school journey.

In addition to local laws and frameworks, DBSJ also embeds best practice from the *UK SEND Code of Practice: 0-25 years (DfE; DfH, 2015)* and fully embraces the Taaleem Core Values to ensure all students are:

- **Pioneering-** Challenge the norm: Visionary, Authentic, Aspirational, Focused
- **Professional-** Attract and retain the best people: Insightful, Diverse, Distinctive, Excellence, Creative
- **Nurturing-** Put students first: Inclusive, Holistic, Respectful, Compassionate, Communicative
- **Spirited-** Have a passion for life: Courageous, Determined, Engaging, Adaptable

2. Aim

“Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.” (KHDA, Dubai Inclusive Education Policy Framework (2017, p9)

At DBSJ, we are dedicated to working with our community to provide the best opportunities for all children and young people to attain thrive and maximise their potential. We aim to establish an authentic and fully immersive inclusive culture, embracing the diversity of our students, staff, families and stakeholders and celebrating their happiness and success. Every student at DBSJ, especially our Students of Determination, receives an education that empowers them to happy, independent and self-assured young individuals who are ready to transition smoothly into the next stage of their lives.

We strive to empower our students with Special Educational Needs and Disabilities, those learning English as an Additional Language, and those identified as Gifted and Talented, to ensure all enjoy the same excellent educational experience as their peers.

3. Admissions

The admissions process is fully differentiated to meet the needs of both Students of Determination and parents. Whilst most students take an age-appropriate entrance assessment to assist with placement and planning we will work with parents to gather the relevant information with sensitivity to the needs of the young person, and where necessary conduct a bespoke one to one assessment to support our evaluation.

All Students of Determination and their families meet with the Head of Inclusion, to ensure a collaborative approach to admissions which prioritises the needs of the child and family.

We organise tours, transition sessions, visit students in their current setting (if appropriate), and introduce parents to key staff. We also have several screening tools which help us to pre-plan for arrival and allow us to discuss needs in a meaningful way. We ask that parents share professional reports to make our plans more comprehensive and ensure that we fully meet the need within the year group.

Sibling priority will be given to Students of Determination who are siblings of current or joining Students.

4. Identification and Categorisation

Identification of each student's abilities, strengths and barriers is an on-going process that happens daily in every classroom at DBSJ.

Whilst we do ask that parents share as much contextual information as possible to allow us to plan effectively for each Student, we are equipped with the skills and tools to recognise and plan for individual needs and barriers to learning. For some students, these are short lived actions to close a gap and allow the young person to "catch up". However, for some students these are identified special educational needs and/or disabilities, enabling the student to be recognised as a Student of Determination.

As defined by the KHDA a Student of Determination (SD) is a student with long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, restricts the students' full and effective participation in education on an equal basis with peers of the same age.

Students of Determination are identified through one or both procedures listed below:

- through the work of a specialist and/or knowledgeable school team, as displaying all of the characteristics of a particular category of impairment, delay or disorder
- formal diagnosis by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder.

Using the KHDA categorisation framework we create an effective plan of support and intervention based upon primary need, secondary need and barriers to learning:

