Dubai English Speaking College

Inclusion
Policy

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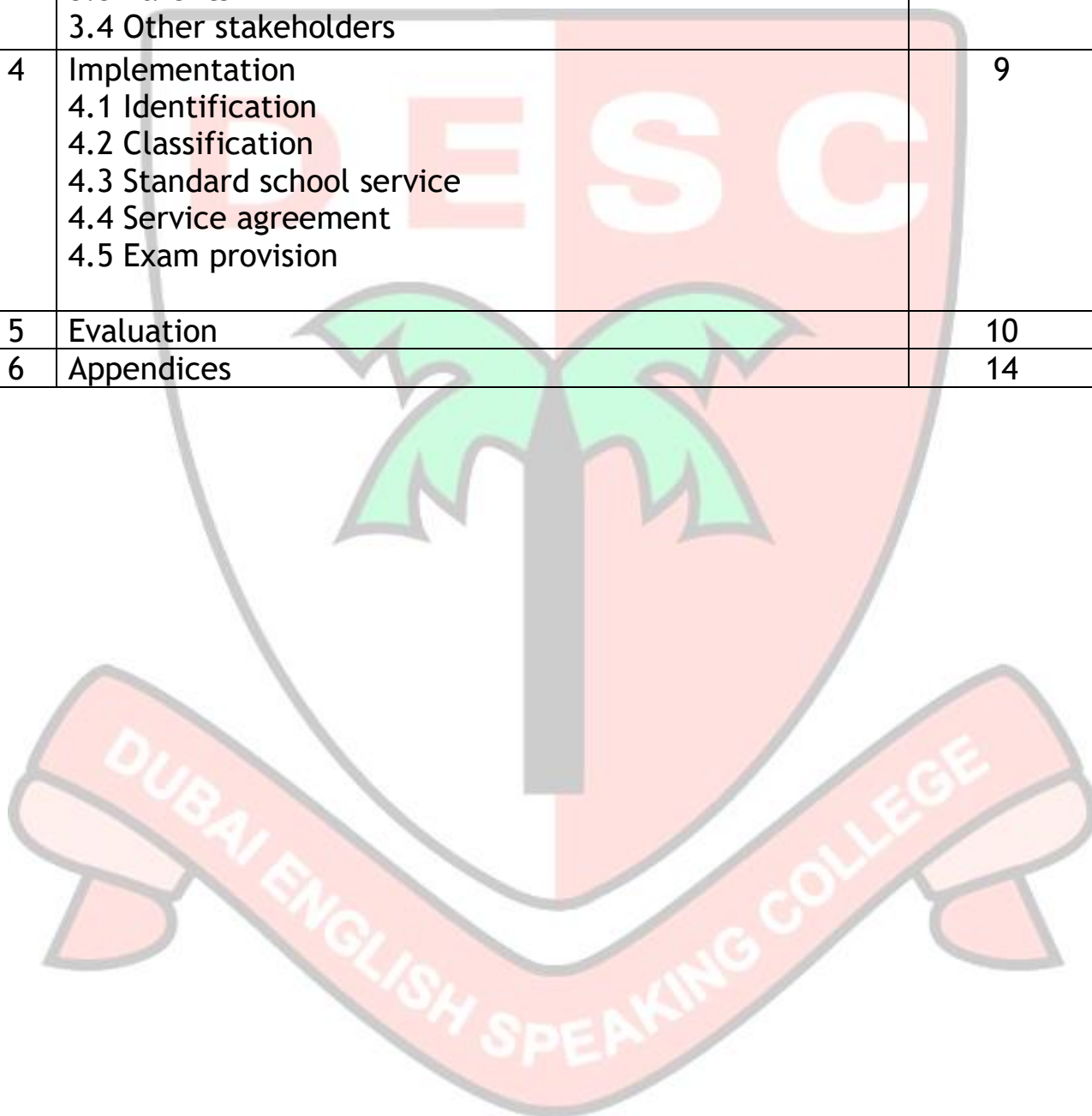
Inclusion Policy

DUBAI ENGLISH SPEAKING COLLEGE

INCLUSION POLICY

1. <u>RATIONALE</u>

Traditionally, at Dubai English Speaking College (DESC), we have always had a reputation of being a highly inclusive College and this something we are very proud of. Our Inclusion Department is very well resourced with regards to both staffing and facilities, in order to provide Students of Determination with the best possible learning experience. Resources are allocated to Inclusion to ensure equitable access, effective participation, engagement and progress for every Student of Determination alongside same-aged peers. As such, we aim to ensure that parents of Students of Determination will not incur additional costs for their children to access meaningful and appropriately challenging education.

