

# Policy for Provision for Students of Determination

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|---------------------------|-----------------------------|
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## 1. Legalisation.

1.1 This policy aims to ensure that The School is compliant with the terms of:

1.1.1 The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs.

2.1.2 [UAE Federal Law 2 \(2015\) against Discrimination and Hatred](#);

The School's admissions policy adheres to the stipulations of the :

1.2 Directives and Guidelines for Inclusive Education (DGIE) (Published January 2020).

1.3 Dubai Inclusive Education Policy Framework (DIEPF) (Published November 2017).

1.4 Implementing Inclusive Education: A Guide for Schools (IIE) (Published 2019)

1.5 Revised Categorisation Framework for Students of Determination (Published 2019).

1.6 Federal Law No 29 of 2006 concerning the Rights of People of Determination.

1.7 Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

1.8 UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai including.

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|-----------------------|--|
| Article 4 Clause 14:  | To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.  |
| Article 13 Clause 16: | To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.                                     |
| Article 13 Clause 17: | To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.  |
| Article 13 Clause 19: | To provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities. |

Article 23 Clause 1: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class.

Article 23 Clause 4: To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

## **INCLUSION AND PROVISION FOR STUDENTS OF DETERMINATION**

### **2. Inclusion- Preamble**

2.1 The revised 'Categorisation Framework for Students of Determination (19-20)' describes a Student of Determination as a student with long-term physical, mental, intellectual, or sensory differences which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

2.2 The policy set out the school's commitment to "People of Determination" within the context of a mainstream curriculum.

2.3 The School will endeavour to:

2.3.1 Ensure accessibility to the school services, facilities, and activities for people of determination.

2.3.2 Promote a culture of inclusion with celebrates and values diversity, and in which people feel motivated and confident.

2.3.3 take action to reduce or remove barriers to ensure that all students of determination can access education on an equitable basis with their mainstream peers.

2.3.4 Create, maintain, and disseminate information about services and facilities available for People of determination.

### **3. Leadership and Accountability**

3.1 The is responsible for ensuring all staff that are recruited have the capacity to acquire the knowledge and skills required to operationalize DIEPF.

3.2 The school is responsible to actively enabling People of determination. These responsibilities are delegated by the School Executive and Senior Leadership Team to appropriate representatives, particularly members of the Inclusion Department team at DIPS.

3.3 Support for people of determination is a duty of all stakeholders, including staff, students, and parents, with a specific focus on promoting equity and inclusion within the common learning environment.

3.4 Under these duties the school expects staff and students to work towards:

3.4.1 Establishing learning environment which encourage and support active involvement and inclusion of every student – physically, academically, socially, emotionally, and culturally.

3.4.2 Identifying and analyzing potential discriminatory policies, practices, and procedures in all aspects of the school's activities.

3.4.3 Promoting equitable extra-curricular opportunities for students of determination.

3.4.4 Eliminating unlawful discrimination (i.e., unjust treatment of different categories of people)

3.4.5 Involving students of determination and/or their families in the formulation of actions at a personal and school wide- strategic level.

3.4.6 Identifying and implementing the necessary actions to meet individual needs of students of determination, through the Standard School Service where possible, or an Individual Service Agreement when necessary.

3.4. The school has established an Inclusive Education Improvement Plan, which is developed in collaboration with, and overseen by, Inclusive Educational Support Team (see Appendix 1- key personnel)

#### **4 ADMISSIONS, PARTICIPATION AND EQUITY**

4.1 DIPS welcomes applications from students of determination and values the diversity and positive contribution they bring to the life of the school. We recognise the widely researched benefits of inclusive education for all students, including the development of social skills, personal responsibilities, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity- essential components for the achievement of a fully cohesive community.

4.2 In order to develop provision plans will enable to a student of determination to be enrolled at school.

4.2.1 Applications should declare identified needs or disabilities at the time of application. Failure to do so in the breach of the parent's contract, it is likely to affect the student's ability to make expected progress.

4.2.2 Existing students should declare identified needs or disabilities that subsequently come to light at an earliest opportunity thereafter.