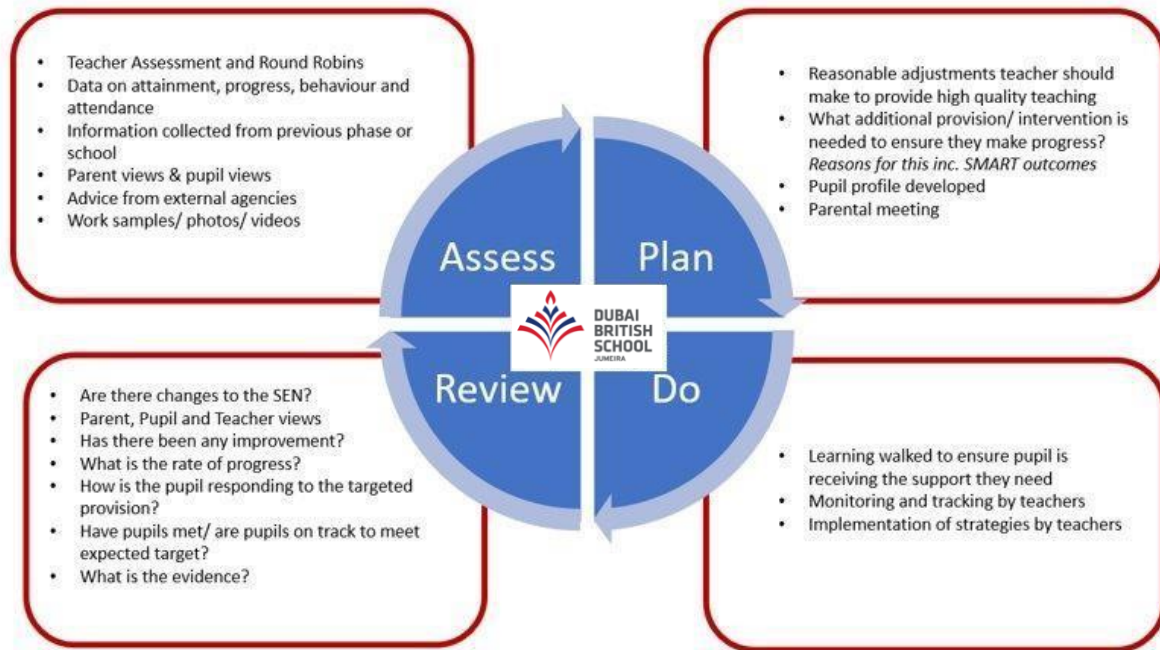
Common Barriers to Learning	Categories of Disability (aligned with UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (including intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than 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. Chronic or acute medical conditions

KHDA: Revised categorisation framework for students of determination(2019-20) p2

5. Referral Procedures Graduated Response

Once the level of need and categorisation is identified we follow the KHDA Level of support framework to ensure the child has the level of support they need whilst also working towards access, participation and independence and record this on our Inclusion List.

Where additional support is implemented to allow a child to access learning the impact is assessed and reviewed through consistent communication between the class teacher and inclusion department. If the barrier remains consistent then parents, class teacher and members of the inclusion department meet to collaboratively create a plan, personalised to the needs of the student and the appropriate provision is implemented. Student agency is key at DBSJ and therefore their “voice” is always sought, and as students mature we increasingly seek their input and voice take on greater sophistication and be a meaningful addition to their learning plan.



As part of our Team Around the Child approach we will work closely with paraprofessionals such as educational psychologists, speech and language therapists and occupational therapists to ensure that care is holistic, and progress can be maximised. This requires DBSJ to ensure rooms and resources are available in school to ensure the therapy can underpin and support social, emotional and academic progress.

6. Levels of Support:

Level 1 - General Support Service


KHDA : Directives and Guidelines for Inclusive Education (2019, p31-32)

Level 1 students have an Edukey Level 1 plan which details need, successful strategies, barriers to progress and student voice. These plans support teachers in being able to differentiate and cater for student need in the mainstream classroom. Some of these students may also have assistive technology to support learning and independence.

If a student has Level 1 support, the main point of contact will be with the pastoral and academic teams. Inclusion personnel draw up the Edukey plan within three weeks and support teachers where needed and monitor progress through learning walks and academic progress meetings.

Should the student continue to struggle or not make expected progress, we review next steps with parents. Examples of these include short time-led interventions, different in-class accommodation, or an educational assessment with an Educational Psychologist to further identify barriers to learning and offer advice on next steps and support required.


LEVEL 1 - GENERAL SUPPORT SERVICE



High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

Level 2 - Targeted Support Service

LEVEL 2 - TARGETED SUPPORT SERVICE



Additional, specific and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services.