This Inclusion Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014; updated May 2015) and has been written with reference to the following guidance and documents.

- United Nations Convention for the Rights of Persons with Disabilities
- Dubai Inclusive Education Policy Framework (2017)
- Directive and Guidelines for Inclusive Education (2019)
- Federal Law 2006 (No.29)
- Dubai Law 2014 (No.2)
- Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai.

Definition of Special Educational Need and Disability (SEND)

"A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers." Dubai Inclusive Policy Framework (2017).

The purpose of the identification of needs is to enable DESC to consider what action needs to be taken and not to fit a student into a category. When reviewing a child's needs, a holistic. 'whole-child' view is considered - not just their special educational needs.

When organising additional support, it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all students.

We will ensure that teachers and Learning Support Assistants (LSAs) are prepared for dealing with the challenges and complex difficulties posed by students with SEND by providing structured training on a variety of SEND developments. We believe teachers are responsible for children's learning and that Learning Support Assistants will be used effectively to provide the necessary support for students with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with students with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the Colleges' Inclusion policy is to make everyone aware that we want all students to benefit as fully as possible from the education provided within the College.

We cater for students who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The College has full provision for pupils who are disabled and is compliant with the Dubai Universal Accessibility Code.

We strongly endorse both the Equality Act 2010, The Dubai Inclusive Education Policy Framework (2017) and The Directive and Guidelines for Inclusive Education (2019) by ensuring that all applications to DESC from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We work hard to create and maintain a College environment of positivity where all students are taught to embrace and value difference.

We recognise the SEND Code of Practice, and the Dubai Inclusive Education Policy Framework is clear that SEND is everybody's responsibility; headteachers, teachers, governors and other stake holders.

We ensure that every teacher is a teacher of SEND and should not rely on the Head of Inclusion or a Learning Support Assistant to be responsible for pupils with SEND. Teachers are responsible for the progress and attainment of every student in their class.

We ensure the Head of Inclusion coordinates provision and is a source of more specialist advice and guidance. The SEND governor and Deputy Headteacher ensures that SEND remains a strategic priority.

We have in place a clear approach that involves the participation of students and their parents/carers in making decisions about how best to support their SEND.

We believe for SEND provision to be effective it is important that we ensure the responsibility for SEND is shared equally among the Head of Inclusion, Headteacher, Senior Leadership Team, teachers, parents/carers and governors.

2.AIMS

- To ensure every student is provided with equality in everything we provide.
- To give all students regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together.
- To ensure all students are treated fairly and that their individual needs are met.
- To share good practice within the College.
- To identify students with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such students.
- To provide all our students with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for students with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, teachers and outside agencies.
- To ensure all students make effective progress and realise their full potential.
- To ensure all students take a full and active part in College life.
- To create and maintain a College environment of positivity where all children are taught to embrace and value difference.
- To ensure compliance with all relevant legislation connected to this policy.

2. RESPONSIBILITIES

3.1 DESC STAFF

All stakeholders, including governing bodies and leaders at all levels will:

- View and value student diversity as integral to the human condition.
- Recognise the learning potential of all students.
- Engage with theories of learning that support childcentred and differentiated approaches to teaching and learning.
- Acknowledge that all students have the right to education in a common learning environment.
- Prevent marginalisation and discrimination in education based on the experience of SEND in order to reduce barriers to participation in learning.
- Be proactive in removing barriers to learning in diverse student populations, by adapting and modifying curricula, teaching and learning strategies.
- Reject ability-labeling in teaching, along with the idea that some learners cannot learn due to individual deficits.
- Fulfil their responsibility to facilitate an inclusive culture within their individual education settings and be accountable through the programmes, practices and outcomes of the entire learning community.

The Governing Body has:

- A designated governor for inclusive education, who will:
- Set strategic direction through a clearly stated inclusive ethos.
- Hold the designated school-based inclusion team accountable for the development and implementation of the inclusive education improvement plan.
- Allocate financial investment to ensure targeted plans are sufficiently resourced.
- Monitor the overall educational performance of the College through clear inclusive education outcomes and impact measures.