4.4. Information provided to the school is held in confidence and shared only with relevant colleagues within the School and KHDA.

4.5 The assessment of need will be used to determine the level and type of support each student would benefit from, in keeping with the Standard School Service (see Section 7). The school will facilitate this level of support via interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across all phases of schooling. We acknowledge the dynamic nature of each individual learner and as such, the level of support may be subject to change over time. Parents will be informed of the level of support which has been recommended upon entry and will continue to be part of the ongoing discussions to review and revise this over time.

4.6 If, upon completion of the assessment of need, the school believes that equitable access to a high-quality learning experience is not likely to be achieved within the Standard School Service, they may explore the option of an Individualized Service Agreement (see section 6). This would be drafted in consultation with parents and

included in a Provisional Offer. Once the provisional offer of placement is accepted, the Individualized Service Agreement would be registered with KHDA.

4.7 On the rare occasion when student of determination is denied enrolment or re-enrolment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure. The school must declare and justify the reason(s) for non-admission, which may include (but are not limited to) inadequate infrastructure; limited curriculum modification options and alternative pathways; learning support staff are fully utilized within that year group/phase; insufficient specialist knowledge/staffing in the student's particular area of need; parents are unable or unwilling to pay the additional costs deemed necessary to cover individualized provisions for that student (beyond the Standard School Service).

Admissions processes and procedures for Students of Determination are detailed in the School's Admission Policy.

## 5. IDENTIFICATION

5.1 Information about groups of students, as well as individuals, is obtained through various whole school and individual screening and assessment procedures, and triangulated. Supplementary information may be obtained through classroom observations, parental contributions, and in some cases through collaboration with external specialists.

5.2 Our graduated system of support (GSS) is complimented by a continuum of identification processes, through ongoing cycles of action and reflection (i.e. response to intervention).

5.3 The DIPS support team is responsible for compiling and maintaining a Working Register, which is used to inform curriculum planning, data analysis, staffing and deployment, departmental resourcing, learning support timetables, and the allocation of intervention hours to individuals or groups.

5.4 The working register consist of two categories:

### 5.4.1 Fixed Term Support:

a) Students on this list present with a need for some additional support at this time (beyond that which is typically offered within the year group to raise standards).

b) Baseline assessment has identified one or more areas of development or academic attainment outside of Age-Related Expectations (AREs). Alternatively, they may lack equitable access to the common learning environment at this time.

c) Support may be linked to a fixed term (up to one year) or a fixed purpose (e.g., exam access arrangements for the period of study; temporary use of a wheelchair following a surgery).

d) It is believed that the origin of need is circumstantial as opposed to developmental or inherent. Circumstances may include, for example, a long period of absence due to illness or travel, inconsistent school attendance, transferring from another curriculum, wheelchair due to broken leg, etc.

e) Commonly used school-based intervention programs and supports are expected to “boost” progress and enable the student to meet AREs within a fixed period.

f) Assuming circumstances have returned to normal, the student is expected to maintain a steady rate of progress alongside their peers. If the gap begins to widen once again, and the student requires additional interventions beyond this fixed term, we must then consider whether there is an inherent barrier to learning which is affecting their acquisition and retention of new skills (i.e., Student of Determination)

#### 5.4.2 Students of Determination (Inclusion register; ongoing)

a) This is the only register which is shared with the KHDA. KHDA utilize this information for the purposes of DSIB inspections. The standard of classroom differentiation, as well as the additional interventions and family support provided by the school and the DIPS support team will be thoroughly evaluated and quality-assured during DSIB inspections. KHDA may contact families of students on this register as part of their evaluation process, to request feedback about their experiences. The information on the Inclusion register is held confidentially within KHDA and is not published or shared with outside parties.

b) Internally, this register will ensure that all relevant staff have an accurate awareness of evidence-based strategies to enable these students to become happy, successful, and independent learners. When scrutinizing attainment and progress data, the progress, and outcomes of students on this register will receive additional attention from Senior Leadership. Should they feel that these students are not meeting their potential, additional guidance, resources, and support may be allocated to the class teacher and/or student as needed.