Some students accessing level 2 support service may require enhanced support through an individual education plan.

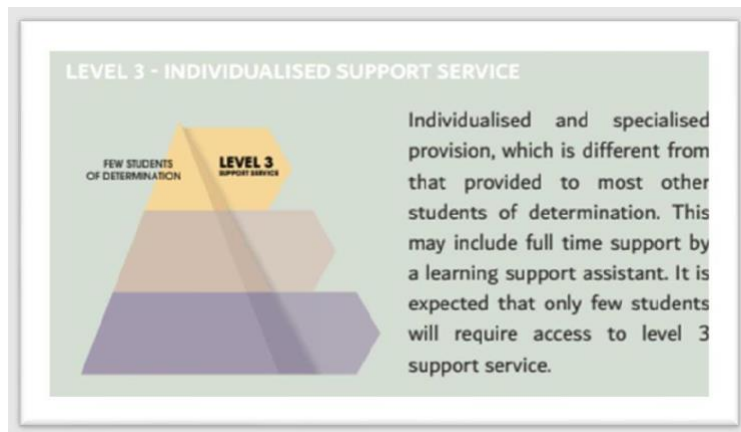
KHDA : Directives and Guidelines for Inclusive Education (2019, p31-32)

Students who require additional support, including students who have an Arabic exemption, a diagnosis of need and/or more complex exam access arrangements will be identified as Level 2 support. These students will have interventions and support provided in the Arabic time or, if not exempt, during other appropriate times agreed in collaboration with teacher, parents and the Inclusion Team. Students identified as Level 2 in terms of need and support will have an Edukey Level 2 plan that identifies strengths, barriers and strategies for success drawn up in consultation with parents and teachers.

Interventions are delivered by highly educated, trained and experienced Inclusion Support Team. In addition to intervention sessions, the Inclusion Team supports in-class working with mainstream teachers to maximise access and progress across the curriculum.

Students who continue to struggle or not make expected progress will employ the Assess-Plan-Do-Review Model to plan next steps with you, and we may ask for an educational assessment to give us a greater understanding of your child's needs and provide advice and guidance to better support.

Level 3 - Individualised Support Service



KHDA : Directives and Guidelines for Inclusive Education (2019, p31-32)

For those Students who are performing significantly below their chronological age or who struggle to access the standard classroom a personalised approach to the curriculum will be planned that incorporates as much time as possible with peers. These students will have an Edukey Level 3 plan (IEP) that fully details barriers, strengths, strategies and targets for success that will be reviewed termly.

Some level 3 students, who require an even greater degree of support, that is outside of the standard school service, will require an Individual Learning Support Assistant (ILSA) to facilitate and maximise access and participation. Whilst the ILSA is not employed directly by the school, we will interview, train and performance manage their impact and Individual Service Agreements (ISAs) drawn up.

The nature and scope of the ILSAs work will always be discussed with parents and we see this as a partnership to create the best outcomes for the child. The hours each child requires for ILSA support is reassessed termly alongside an IEP meeting. All decisions are made in partnership at a Team Around the Child meeting.

Level 3 - Highly-Personalised Support Service

Students who require a multi-agency Team Around the Child approach are referred to as Level 3+. These students will work with an ILSA, therapists and will also participate in alternative learning pathways to further support the Level 3 programme above.

+ LSA or Additional Adult Support

7. Inclusion Review Team

DBSJ is committed to the vision that it will: create, promote and sustain a robust inclusive setting that respects diversity; supports a sense of belonging; and ensures that every student receives a quality education. To achieve this, the inclusion review team works in partnership to quality assure and support the work of the Inclusion Team, and includes: the Inclusion Governor, Principal, Inclusion Champion, parent representatives, and members drawn from the Inclusion Team (Director of Inclusion, Inclusion Support Teacher and LSA) see Appendix A.