The Headteacher (HT) will:

- Ensure students are not refused admission based only on their experience of SEND.
- Ensure they promote the principle of equity for students who experience SEND.
- Ensure that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment.
- Appoint a member of staff to be the Head of Inclusion.
- Have responsibility for ensuring the Head of Inclusion will hold or will work towards 'National Award in Special Educational Needs Co-ordination'.
- Ensure that provision of special educational needs is of a high standard.
- Have due regard to comply with the SEN Code of Practice and the Dubai Inclusive Education Policy Framework.
- Effectively communicate a vision of inclusion, ensuring the engagement of the entire College community.
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded in their practise.
- Provide an annual program of teacher CPD in line with the DESC Teaching & Learning policy to develop staff at all levels across the College.
- Develop and implement a comprehensive and strategic inclusive education plan.
- Conduct a College- wide review of current practise to highlight examples of best practise and areas that require targeted improvement.
- Ensure that recruitment and induction processes prioritise inclusive practises as a key component of professional roles.

The Deputy Headteacher (DHT) will:

- Ensure that the daily management of SEND provision is effective.
- Ensure the responsibility for SEND is shared equally among the Head of Inclusion, Headteacher, Senior Leaders, teachers, parents/carers and governors.
- Ensure that every teacher is a teacher of SEND and do not rely on the Head of Inclusion or a Learning Support Assistant to be responsible for pupils with SEND.
- Ensure that teachers are responsible for the progress and attainment of every student in their class.
- Appoint the members of and work closely with the Inclusion Support Team (IST)
- Ensure the Head of Inclusion coordinates provision and is a source of more specialist advice and guidance.
- Ensure the Head of Inclusion has an appropriate allocation of time to undertake their role.
- Have in place a Head of Inclusion succession plan by appointing a 2 i/c Inclusion to work with the Head of Inclusion and distribute the excess workload.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND.
- Ensure that all relevant College personnel receive the appropriate information regarding the special needs provision for pupils with SEND.
- Monitor the progress made by students with SEND.
- Provide leadership and vision in respect of equality.
- Make effective use of relevant research and information to improve this policy.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy
- Ensure that there is range of curriculum pathways to enable all students to access education alongside their peers.

The Head of Inclusion will:

- Have or will work towards the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience.
- Ensure the detailed implementation of support for children with SEND.
- Ensure the implementation of this policy.
- Work with the Deputy Headteacher to oversee the day-to-day provision for students with SEND
- Identify the barriers to learning and what special educational needs provision that a student requires.
- Assist and monitor classroom teachers in the use of the inclusion action cycle and Universal Design for Learning.
- Inform parents of their child's special educational needs.
- Encourage parents to engage with their child's passport and learning plan via the information sharing platform Provision Maps.
- Arrange meetings for parents with the DESC approved educational psychologists.
- Organise in-house and external support for a student with SEND.
- Keep parents up to date with the special educational needs provision for their child.
- Ensure students with SEND have full access to the curriculum.
- Ensure students with SEND are included in all school activities and events.
- Ensure student with SEND take part in extra-curricular activities.
- Lead the development of SEND throughout the school.
- Help select, train, organise and manage a team of learning support assistants (LSAs);
- Prepare and keep up to date Student Profiles.
- Undertake classroom observations.
- Ensure differentiated teaching methods are being used.
- Track the progress of students with SEND.
- Maintain records of all students with SEND.
- Use provision maps to give an overview of programmes and interventions that have been used with different groups of students and to monitor the levels of intervention.
- Keep up to date with new developments and resources.
- Make effective use of relevant research and information to improve this policy.
- Liaise with parents and include them when creating and reviewing support plans.
- Organise regular provision reviews.
- Meet with outside agencies.
- Work with feeder or transition schools before a child moves into another setting to plan and prepare for transition.
- Oversee and manage the GCSE and GCE exam access arrangement process in line with the latest JCQ guidelines.
- Develop and lead the use of assistive technologies across the College.
- Oversee, recruit and direct the designated Support Teachers across the College.

Support Teachers (ST) will:

- Be recruited within every department across the College.
- Serve as a role model, coach and professional mentor for classroom teachers and have an instrumental role in delivering CPD in line with the College's T&L policy.
- Attend regular meetings alongside the inclusion support team to help implement the College's inclusive education plan.
- Use their allocated time to instruct, support and influence inclusive practises within their designated departments.
- Be teachers who have high levels of skill and ability in applying inclusive practises within their own classroom.
- Work directly with students with SEND to accelerate achievement within the classroom on a daily basis.
- Continue the pursuit of knowledge of effective inclusive practises by engaging in professional resources, collaborating with colleagues and connecting with professional learning communities.
- Form positive and professional partnerships with classroom teachers to successfully engage them in personalised professional development programs.