c) Students may be placed on the Inclusion register with or without an externally identified need, as below:

d) Without an external report: Students may be assigned to this category in response to the internal identification procedures of a knowledgeable school team, who have evidence to support almost all of the characteristics of a particular category of impairment, delay, or disorder. Identification of needs requires sensitivity and discretion, ensuring effective relationships with students and families. The school and parents are in agreement that the student would be unlikely to achieve equitable access to the common learning environment and/or educational opportunities alongside their peers without some level of ongoing additional support, adaptations and/or monitoring (beyond one year).

e) With an external report: If the student has an external specialist report which identifies a category of SEND in line with the KHDA's Categorisation Framework (2019), the student will be included on this register, irrespective of whether or not they require any additional support from the school at this time.



f) Students may move from Fixed Term Support (FTS) to the Students of Determination register as part of the graduated response model (i.e., they have not caught up with their peers within a fixed period, despite high quality additional intervention). However, it is not a requirement to first complete one year of FTS, if all parties are in agreement that there is likely an inherent barrier to learning. In this instance, the student may join the Students of Determination register immediately and begin accessing those benefits accordingly.

5.5 The DIPS support team will refer to the KHDA Revised Categorisation Framework for Students of Determination (which is based upon the UAE unified categorization of disability) to identify Students of Determination and to classify the primary and secondary needs, as appropriate (See Appendix 2)

## **6 SUPPORT AND IDENTIFICATION**

### **6.1 Levels of support**

6.1.1 Three Levels of Support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020), and reflect a common language and practice to be shared by all schools.

6.1.2 Our Graduated Systems of Support operate as a funnel filtration system, with most students making adequate progress in response to Level 1 support. If students' needs are not adequately met at Level 1, they will filter down to Level 2 or 3, as part of the Standard School Service (see next section). Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review).

### LEVEL 1 – General support

Universal Design for Learning (UDL) and Quality First Teaching (QFT) may include differentiated curriculum content, learning process and resources, and/or outcomes for students

Access to cohort-level interventions for raising standards

Access to assistive technologies, sensory tools, adapted resources

- Exam Access Arrangements may be in place to ensure equitable access

### Level 2 - Targeted Support

- Direct contact with DIPS support team and/or counselling, within or outside the classroom (typically not more than 1.5hrs per week)

- Additional, specific, and time-limited intervention(s) to enable a student to “catch up” or “keep up” with age-related expectations.

- Interventions typically on a small group basis

### Level 3 - Individualised Support

- A Team Around the Child (TAC) is formed

- Increased level of DIPS team /counselling involvement (typically not more than 3hrs per week)

- A high level of 'behind the scenes' support is in place

- Specifically designed and implemented IEP with highly personalised interventions, small systematic targets, and frequent review

- Modified curriculum may apply (e.g., exemption, augmentative frameworks etc.)

### Level 3+ Supplementary Support

- Tailored to Requirements If needs extend beyond typical L3 provision, a SSS (e.g., additional classroom support hours, 1:1 LSA) may be required. In this case, an ISA is registered with the KHDA.

## 6.2 Standard School Service

6.2.1 The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School Service, outlining the type and level of support all students can expect to access at school, in response to their individual needs. Although it will be of particular benefit to Students of Determination, this service is intended to raise attainment, and improve participation and personal progress for all students.

6.2.2 While DIPS has made a significant financial investment in developing a leading Standard School Service, the resources are not infinite. To ensure that our service makes the greatest impact across the whole school, we endeavour to regulate the number of direct intervention and/or classroom support hours our students benefit from through the Standard School Service. In doing so, we can ensure sustainable and equitable access tailored to the needs of different groups and preserve our capacity to serve and support all students.