The Inclusion ActionTeam will:

- Operate a “whole Student, whole school” approach to the management and provision of support for special educational needs,
- Ensure Students of Determination are empowered to develop the skills and attributes to contribute and participate fully as valued members of the school and wider community.
- Ensure Students of Determination feel safe, confident and happy at school and develop their self-belief.
- Ensure that the school provides an inclusive common learning environment with a curriculum that is responsive to the learning needs of individuals.
- Allocate resources flexibly to target and support Students of Determination.
- Provide a staffing structure with clear lines of responsibility for Inclusion (Appendix A).
- Put in place programmes of study (for classes, groups or individuals) which enable all students to experience success and enthusiasm for learning.
- Ensure effective ways are found to inform and consult with all parents about Students of Determination in school; and to support those parents whose children have SEND.
- Devise effective lines of communication between all involved: children, parents, staff, governors and other agencies.
- Review access and inclusion annually to ensure the needs of the students are being met.
- Monitor and ensure all Students of Determination have full and equal access to extracurricular activities and events.

Taaleem School Executive Board and Governor for Inclusive Education

The School Executive Board (SEB) plays a critical role in providing systematic support for the development of Inclusion at DBSJ; our Governor for Inclusion offers support and commitment in ensuring we can offer a highly Inclusive experience for every student.

Principal and Senior Leadership Team

The Principal and Senior Leadership Team are committed to making DBSJ a truly inclusive school and as such inclusion items are a continuous part of the weekly agenda to ensure we embed inclusion at DBSJ through all our policies, systems and practices.

Leaders of Provision for Students of Determination

The Head of Inclusion is a member of the school’s Senior Leadership Team and has overall responsibility for ensuring that every student can fulfil the DBSJ ambition of “developing the full potential of each child,” and coordinates the work of: SEND, EAL and Gifted & Talented.

DBSJ operates a through school model with respect to students however teams within each phase are organised to meet the unique needs of the age of the children in that phase. (see organisation chart in Appendix

The Inclusion Leadership Team manage a team of committed and highly trained Inclusion Support Teachers and Learning Support Assistants who ensure that every child in every classroom can thrive by liaising closely with each Student's teachers, families and external agencies and following the guidance of the Dubai Inclusive Education Policy Framework in delivering best practice inclusive support:

Actions

taken to support teachers and strengthen inclusion include:

- identification of individual need through testing and/or signposting the parent to where they can get support around their child's need
- the development of educational strategies within a graduated response, adapted and/or modified where appropriate through liaison with SLT
- ensure that wherever possible, all students are taught in the common learning environment, and that withdrawal is kept to a minimum.
- liaison with class teachers and those leading interventions to ensure Students transfer learning from interventions into their learning in class
- creating, sharing, monitoring and reviewing IEPs
- the development of appropriate assessment procedures
- the operation of the Inclusion Support Team and department
- sharing good practice and expertise amongst other staff through leading CPD at a whole school as well as departmental level
- monitoring the impact of interventions and as well as supporting their delivery through specialist knowledge
- operate a system of record keeping and regular monitoring of each student's progress.
- enacting this policy across the school.

Inclusion Support Teachers

The Inclusion Support Teacher's role is central to supporting the leaders of provision for Students of Determination in developing an inclusive school. The majority of time Inclusion Support Teachers work with classroom teachers to create inclusive classrooms and develop practices to meet the learning needs of diverse student populations. A large element of this work will be to ensure teachers have the information and skills to reduce barriers to success in the classroom. Some time is spent working directly with students delivering interventions or supporting students with achievement and independence and some time spent completing paperwork and communicating with parents.

Learning Support Assistants

Learning Support Assistants are highly valued and experienced members of the Inclusion Support Department: they work with individuals or groups of Students either in class or on a withdrawal

basis. LSAs are invaluable members of the Inclusion Team and offer a 'bridge' of support to students to assist in the aim of removing barriers and increasing independence.

Class Teachers

Students spend most of their learning time alongside their peers in the common learning area. Teachers have overall responsibility for the planning and delivery of learning to their class through Quality First Teaching and seek to create learning opportunities and environments which will appropriately challenge all Students, irrespective of need.