- Be involved in departmental observations of teaching and learning to ensure student's needs are being met.
- Review student data across the department to identify student need and identify any particular barriers.
- Be involved in collaborative planning with other teachers within their department to ensure the most appropriate teaching strategies, intervention approaches, learning activities and assessment methods are being implemented.
- Oversee and organise the exam access arrangements required for ensure equity in all departmental assessments.

Class teachers will:

- Deliver high quality teaching that is differentiated to remove barriers for all students in line with the DESC T&L policy.
- Provide a safe, motivating and welcoming environment for learning.
- Engage with the Student Profile, so that all student's needs are met by quality first teaching.
- Partake in regular CPD opportunities to gain experience and knowledge of how to effectively remove barriers to learning in order to deliver high quality teaching including the use of the 'Universal Design for Learning'.
- Ensure resources are adapted, modified or enhanced to enable excellent learning experiences for all students, including access to assistive technologies within their lessons.
- Work in partnership with LSAs to provide effective in-class, small group and targeted support, depending on student needs.
- Be aware of and ensure the correct implementation of student's exam access arrangements.
- Be responsible and accountable for the progress and development of the pupils they teach.
- Have high expectations of pupils with SEND.
- Be aware of the College's policy for the identification and assessment of pupils with SEND and the provision it makes for them.
- Liaise with parents of pupils with SEND to update them of the progress of their children.
- Work collaboratively with the Support Teacher in their department to develop inclusive practises.

Learning Support Assistants will:

- Work in partnership with class teachers and Head of Inclusion.
- Provide support for all students in a class, not just those identified with SEND.
- Monitor and track the progress of students in their care.
- Provide feedback on student progress to class teachers and the Head of Inclusion.
- Attend regular CPD opportunities and complete the DESC Inclusion induction process.
- Provide assistive technology training to all students.
- Keep track of and encourage students to effectively use their exam access arrangements.
- Offer study & revision pull out support.
- Deliver high quality, targeted intervention.

3.2 DESC STUDENTS

We encourage students with special educational needs to understand their rights and to take part in:

- Assessing their needs and identifying strategies for their Student Profile.
- Set SMART targets when are where appropriate.
- Be involved in their termly progress reviews.
- Build positive relationships with their teachers and LSAs.

3.3 DESC PARENTS

We encourage parents to:

- Work closely with the College in order to develop a partnership that will support their child with special educational needs.
- Review their child's Student Profile on a termly basis.
- Be aware of their child's progress and know how they can be supported at home.
- Liaise with the Inclusion Department before they undergo any external educational assessment.
- Use Provision Maps effectively to engage with and review their child's passport and/or learning plan.

3.4 Other stakeholders

We may seek the advice and support from the following Educational Psychologists:

- Insights
- Kids First
- Connect Psychology

We may also work with the following clinics when seeking advice and support for Social Emotional or Mental Health concerns:

- Camali Clinic
- American Centre of Psychiatry & Neurology
- German Neuroscience Centre
- Vivamus
- Lighthouse
- Dubai Community Health Centre
- Reverse Psychology
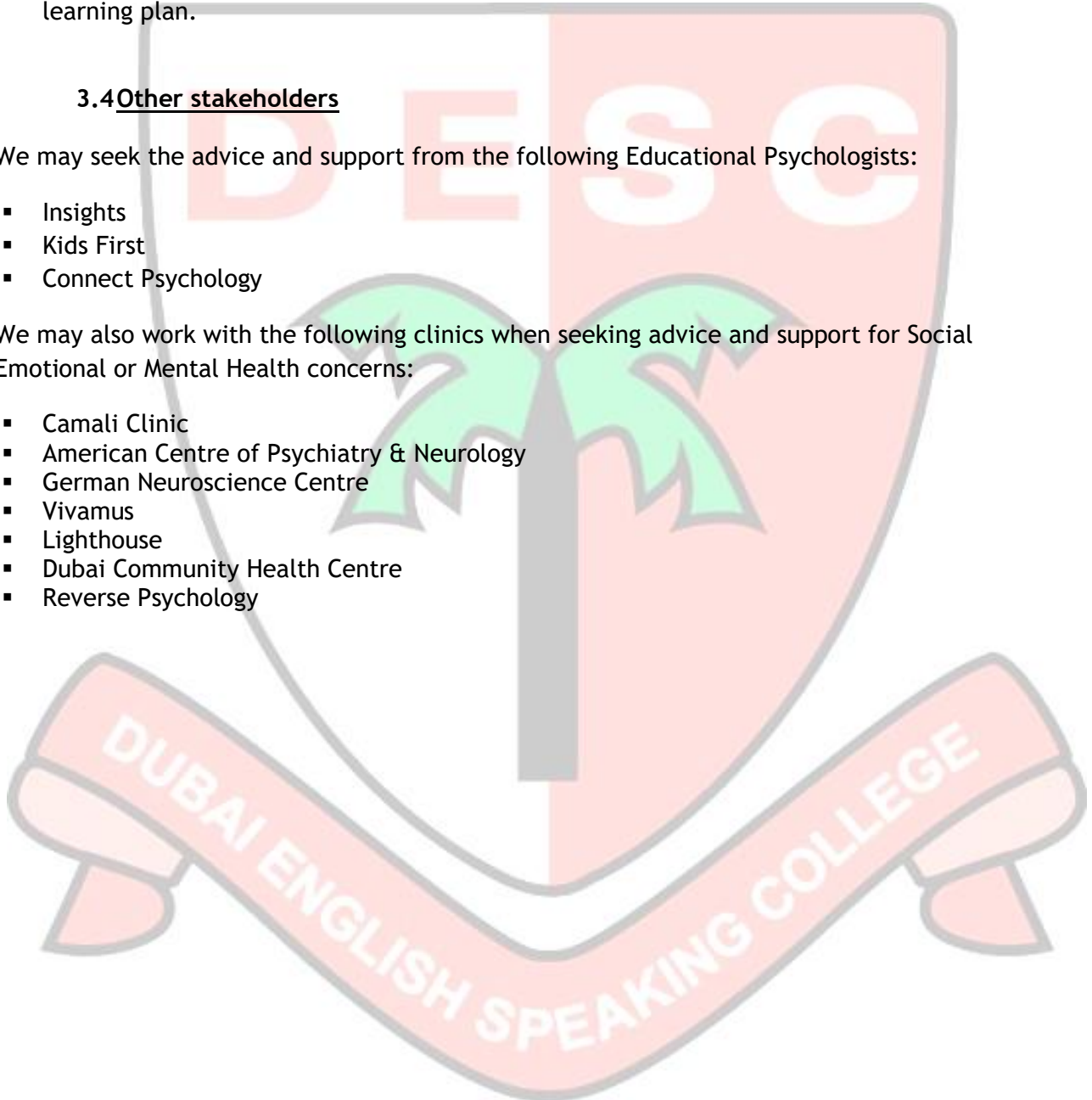
4. IMPLEMENTATION

4.1 Process for the Identification of Students of Determination and SEND

Information about groups of students, as well as individuals is obtained from whole school and individual screening. Data is compiled and reviewed from the following data checks; CAT4, NGRT, baseline and attainment data and PASS surveys. This data is triangulated with teacher, pastoral and parent observations and in some cases, external agencies. Indicators of concern are as follow:

1. A student who makes significantly slower progress than that of their peers starting from the same baseline.
2. A student who fails to match or improve upon previous progress rates.
3. A student whose gap in attainment, when compared to same-aged peers, widens.

If a member of staff has concerns about a student's learning or development, they:

- Raise a concern with the Inclusion Team or Pastoral Team via Initial Student Concern Form on DESC Inclusion SharePoint.

- Information is collated from the student's teachers via the Monitoring Form.

- The student may be observed in a range of lessons.

- The DESC in-house screening tests may be used to identify any barriers to learning.

- Parents are informed and involved at all stages.

- If necessary, the students will be referred to one of the DESC approved Educational Psychologists or medical professional.

Following the identification of need, DESC will classify the students into one of three registers:

1) Formal identification of a Special Educational Need or Disability by an educational psychologist or medical professional, the student is placed on the SEND register. The Inclusion Team creates a student passport in collaboration with the student and parent.
2) A student who has been identified as requiring additional support but has no formal diagnosis are placed on the Additional Needs Register. Students may receive additional pastoral support and teachers are informed of their needs.
3) Those students whose needs are yet to be identified, or whose progress or wellbeing is being monitored are placed on the monitoring list.

- Information gained from assessments and identification will determine the type and level of support appropriate to each student, based on their development and experience of SEND. This may include.

  - Level 1: Qualify first teaching, teachers adopting universal design strategies to ensure all student's needs are met within the classroom. Teachers engaging with the Student Profile and familiarising themselves with the reasonable adjustments.