| Standard School Service at DIPS |  |
|---------------------------------|--|
| Human Resources                 | <ul style="list-style-type: none"> <li>• active engagement of the Senior Leadership Team</li> <li>• trained and experienced learning support assistants deployed across classes/year groups in primary, in keeping with the school's model.</li> <li>• strategic leader of provision for students of determination; qualified and experienced inclusion support teachers in the DIPS ST.</li> <li>• qualified and experienced inclusion support assistants within the Inclusion department.</li> <li>• qualified and experienced counselling and supervisor's support staff.</li> <li>• Team Around the Child meetings, featuring some or all of the above, can be called for Students of Determination accessing any level of support within the school, as required. For students benefiting from Level 3 support, these will be a standing arrangement, operating on a recurring cycle of 6-8 weeks.</li> </ul> |
| Physical Resources              | <ul style="list-style-type: none"> <li>• a range of appropriate and purposeful learning spaces (e.g., support class, central areas, sensory circuits, sensory room, therapy room, counselling room).</li> <li>• a suite of standardized and/or computer-based screening and assessment tools to enable identification of learning needs and generation of personalised learning plans.</li> <li>• a range of modified curriculum planning and progress-monitoring tools (e.g., PIVATS, Autism Education Trust, B Squared).</li> <li>• a wide range of evidence-based intervention programs and resources (e.g., 1st Class@Number, Power of 2, SNIP, Read</li> </ul>  |

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|                                       | <p>Write Inc, Stile Tiles, TRUGS, Toe by Toe, Black Sheep Press, WellComm Language Pack, online, Socially Thinking)</p> <ul style="list-style-type: none"> <li>• a substantial bank of large and small sensory resources and adapted seating options (e.g., wobble stool; wobble cushions; weighted blankets) available to every year group.</li> <li>• provision of additional learning equipment within and outside of the classroom (e.g., Numicon; word mats; pencil grips) to facilitate and enrich the student’s learning</li> <li>• school subscriptions to assistive technologies (e.g., Clickr8, immersive reader) and online educational apps.</li> <li>• adapted library resources (e.g., Hi-Lo books)</li> </ul>   |
| <p>Specific Services for Students</p> | <p><b>Indirect (Background) Support</b></p> <ul style="list-style-type: none"> <li>• fortnightly meetings with Senior Leaders to review the Inclusion Register (students’ progress, concerns, recent developments)</li> <li>• active monitoring of classroom practice and pupil participation and progress in lessons</li> <li>• development, implementation, and review of an individual educational plan (L3), targeted support plan (L2), or classroom support plan (L1)</li> <li>• support, advice, and guidance to the parents of the student</li> <li>• training, support and monitoring of teachers directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment.</li> <li>• training, support, and guidance of the student’s classroom peers (as appropriate)</li> <li>• conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities <ul style="list-style-type: none"> <li>• planning, organizing, and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified)</li> </ul> </li> <li>• working with external specialist services (e.g., therapy, psychology) to timetable and facilitate on-site assessment and therapy services</li> </ul> <p><b>Direct Support/Intervention</b></p> <ul style="list-style-type: none"> <li>• highly differentiated classroom lessons and practice</li> <li>• shared classroom support from school-funded Learning Support Assistants. LSAs are assigned to classrooms and/or year groups according to a set ratio, to facilitate a stimulating and productive learning environment for all students. The ratio changes as students move up through the school, to reflect the increased levels of independence expected</li> <li>• a well-developed system of formal and informal assessments to identify needs and monitor progress</li> <li>• in-house specialist assessor to facilitate exam access arrangements</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• small group or 1:1 support session delivered by the DIPS, counselling team, and/or subject specialists: Level 2 – typically not more than 1.5hrs, most often in a group.</li> <li>• Level 3 – typically not more than 3hrs on a 1:1 or group basis (in line with individual needs and School capacity)</li> <li>• In High school, students at Level 2 and Level 3 will access interventions and/or learning support through Directed Studies and/or Prep sessions, facilitated by an inclusion support teacher/assistant (ISA). The school will also endeavour to have some level of classroom support from an ISA in specific core lessons, in response to the needs of the cohort and the capacity of the school.</li> </ul> |
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### 6.3. Supplementary Support Services

6.3.1 Whilst we anticipate that the needs of most Students of Determination will be met through our high-quality Standard School Service, in some circumstances enhanced provisions may be required. In such circumstances, parents and School would enter into an Individualised Service Agreement. This agreement outlines the nature of the individualized service(s) as well as any associated fee and would be submitted to the KHDA for approval upon review of the evidence (DGIE; KHDA, 2020).