Differentiated learning opportunities are evidenced in their lesson plans with individual Students having accommodations and adjustments particular to their specific needs.

Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of Students in their class: and to engage in ongoing formative assessment to remove or reduce barriers that students may face in teaching, learning and assessment.

Teachers are also an essential part of the assess-plan-do-review cycle, the team around the child approach, and are closely involved in IEP and review meetings.

Class Assistant

Class Assistants are an important and integral part of the school and work closely with the class teachers daily. They have been given support, CPD and information on different needs, how they present and effective strategies to support. Many Classroom assistants have also been trained to support with in-class interventions such as Nesy and sensory breaks.

Individual Learning Support Assistants (ILSA).

An Individual Learning Support Assistant may be employed, as part of a home-school agreement, to support students with individual needs in addition to the standard school service. ILSAs work under the direction of the class teacher and Inclusion Support Teacher and are employed to ensure that the student can maximise their learning opportunities within the classroom.

ILSAs also have a CPD and a performance management programme to ensure ILSAs are fully included members of the school community and are equipped to deliver the highest level of support.

School Counsellor

DBSJ have two highly trained and committed school counsellors who proactively support the social, emotional and mental health needs of our students.

The roles and responsibilities of the schools' counsellor are detailed in **DBSJ Counselling Policy**.

School Medical Team

In addition, their role as health care practitioners in the school, the doctor and nurses are key members of the Inclusion Team in supporting Students of Determination navigate the school day and are key members of our team around the child approach.

Careers Counsellor

The Careers Counsellor provides high quality careers guidance through a wide range of experiences that help young people to progress, empower them to plan and manage their own futures and ensure a smooth progression for all students to Higher Education and/or employment. The careers counsellor also works closely with the inclusion team at key transition and decision making times.

During Year 9 and Year 11 options, to support options and progression plans, and Y13 to ensure next steps and applications maximise success and are personalised.

Parents

Parents are central to the educational process at DBSJ and we work closely and collaboratively with parents to ensure we are all working together to maximise progress. In line with KHDA requirements, we ask parents to provide the school with copies of any existing medical assessments, diagnoses and therapy reports to ensure provision is mapped accurately to need; to attend regular meetings as required to discuss progress; and to support with the extension and generalisation of learning at home and within the wider community.

Community Inclusion Committee (CIC)

In addition to the everyday work undertaken with parents we work closely with our parent Community Inclusion Committee (CIC) to raise the profile of Inclusion within and beyond the school community; to provide a support network for parents of Students of Determination and to offer parents the opportunity to help drive our policies and practices in a meaningful way.

External Agencies

DBSJ also works collaboratively with a wide range of external agencies who provide specialist support to the student, their families and to school through Team Around the Child collaboration, advice and guidance on individual cases and through the delivery of training (staff) and workshops to parents. Through this close working relationship, DBSJ can also facilitate introductions to carefully matched providers; and offer school premises and intervention rooms for sessions to take place.

Resources

Whilst most of our work occurs in the classroom, we also have 6 dedicated classrooms and 2 sensory/therapy rooms to ensure that personalised and individual work can take place in a well-resourced learning space. In those spaces we have many educational tools such as Power of 2, Toe-by-Toe, SNIP and Nussy to support the curriculum interventions we undertake.

We are also equipped with several assessment tools such as Lucid exact, WRAT 5 and CTOPP to aid with our assessment processes.

Staff Training

The Director of Inclusion will lead and co-ordinate in-house training for staff at all levels. All teaching staff have access to or have completed CPD linked to SEND and diversity. The school also encourages all staff to attend relevant local courses and conferences and has subscribed to NASEN (National Association for SEN) to further facilitate access to on-line learning and knowledge.