  - Level 2: Targeted interventions for students who are experiencing a delay in their development or achievement of educational outcomes. This may include, study skill

support, assistive technology training, SEMH support or academic and pastoral mentoring.

- o Level 3: Individualised interventions for a student who experiences significant levels of SEND. This may include an alternative curriculum pathway, regular and ongoing intervention and support from external agencies.

- ▪ Development of a Learning Plan (IEP) with SMART targets for those students who are accessing level 2 or 3 support.

4.2 Classification

- ▪ DESC will identify students with additional and special educational needs according to the KHDA revised categorisation framework of students of determination 2019-2020.

Common barriers to learning	Categories of disability
Cognition & Learning	Intellectual disability (1 including Intellectual disability – unspecified Specific learning disorders Multiple disabilities Developmental delay (younger than five years of age)
Communication & Interaction	Communication disorders Autism spectrum disorders
Social, emotional and mental health	Attention deficit &hyperactivity disorder Psycho - emotional disorders
Physical, sensory and medical	Sensory impairment Deaf-blind disability Physical disability Chronic or acute medical conditions

4.3 Standard school service and strategies to support Students of Determination:

- ▪ High quality teaching that is differentiated to remove barriers for all students in line with the DESC T&L policy.
- ▪ Regular CPD opportunities for teachers to gain experience and knowledge of how to effectively remove barriers to learning in order to deliver high quality teaching including the use of the 'Universal Design for Learning' (UDL).
- ▪ School leaders and support teachers assist and monitor classroom teachers in the use of the inclusion action cycle and UDL.
- ▪ Adapted, modified or enhanced resources to enable excellent learning experiences for all students, including access to assistive technologies.
- ▪ A range of curriculum pathways to enable all students to access education alongside their peers.
- ▪ Flexible curricula pathways at GCSE and Post 16 respond to the diverse cognitive, cultural and linguistic backgrounds of students and are supported by a variety of teaching methods to accommodate a range of learning styles.
- ▪ In-school assessment, screening and identification tools to enable the identification of learning needs.
- ▪ Individual Student Profiles are developed for every student on the SEND Register. This provides an overview of the student's strengths, areas of concern, diagnosis, access

arrangements and strategies to be recommended for the classroom. These documents are reviewed and updated on a regular basis to reflect the student's needs.

- Support procedures are reviewed regularly in line with up-to-date recommendations from teachers, LSAs, support teachers and other professionals.
- LSAs work in partnership with the subject teachers and support teachers to provide effective in-class, small group and targeted support, depending on the student needs.

4.3 The Graduated System of Support

DESC follows a graduated system of support as outlined in Appendix 6.1.

Student's needs are reviewed regularly, the graduated response is a fluid process and students can move between the levels as necessary. All students are reviewed for their placement on the support structure termly. Student's correct placement on the SEND, additional needs or monitoring list are reviewed on a regular basis. Student's movement between support levels and registers is dependent on.

- Assessment data
- Teacher feedback
- Pastoral team feedback
- Learning plan target reviews
- Parent feedback
- Student feedback

4.4 The Individualised Service Agreement

Students who access level 3 support may require specialist intervention or individualised provision in order to access the school setting at DESC. Where individualised provision is required DESC will register for an individualised service agreement. The steps of this process are outlined below.

- The inclusion support team will assess the level of risk to identify whether there is a significant risk of the student not being able to participate in school life fully without access to specialist services or individualised provision.
- The principal ensures a meeting with parents to discuss and explore possible solutions.
- Collaborative planning between the student (where appropriate), parents and a senior member of staff to discuss a plan for the service that is required.
- If the service is essential, then an agreement is made regarding the individual service that is required and the associated fees.
- The principal will complete and submit the individualised service agreement to KHDA using the designated online form.

4.5 Exam Provision to support Students of Determination

Reasonable Adjustments for Examinations

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an

adjustment will be considered reasonable, will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

What Are Exam Access Arrangements (EAA)?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/public exam, where a particular need has been identified and it is provided so that the student has appropriate access to the exam. EAAs are intended to give all candidates equal opportunity to demonstrate their skills, knowledge and understanding.

Procedures and practices relating to the awarding of EAAs are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ). The JCQ adjusts its regulations periodically and the College is bound to comply with the current regulations.