#### 6.3.2 Specialist Provision

KHDA defines this as a type of specialist provision which is not accessible through the Standard School Service (e.g., Speech and Language Therapy, ABA Therapy). Access to these services may be brokered by DIPS, however the financial arrangements are made directly between parents and external service providers, and not through an Individualised Service Agreement with the School in this instance. DIPS has fiscal relationship with an external therapy service for Students of Determination.

#### 6.3.3 Supplementary support hours

a) In KG/Primary, all students benefit from shared access to a classroom or grade level group-assigned Learning Support Students in accordance with the school's pre-determined ratios. These ratios change as students move up through the school, to reflect the increasing level of independence expected of the cohort, with the role of a classroom Learning Support Assistant fading out entirely as students move into Middle and High.

b) Supplementary Support (i.e., Level 3+) is recommended when we feel that, in order to maximize participation and progress during lessons, a student would benefit from an enhanced level of support which is not available through the Standard School Service (without drawing from support offered to other students). It may be the case that a student requires individualised attention beyond the typically assigned ratios of shared classroom support, and/or that their need for continued classroom support extends into Secondary. By appointing and assigning an additional Learning Support Assistant (or

equivalent) to your child's class for specific lessons (tailored to individual needs) we aim to reduce or remove barriers to learning, participation and engagement.

c) Dedicated LSA support hours are recommended if, without the support from an appropriately trained additional adult in the classroom, the student (a) would find it difficult to participate and make good progress in some or all aspects of the curriculum/school life, (b) could pose a potential safety risk to themselves and/or others, (c) compromises the atmosphere for effective learning in the classroom, or (d) requires a level of support and attention from the class teacher or shared LSA which would directly impact the learning opportunities for other students in the class.

d) Supplementary Support at Level 3+ will be funded by the parents, in keeping with the details outlined in the associated Individualised Service Agreement and Memorandum of Understanding. This will ensure that the school can continue to operate a sustainable inclusive admissions policy, while preserving the quality of the Standard School Service on offer to all those who should benefit from it.

e) It is important to note that the Supplementary Support Service is in addition to and not in lieu of the Standard School Service. Students will continue to receive their entitlements through the Standard School Service, with any 'top up support' requirements being addressed through the Individualised Service Agreement.

f) School will use the Individualised Service Agreement outline how this student is currently benefitting from the Standard School Service, as well as an assessment of need to support the recommendations for Supplementary Support. Recommendations may vary from a small number of additional hours from a Learning Support Assistant (e.g., to support participation and progress during all English or Math's lessons) to a full-time 1:1 Learning Support Assistant, in response to the bespoke needs of the individual.

g) A termly review of Supplementary Support will be held to determine the impact and necessity of this support. Where all parties are in agreement, resource hours and associated fees may be adjusted to reflect the students' increased independence in the classroom.

## **7 ACCESS TO FAIR ASSESSMENT**

7.1 The School is committed to equitable access to fair assessment, both internally and in the pursuit of formal qualifications.

7.1.1 We are committed to making appropriate adjustments, where required, to facilitate learners in completing the course/programme as independently as possible and being enabled to demonstrate what they have learned in an exam alongside their same aged peers.

7.1.2 Our staff is committed to creating a more accessible learning and assessment environment for all. By employing an in-house specialist assessor within the DIPS Inclusion

Support department, we aim to identify, substantiate, and seek formal approval for any necessary exam access arrangements at the earliest stage.

7.1.3 Access Arrangements allow Students of Determination or those with temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment.

7.1.4 A student's eligibility for Access Arrangements (e.g., additional time, reader, scribe, assistive technology) must be substantiated with documentary evidence held on file for any inspection.

7.2 In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

7.2.1 ensure the access to fair assessment provision in the Assessment Policy is understood and complied with by any staff and students involved in the assessment

7.2.2 promote equity in relation to the provision of the programmes and courses of study on offer.