All staff are given training on working with Students of Determination at the beginning of term and at regular intervals throughout the academic year. Inclusion Support Teachers are there to offer bespoke support to ensure teachers are skilled in differentiating the curriculum appropriate to need.

Director of Inclusion has a wide network within Taaleem and with other schools locally and is often involved with the sharing good practice and support for the benefit of all students of determination across Dubai.

Exemptions from Arabic and other foreign languages

Some students who are identified as level 2 or 3 may be eligible for an exemption from Arabic and/or other foreign language lessons.

For Arabic exemption:

Students require a full educational assessment conducted by an approved Educational Psychologist. The report requires a stamp from a provider approved and registered with the Community Development Authority (CDA).

If the report is from a country different to the UAE it will need to be attested by an approved organisation for a small fee.

The report should specify that the student's learning needs are significant enough to justify an exemption, with the aim being that this time can be used to focus on core skills and interventions. The Inclusion Team would then collect the documents required and liaise with the school's compliance officer to submit the application.

Once the application is approved; a plan would be put in place to support student's individual needs and targets for when Arabic is scheduled in the timetable.

Exemption from other foreign languages:

Student's needs are required to be of the same level of significance as for Arabic exemption, however approval can be agreed at school level and discussed in detail through a school meeting. Language exemption will only be granted for students at Level 2 or 3, and if the time spent would be better served addressing core needs and ensuring that MFL withdrawal would not have an impact upon future transition and opportunities.

Physical Accessibility

Both school sites are compliant with the Dubai Universal Design Code and have been planned as a fully accessible school, including lifts, ramps and toilet facilities for wheelchair users. We continuously work closely with the Facilities Manager to further enhance the experience of all members of the community.

The school aims to provide equal access to all school activities including sporting and recreational activities, for Students with disabilities, and invite parents and prospective parents of Students of Determination may wish to have a full tour of the school to satisfy themselves of the access arrangements for members of the school community.

Access arrangements for public and other external exams

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to exam centres; whilst others require prior approval by JCQ (Joint Council for Qualification).

The aim for teachers is to be able to introduce changes to teaching, learning and assessment that remove or reduce barriers whilst also maintaining fairness and validity. Access arrangements do not change what the student is expected to learn nor lower expectations but provides optimal support to address challenges so that the student can work around them and therefore will represent the normal way of working for the student.

Whilst awarding Access Arrangements is a whole school process informed by a “normal way of working” (per the JCQ). Students must also reach the recognised criteria to be awarded approved access arrangements which include but are not limited to: extra time, rest breaks, use of a reader, a prompt, a scribe, word processing.

Therefore, the inclusive access arrangements provided for a student must:

- be carefully individualised, evaluated and monitored
 - be based on current, not past, requirements
 - be supported by teacher observations in the classroom
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- be considered in line with the eligibility criteria for inclusive access arrangements
 - be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

Members of the Inclusion Team hold qualifications approved by the exam board to assess for exam access arrangements and therefore exam access arrangements will be assessed and applied for at no extra charge to parents.

English Language Learners (ELL)

“A Student’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.” (Department of Education, England), and English Language Learners (EAL) refers to learners whose first language is not English and are subsequently learning the language.

DBSJ has a highly trained team of teachers and specialists who use the WIDA framework to assess English language proficiency and thus are well positioned to identify and support those students who are unable to communicate fluently or learn effectively in English due to limited English language.

These students are typically new to an English-speaking environment, come from non-English-speaking homes and backgrounds and will require structured support from the Inclusion Department whilst they acquire the vocabulary and skills to manage the mainstream classroom. To support this fully these students will launch their learning journey in the mainstream after a short

period of time in the EAL resource base where they will be equipped and ready to take on their new challenges with confidence.

As with our SEN students we describe learners according to their level of need.

Level A:

A student whose first language is not English and whose social use of English is fluent but whose academic use of English requires additional support. Teachers will make additional accommodations in the classroom, students may continue to use a dictionary and these students will have some in-class monitoring or support from the EAL team, including a short specific and time led intervention.