Procedures for EAA

Students will be identified for possible access arrangements through a combination of the following criteria:

- from KS3 as a result of information from primary schools, prior access arrangements and/or low attainment scores in relevant assessments.
- referral from a teacher and evidence supporting student's area of need.
- EAAs granted/officially approved by a previous secondary school (subject to relevant paperwork being sent to the Inclusion department at DESC, **in addition to clear evidence of need and confirmation of qualifications** of prior school's specialist assessor).
- presentation of a recent medical letter/diagnosis from a qualified heath care professional; and
- parental concern expressed to a subject/form teacher.

'Provisional' access arrangements granted in Years 7, 8 or 9 are not automatically guaranteed for GCSE exams. Official approval is requested by the Summer Term of Year 10/12 and is subject to results from a specialist assessor or a medical diagnosis/report. EAAs have to be officially approved for all students taking GCSE and GCE Levels. However, it is our aim to have 'provisional' access arrangements in place for internal assessments for students in younger years as soon as additional needs are identified so this becomes a student's normal way of working.

Students who are deemed eligible for access arrangements in Key Stage 4 & 5 will be tested (at the earliest in Year 9) by DESC's approved Educational Psychologists for official approval for the entire GCSE & GCE period.

Before the candidate's assessment, the Head of Inclusion must provide the assessor with background information of the student's picture of need along with a **completed Part 1 of the Form8.**

All exam access arrangements for Key Stage 5 students must be evidenced to show a continued need within the classroom.

Exam access arrangements for students in Years 11 and 13 will only be considered for those students identified before January 2023. This allows the College sufficient time to gather evidence of need in the classroom, evidence of normal way of working (including the mock exams) and assessment by the Educational Psychologist. This evidence is required to meet the JCQ deadline for submissions.

As advised by the JCQ, the College will not accept privately commissioned assessments as sole evidence for exam access arrangements. Privately commissioned assessments will only be considered as background evidence, additional to qualitative and quantifiable evidence gathered by the College to reflect the candidates' significant, persistent and long- term need and their normal way of working.

With the exception of temporary illness, or injury on the day of the examination, students who require EAA provision for medical purposes will need to provide written evidence from an appropriate medical professional in March of the year they will be sitting exams, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any EAA provision will then be put in place to comply with current JCQ regulations, which may differ from that suggested by the medical professional.

The Inclusion Department is responsible for EAA provision and the duties include the following:

- Ensuring there is appropriate evidence for a student's exam access arrangement.
- Informing subject teachers at regular intervals regarding student's exam access arrangements and how they should be supported in the classroom.
- Liaison with Exams Team.
- Informing parents/carers about student's provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSE or A Levels.
- Ensuring each student understands how to use their access arrangements and under what circumstances; and
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the student's normal way of working.
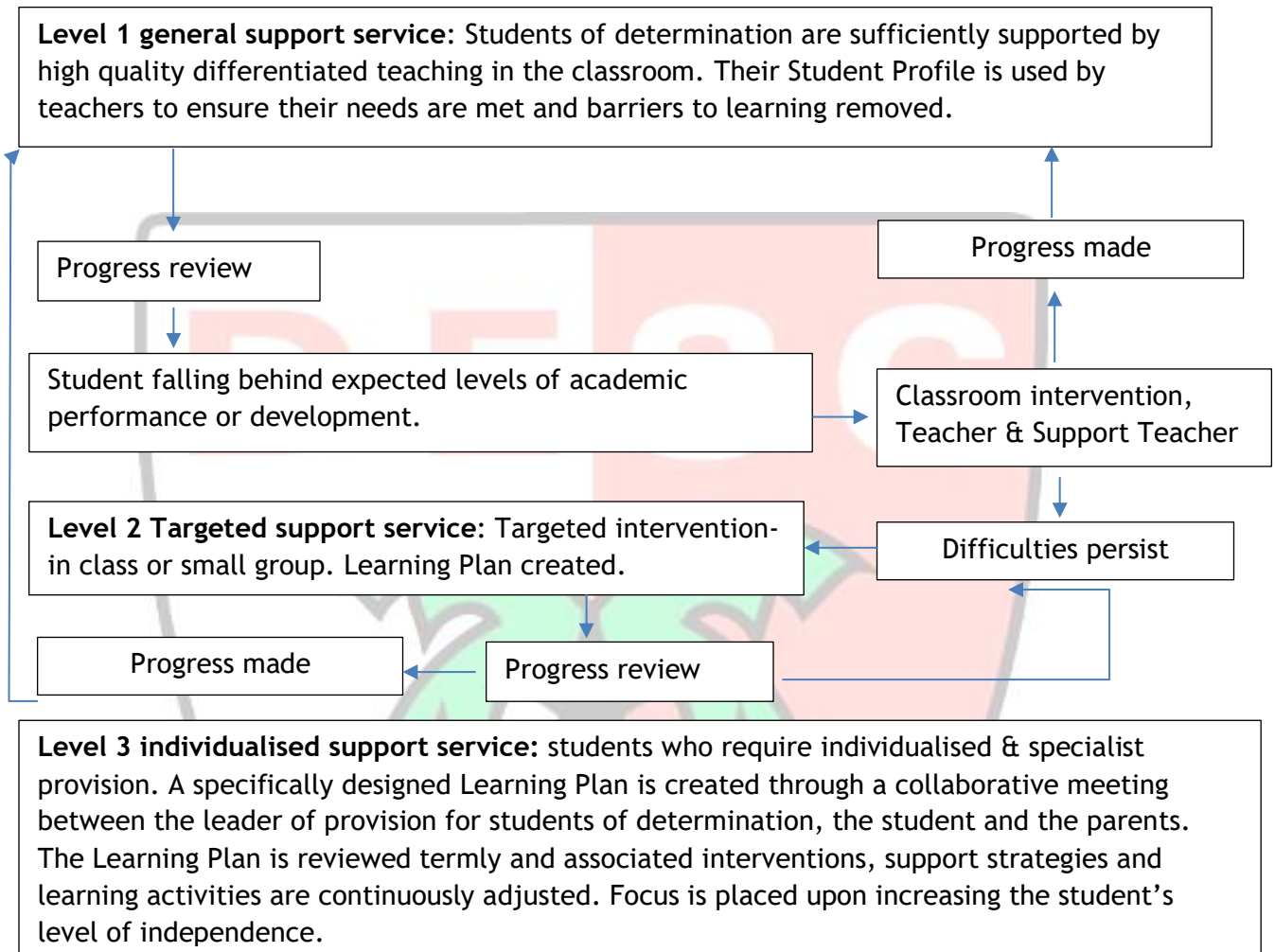
It is the responsibility of the student and the subject teacher to ensure EAAs are put in place for any assessments and tests taking place in lessons (these do not include formal GCSE/A Level exams). This will be done with the support of the Inclusion Department where required.