7.2.3 promote equity in relation to all assessment(s) pertinent to the programmes and courses offered by the school.

7.2.4 adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g., GL, California Common Core).

7.2.5 ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.

7.2.6 It is ultimately the responsibility of the School's Senior Leadership Team, to ensure that this statement and related procedures are published and accessible to all personnel, students and any relevant third parties. However, the relevant Heads Leaders and/or Subject Leaders are responsible for ensuring this information is fully understood by their respective team and by the students who commence programmes/courses in their area.

7.2.7 Students/Parents have the right to raise any issues related to the implementation of support across school and/or access arrangements or make a formal complaint via the School Appeals and Complaints procedure outlined in the Assessment, Reporting and Appeals Policy (Article 10), if they are not satisfied with the outcome of the decision in relation to the access arrangements applied.

7.2.8 The procedures for Access Arrangements can be found in Appendix 3.

## 8 Parental Partnerships

8.1 Parents are key stakeholders in their child's education and are invited to work as part of a transparent and collaborative partnership with the school, to support the best possible outcomes (personal, social, and educational) for their child.

8.2 As a parent, you have comprehensive knowledge of your child's developmental, educational, and medical history, and so it is essential that you are a key contributor in the initial identification process, whether that takes place before or after enrolment. It is the responsibility of the school to maintain open communication with you regarding planned assessments, as well as the outcome and interpretation of those assessments. It is important to note that the school is not in a position to 'diagnose' your child with a developmental delay, disorder or learning disability. However, we should refer to the KHDA Revised Categorisation Framework to make an internal note of what we believe the primary and secondary barriers to learning may be at this time.

8.3 If your child is benefitting from Fixed Term Support or has been identified as a Student of Determination accessing Level 2 or 3 support from the school, you can expect to receive information about the model and frequency of this support, as well as the person(s) who will be involved in delivering this support, and the intended outcomes of the same. In the case of an Individual Educational Plan (IEP), parents will be asked to actively contribute to the goal-setting process by working with teachers and external specialists (if relevant) to identify the key challenges being experienced by the student and agree on the most appropriate short-term targets and strategies to address these longer-term priorities.

8.4 Our team of classroom and learning support practitioners bring a wealth of training and experience to the school. However, there are limitations to the scope and extent of the support we can provide. At times we may request parental co-operation and support in the pursuit of specialist assessment, therapies, and/or additional classroom support for their child (i.e., through an Individualised Service Agreement).

8.5 Open and ongoing channels of communication are key in maximising pupil progress. Parents are encouraged to engage in ongoing dialogue with their child's support team through various channels, which may include SeeSaw, MS Teams, email, meetings, etc.

8.6 Additional information and guidance may be made available to parents through various parental engagement platforms (e.g., school website, coffee mornings, information, or training sessions).



## 9. STAFF RECRUITMENT AND DEVELOPMENT

9.1 The School takes a proactive approach to recruiting, training, developing, and retaining staff that demonstrate inclusive values of pedagogy irrespective of any disabilities outlined in the definitions above. The school monitors self-declaration of disability at both application and appointment stage.

9.2 The School offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration.

9.3 All managers who conduct the annual review of their staff pay attention to the developmental needs of People of Determination together with discussing any reasonable adjustments which may be identified.

9.4 Similarly, the School will endeavour to make adjustments for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:

9.4.1 reallocation of duties.

9.4.2 altering working hours.

9.4.3 changing work location.

9.4.4 modifying equipment (e.g., providing an adapted keyboard or telephone);

9.4.5 consideration of other roles.