Level B:

A student who is new to English and who needs a high level of specialist support and instruction. This student will spend time with the EAL team in preparation for formal teaching and classrooms, will have an Language Support Plan (LSP) plan drawn up to support high quality planning and differentiation and will be closely monitored and supported by the EAL department.

Where typical and expected progress is not being made, an assessment for Special Educational Needs will be made.

Gifted & Talented (G&T) Students

In defining Gifted and Talented (G&T) DBSJ makes direct reference to the KHDA Inspection Framework 2015(4.1) which utilises the “Differentiation Model of Giftedness and Talent” aligned to international best practice.

Therefore:

Giftedness will refer to “a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.”

Talented will refer to “a student who has been able to transform their ‘giftedness’ into exceptional performance”. Talented Students will always demonstrate exceptional levels of competence in the specific domains of human ability.

This process we believe lies outside of the cognitive ability testing (CAT) domains, which have an important place in understanding the aptitude of our students but often don’t capture the uniqueness of a specific gift or talent. Therefore, for students in Years 4 to 13 we utilise these scores in our High Ability Learners (HAL) identification and provision referred to in our curriculum policy.

This allows us to employ a whole-child process using both subjective and objective measures to identify the unique qualities and attributes across four domains: intellectual, creative, socio-affective and sensorimotor (as per Gagne) and are then able to tune into the interpersonal and environmental factors that allow for the systematic development of the gift and the promotion of the talent.

Where Students are judged to be gifted or talented within a subject area, their needs will be recorded on an Edukey Plan and then met through stretch, challenge and opportunity at departmental level, with the role of the Inclusion Support Team being one of monitoring and support alongside curriculum leads and senior leaders.

Where students are identified as gifted or talented across multiple domains they will be placed on a G&T register and a personalised response to their needs and provision will be drawn up and recorded in an Edukey Plan via the Head of Year and Director of Inclusion, who will also ensure the Student can maximise their gifts and talents whilst also managing demands and emotions.

For our younger students we do not formally identify high ability learner, or gifted and talented until year 3. However, where we see potential in our younger students we will nurture and develop those gifts and talents under our 'High Flyers' umbrella.

APPENDIX A: Roles and Responsibilities

1. Head of Inclusion

The Head of Inclusion will:

- 1** Take the leading role in coordinating support and provision for students of determination, students with EAL (English as an Additional Language), and students identified as Gifted and Talented, as a member of the Senior Leadership Team (SLT) and in collaboration with the Inclusion Champion.
- 2** Monitor, advise, evaluate, and plan for the development of inclusive practices and provision across the school. This includes ensuring outstanding provision for students of determination, Gifted and Talented, and EAL learners.
- 3** Provide early identification of needs and map provision, including interventions, across the whole school.
- 4** Deliver training for Inclusion Support Teachers, Learning Support Assistants (LSAs), Individual Learning Support Assistants (ILSAs), and class teachers.
- 5** Ensure outstanding EAL practices are implemented across the school.
- 6** Monitor EAL data and the academic progress of EAL students.
- 7** Provide training for the EAL teacher, EAL assistant, and class teachers.
- 8** Develop and oversee community outreach initiatives.
- 9** Coordinate the Gifted and Talented (G&T) working party to support class teachers in curriculum delivery.
Maintain and update the G&T register.
- 10** Work with colleagues to promote opportunities for all students within the curriculum and through extra-curricular activities, competitions, partnership work, subject clubs, and global seminars.
- 11** Monitor progress and attainment levels, reporting findings to SLT.

2. Inclusion Support Teachers

Inclusion Support Teachers will:

- 1** Support students within the classroom to ensure access to the curriculum and sustained progress.
- 2** Advise class teachers on differentiation strategies for students of determination.
- 3** Ensure appropriate resources are available for interventions inside and outside the classroom.
- 4** Assess, administer, and analyse student ability and attainment to plan suitable interventions.
- 5** Maintain regular communication with parents regarding their child's attainment and progress.
- 6** Attend termly pupil progress review meetings to monitor and evaluate student progress.
- 7** Assist class teachers in creating and reviewing Edukey Plans.

