



INCLUSION POLICY

Academic Year 2023-2024



1. Inclusion Statement of Intent:

Aligned with our mission, our goal is to deliver internationally acclaimed quality education at Beaconhouse Private School in Al Ain. We strive for excellence by implementing robust quality management, comprehensive training, and effective teaching practices. This commitment extends benefits to our students, Al Ain community and the global arena.

At Beaconhouse Private School, we are dedicated to addressing the diverse needs of every student to ensure continuous progress. We recognize the spectrum of learning diversity, tailoring our approach to accommodate students with disabilities, those facing special educational needs, individuals from various cultural backgrounds, and those with English as an Additional Language. In adherence to ADEK's Abu Dhabi Inclusive Education Framework (2017) and Implementing Inclusive Education: A Guide for Schools (2019), our school embraces inclusive education, catering to the varied population in Al Ain. Students with special educational needs and disabilities are esteemed as "Students of determination," reflecting their resilience, perseverance, and courage.

The school acknowledges the significance of providing a comprehensive and balanced curriculum, grounded in the principles of effective whole-school policies and collective involvement. Consequently, all teachers bear responsibility for the learning and advancement of every child in their class, considering each teacher as a facilitator for children with special educational needs. Collaboratively, the SENDco, parents, and teachers devise optimal support plans for these students.

Our inclusion statement is rooted in the belief that every child possesses an equal entitlement to education, each with their unique potential and learning requirements.

2. Objectives of our Inclusion Policy:

Inclusive education is a commitment to educating every student, ensuring that they all have access to high-quality instruction, intervention, and support, thereby fostering success in their learning journey. At Beaconhouse Private School, we firmly believe in affording every student the opportunity to thrive as learners and establish positive social connections with their peers. Our dedicated staff employs diverse strategies to overcome obstacles faced by students, working towards granting all students the right to education in a shared learning environment.

The objective of this Inclusion Policy is to offer practical guidance to teachers, parents, and staff regarding the effective provision of learning support for students with special educational needs and disabilities. Additionally, it aims to fulfill our responsibilities in line with ADEK expectations.

3. Definitions Student of Determination (SOD) 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

4. Roles and Responsibilities:

The 'responsible person' for Inclusion is the Principal. Other key roles include:

- Senior Leadership Team – with responsibility for setting the strategic direction of Inclusion provision, including staffing, timetabling, and identification of SOD 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 SOD students inside and outside of the classroom.
- School Counsellor – support SOD students who may have behavioural, emotional or social needs.
- Nursing Team – support SOD 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.

5. Facilities and resources

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

The school provides the following:

- Elevator access to the upper floor (Main Building Which Year 3 to Year 11)
- Access ramps to key buildings;
- School Medical Team; and
- Improved-accessibility toilets (ground floor Year 3 corridor and in the early year's department).

6. Admissions:

Beaconhouse Private School is committed to providing an inclusive and supportive environment that welcomes students with determination, recognizing the diverse talents and abilities that each individual brings which in with ADEK's Inclusive Education Policy. This Admission Policy aims to ensure equal opportunities for all applicants, including those with physical, intellectual, or developmental challenges and are given the appropriate accommodations and modifications during their initial assessment.

6.1 Admission Process:

- Application Procedure:

All applicants, including those with determination, will follow the standard application process. Information on disabilities will be treated confidentially

and will not impact the admission decision, conducted by our specialist staff and/or the Special Educational Needs Coordinator.

- Documentation of Disabilities:

Applicants with determination are encouraged to provide documentation of their disability to support the request for accommodations. This information will be used solely for the purpose of arranging necessary accommodations.

- Accommodations:

Reasonable accommodations will be provided to ensure that applicants with determination can participate fully in the admission process. This may include alternative formats for testing, additional time, or other adjustments as needed.

7. Identification and Assessment:

The school may identify potential SOD through the following:

- Attainment data (CAT \$)
- Teachers observation.
- Referral process which the Teachers and the supporting staff will fill the form to be submitted to the Head of Inclusion.
- Any formal testing will take 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 SOD is generally more successful when parents are involved, engaged and supportive.
- The school utilizes 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.

8. The Inclusion Register

All students identified as SOD's 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.

9. 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 or Assessment Modification'. 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.

10. Staff continuous professional development (CPD) and support

All school personnel will participate in school-wide Continuing Professional Development (CPD) training facilitated by ADEK, with a specific emphasis on Inclusion. The Inclusion Department will conduct a professional development session on Inclusion every term.

11. Provision for Students of Determination:

Beaconhouse Private School tailors its support services to address the diverse needs of students, offering graduated responses based on individual requirements.

Wave 1: Universal	Quality first teaching: School based approaches designed for the benefit of all students. Includes reasonable adjustments.
Wave 2: Targeted (School Action; SA)	Additional school-based, short-term interventions 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.
Wave 3: Personalized (School Action; SA)	Longer term evidence-based interventions 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.
Wave 3+ (School Action; SA)	As above but has an Inclusion Assistant/Learning Support Assistant

Review Date	24 November 2023
Next Review Date	September 2024
Principal's Approval	
Board of Governors	