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| Inclusion Governor  | Sami Obaid   |
| Parents representative  |  |
| Governor for Emirati Students   |  |
| Leader for Provision for Students of Determination (Head of Inclusion and SEND) | Margaritka Petrova   |
| DIPS Inclusion Support Team   | <p>Dr. Akram Zayour- Superintendent</p> <p>Rinkle – Head of Elementary 1- 5</p> <p>Suhad El Kassar- Head of Kids Academy and KG</p> <p>Sehrish – Head Middle and High School</p> <p>Nancy Salamah - Counsellor</p> <p>Samah- Counsellor</p> <p>Rona – Inclusion Support Assistant teacher</p> <p>Nada- Inclusion Support Assistant</p> <p>Betel Grace- Inclusion Middle and High Support Teacher</p> |

## 11 APPENDIX TWO- Revised Categorisation Framework for Students of Determination

| Common barriers to learning   | Categories of disability<br>(Aligned with the UAE unified categorization of disability)   |
|-------------------------------|---|
| Cognition and Learning        | <ol style="list-style-type: none"> <li>1. Intellectual disability (including intellectual disability- unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than 5 years of age)</li> </ol> |
| Communication and Interaction | <ol style="list-style-type: none"> <li>5. Communication disorder</li> <li>6. Autism Spectrum disorder</li> </ol>  |
| Social, Emotional and Mental  | <ol style="list-style-type: none"> <li>7. Attention Deficit Hyperactivity Disorder</li> <li>8. Psycho-emotional disorder.</li> </ol>  |
| Physical, Sensory and Medical | <ol style="list-style-type: none"> <li>9. Sensory impairment.</li> <li>10. Deaf-blind disability.</li> <li>11. Physical disability.</li> <li>12. Chronic or acute medical conditions.</li> </ol>  |

\* Parents can refer to the KHDA Revised Categorisation Framework for Students of Determination for specific breakdown of subcategorization and classification criteria

## 12 APPENDIX THREE- PROCEDURE FOR ACCESS ARRANGMENTS

**12.1 Stage 1:** During Phase 3, or at admissions, all students access baseline assessments (e.g., CATS, GL Assessments etc.) that provide a snapshot of potential cognitive abilities. For students entering DIPS in grade 9 through 12, reports, and documentation from previous schools alongside DIPS's entrance tests will help establish similar snapshot of potential cognitive abilities. Where a student presents with a learning difficulty, or disability which calls for additional educational needs to be provided, the qualified assessor, along with parents and/or outside agencies will paint a picture of need to determine any condition or reason(s) affecting the student's scholastic potential. Parents are requested to divulge any historical report or investigation in order that the student's needs can be met in a timely manner. It should be noted that the school's students have access to appropriately qualified specialist assessors who can provide up-to-date standardised scores for a range of needs. They are not qualified to provide diagnosis, however.

**12.2 Stage 2:** The qualified specialist assessors communicate across school with teachers, Form Tutors and Heads of Sections from the relevant phases (6-12) to determine apparent or specific additional needs. Parents are included in any communication and new outside agency reports may be requested. In-school assessment may take place to provide teachers with a picture of need and to determine appropriate access arrangements for internal assessment. For Access Arrangements any provision must be the student's normal way of working, for which evidence over time is collated and the specialist assessor determines, with the student, the preferred way of working, area of need, strategies and access arrangements are logged on the student's profile.

**12.3 Stage 3:** Once evidence has been collated and evaluated, provisions are put in place to meet individual student needs. These usually follow the format indicated below:

12.3.1 Centre-delegated provision such as Rest Break, Individual Room, Word Processor should always be considered first as an appropriate arrangement. This arrangement is in place for a disabled candidate preventing him/her from being placed at significant disadvantage as a consequence of persistent and significant difficulties.

12.3.2 Where a student's needs are identified as being more pronounced the following Access Arrangements are deemed appropriate: additional time of 25%, and/or a Reader (when reading is not being assessed). (Grade 11-12).

12.4 The school, as an examination center, is obliged by the Examination Head and to collate relevant evidence that paints a picture of need.

12.4.1 All Access Arrangements are made before any assessment.

12.4.2 If Access Arrangements are requested by the student and/or parent and the school cannot support the request with significant data a mutually agreeable provision may be sought, e.g., individual room or application for Temporary Difficulty.

12.4.3 If Access Arrangements are provided and the student and/or parent decline the provision a signed statement declaring why the provision is not acceptable will be kept with the specialist assessors' documentation.

12.5 Support for Temporary difficulty is permissible after published deadlines, when authorized by the Senior Leadership Team.