



**ALAIN**  
BRITISH ACADEMY

## Inclusion (SENDA) Policy

Document control	
Policy responsibility	SLT and Head of Inclusion
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## Inclusion Policy

### Introduction

Aldar Academies is committed to inclusivity, an all-encompassing practice of ensuring that people of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. Aldar Academies seeks to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

As part of Aldar Academies, Al Ain British Academy utilises this policy to inform and guide community members about the school's inclusion practices. A more comprehensive group-wide policy exists and is available on-demand.

The school also follows the guidelines outlined in the UK Department for Education's [SEND Code of Practice](#) (2015) and the UAE Ministry of Education's *School for All* (2012).

### Definitions

**People of Determination (POD) students:** previously identified as Special Educational Needs or Disability (SEND) students, include children experience learning difficulties or possess abilities and/or talents, which call for special educational provision to be made for them.

**Disability:** someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities is considered as having a disability.

### Roles and Responsibilities

The 'responsible person' for Inclusion is the Principal. The Strategic Governance Group member responsible for Inclusion is the Executive Principal. Other key roles include:

- Senior Leadership Team – with responsibility for setting the strategic direction of Inclusion provision, including staffing, timetabling, and identification of POD students.
- Head of Inclusion – with responsibility for (alongside SLT) Inclusion strategy. Oversees the operational aspects of Inclusion in the school.
- Inclusion Team – follow and support the Head of Inclusion in supporting POD students inside and outside of the classroom.
- School Counsellor – support POD students who may have behavioural, emotional or social needs.
- Nursing Team – support POD students who may have physical needs.
- Teachers and teaching assistants – all teachers and teaching assistants support Inclusion.

The student and their families also have key roles to play. Further information on responsibilities is included in the Aldar group-wide Inclusion Policy.

## Inclusion Policy

### Facilities and resources

The school provides dedicated facilities for POD students. It invests in equipment, resources and subscriptions that are deemed important for POD students. The Head of Inclusion has a dedicated budget for investment into improving Inclusion provision.

The school provides elevator access to the upper floor; access ramps to key buildings; dedicated nurses' stations; and improved-accessibility toilets.

### Admissions

The school does not discriminate against POD students, so long as they meet the criteria set by the school that ensures they will be able to access the curriculum and enjoy every aspect of school life. Through application forms, testing and interviews, the school identifies potential POD students and introduces them and their families to the Inclusion team.

The school's Admissions Policy outlines the application principles and process in more detail.

### Identification and Assessment

The school may identify potential POD students through attainment data or teacher observation. The school utilises an electronic referral process that alerts the Head of Inclusion.

Before any formal testing takes place, the Head of Inclusion will contact parents, outline the referral and initial observations, and gain approval for initial assessment and support measures. Support for POD students is generally more successful when parents are involved, engaged and supportive.

The school utilises several different assessment methods to ascertain the learning need(s) of the student. Some of these are administered by the school, while others require outside involvement, for instance an Educational Psychologist. The Head of Inclusion will explain the nature of any assessment to parents, along with the rationale for the test. Some assessments incur additional costs, which are borne by the parents.

### The Inclusion Register

All students identified as POD students are named on the confidential Inclusion Register. This includes a brief description of the students' main difficulties, the level of response, a summary of any external reports by specialists, access arrangements that should be applied in the classroom, and any support, either individual or group pull-out or in-class support. In addition, it has links to a pupil profile and/or Individual Education Plan.

## Inclusion Policy

### Provision

Al Ain British Academy provides graduated responses to additional needs within the student population:

<b>Wave 1: Universal</b>	<b>Quality first teaching:</b> School based approaches designed for the benefit of all students. Includes reasonable adjustments.
<b>Wave 2: Targeted (School Action; SA)</b>	<b>Additional school-based, short-term interventions</b> for a student or groups of students who are not making the expected progress despite reasonable adjustments at Wave 1. Push in/Pull out strategies. Entry onto Inclusion Register. Permission note required from parents.
<b>Wave 3: Personalised (School Action+; SA+)</b>	<b>Longer term evidence-based interventions</b> after review of progress in Wave 2. Requires additional or different support to peers which is closely monitored. In-depth assessment and Pupil Profile to establish areas of need. Permission from parents is compulsory.
<b>Wave 3+ (School Action++; SA++)</b>	As above but has an <b>Inclusion Assistant</b> .

### Access Arrangements

For some assessments, students may receive support that helps them achieve success if there is sufficient evidence to justify the support. Such support is called an 'access arrangement'.

In some cases, the decision to provide an access arrangement is the school's alone. Sometimes, further evidence may be required by exam boards, who will make the final decision.

Any documents provided by outside agencies must be provided in English, with the relevant qualifications of the prescribing professional clearly stated.

### Data storage

Inclusion data is stored on the school's Management Information System (MIS), in secure admissions folders, and in secure Learning Support files. It is stored in line with the group's Data Protection Policy.

### Outside Agencies

The school does not recommend any particular outside agencies but requires that any outside agencies are formally accredited for the service that they provide.

## Inclusion Policy

### Staff continuous professional development (CPD) and support

All school staff have access to regular group- and school-wide CPD training that focuses on Inclusion. They can also access the staff CPD library. The Inclusion Department provides an Inclusion Handbook.

### Evaluating Inclusion provision

The school evaluates Inclusion provision in several ways:

- In regular meetings of members of the learning support and counselling teams
- In weekly meetings between members of the school senior leadership teams and Head of Inclusion
- In line management meetings between the Head of Inclusion and the Principal
- Through evaluation of the school's provision at Board meetings
- Through parental, student, staff and inspection feedback

All opportunities for improvement that are identified are added to the school's Inclusion Action Plan.