5. <u>EVALUATION</u>

This policy will be renewed annually.

APPENDICES

6.1 Graduated System of Support

Level 1 general support service: Students of determination are sufficiently supported by high quality differentiated teaching in the classroom. Their Student Profile is used by teachers to ensure their needs are met and barriers to learning removed.

Progress review

Progress made

Student falling behind expected levels of academic performance or development.

Classroom intervention, Teacher & Support Teacher

Level 2 Targeted support service: Targeted intervention- in class or small group. Learning Plan created.

Difficulties persist

Progress made

Progress review

Level 3 individualised support service: students who require individualised & specialist provision. A specifically designed Learning Plan is created through a collaborative meeting between the leader of provision for students of determination, the student and the parents. The Learning Plan is reviewed termly and associated interventions, support strategies and learning activities are continuously adjusted. Focus is placed upon increasing the student's level of independence.

6.2 Legislation

- Dubai Inclusive Education Policy Framework (2017)
- Directive and Guidelines for Inclusive Education (2019)
- SEND Code of Practice 0-25
- Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments
- United Nations Convention for the Rights of Persons with Disabilities

6.3 Definitions

Impairment: A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

Disability: A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

Special Educational Need (SEND): A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

Barriers: Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

Common Learning Environment: An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments:
•Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
•Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
•Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.

Equity: It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

Inclusive Education: Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative. It is the progressive development of

attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community

Direct Discrimination: Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND). Examples of direct discrimination include:
• Not admitting who experiences a disability into the regular classroom or forcing them into a separate or otherwise "special" educational programme or service;
• Failure to ensure and enable physical access to appropriate educational provision;
• Failure to provide appropriate accommodation or support to a child;
• Preventing access to extra-curricular activities or opportunities to learn outside the classroom

Indirect Discrimination: A process that occurs when an education provider applies a provision, criterion or practice in the same way for students with and without special educational needs and disabilities [SEND], but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students. Examples of indirect discrimination include:
• Failure to communicate a clear commitment to the inclusion of students with special education and disabilities (SEND) in marketing material and policies;
• Failure to adjust admission criteria to accommodate a student's special educational need and disability;
• Forcing parents of children who expereince SEND to incur excessive additional cost to enrol their children in educational settings;
• Failure to provide opportunities for appropriate educational progression