3. EAL Specialist Teachers

EAL specialist teachers will:

- 1** Assist in the assessment of EAL students during the admissions process.
- 2** Create personalised support plans and oversee their implementation.
- 3** Ensure classrooms feature dual-language texts, labels, and visual supports.
- 4** Co-teach and model strategies to support EAL students.

- 5 Provide and model the use of writing and speaking frames to develop English acquisition.
- 6 Plan and support EAL interventions.
- 7 Complete EAL assessments, monitor English proficiency progress, and maintain the EAL register.
- 8 Write pupil plans for EAL-AB students and communicate these to class teachers and parents.
- 9 Prioritise support for students with pupil plans.
- 10 Assist class teachers in accessing appropriate resources.

4. Learning Support Assistants (LSAs)

Learning Support Assistants will:

- 1 Support individuals and groups of pupils during lessons, breaks, or lunchtimes to promote learning and well-being.
- 2 Assist students of determination under the guidance of Inclusion Support Teachers.
- 3 Provide intervention support to pupils with specific needs, either individually or within small groups.
- 4 Assist teachers in preparing resources for individual pupils.
- 5 Complete SEND baseline assessments and other evaluations under the guidance of the Inclusion Support Teacher.

5. EAL Assistants

EAL Assistants will:

- 1 Complete EAL assessments in collaboration with the EAL teacher.
- 2 Deliver planned interventions to individuals or small groups in or outside the classroom.
- 3 Provide feedback on the effectiveness of interventions to the EAL teacher.
- 4 Discuss individual pupil progress with the EAL teacher.

6. Pastoral Support Assistants

Pastoral Support Assistants will:

- 1 Assist with the development and implementation of Individual Education Plans (IEPs), Behaviour Plans, Support Plans, and Mentoring Plans.
- 2 Offer emotional support to pupils with special needs.
- 3 Establish productive relationships with identified pupils, acting as role models.
- 4 Develop one-to-one mentoring arrangements and provide support to distressed pupils.
- 5 Support pupil transitions across phases and the reintegration of absent pupils.
- 6 Provide information and advice to help pupils make informed choices about their learning, behaviour, and attendance.
- 7 Motivate pupils, challenge them appropriately, and promote self-esteem.

7. Individual Learning Support Assistants (ILSAs)

Individual Learning Support Assistants will:

- 1 Support individual students of determination under the direction of the Inclusion Support Teacher and class teacher, ensuring inclusion and progress.
 - 2 Maintain detailed records to share with the class teacher, Inclusion Support Teacher, and parents.
 - 3 Monitor progress against IEP targets.
 - 4 Assist with therapy sessions and replicate best-practice techniques in the classroom.
8. Class Teachers/Subject Specialists

Class teachers and subject specialists will:

- 1 Create and manage an inclusive classroom environment.
- 2 Provide differentiated instruction based on Edukey Plan strategies and accommodations, ensuring familiarity with these documents.
- 3 Deliver lessons tailored to the individual needs of each student, ensuring accessibility, challenge, and progress.
- 4 Collaborate with Inclusion Support Teachers to write and review plans for students of determination, ensuring strategies and accommodations are updated.
- 5 Monitor attainment, behaviour, and well-being, seeking guidance when needed to set targets for students of determination.
- 6 Foster positive and supportive relationships with students, facilitating effective communication with parents and colleagues.
- 7 Follow the Inclusion Referral Process for students causing concern regarding progress or development.
- 8 Implement EAL best practices and differentiated approaches across all subjects.
- 9 Ensure students with EAL fully access the curriculum.
- 10 Provide additional academic interventions where necessary, based on monitoring progress and attainment.
- 11 Identify and support students with gifts or talents to maximise participation and progress.