

## School Inclusion Policy

*Issued August 2019- Updated January 2021*

### **Rational:**

The Emirates Falcon International Private School (EFIPS) recognizes the value of providing high quality education to all students. The school sets high expectations of students and is committed to inclusion. We, at EFIPS, aim to create a sense of community and belonging, and to offer new opportunities to learners who experience specific challenges. We will respond to learners in ways, which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

*Our inclusion policy stems from the UAE Vision 2021 National Agenda which strives to preserve a cohesive society proud of its identity and sense of belonging. Thus, it promotes an inclusive environment that integrates all segments of society while preserving the UAE's unique culture, heritage and traditions and reinforces social and family cohesion.*

*Furthermore, the National Agenda aims for the UAE to be among the best in the world in the Human Development Index and to be the happiest of all nations so that its citizens feel proud to belong to the UAE.*

We at EFIPS pay particular attention to the achievement of different groups of learners:

- Students with 'special needs'
- Students who are 'gifted and talented'

We believe that parents have a vital role in supporting their child's education; At EFIPS, we ensure that parents are involved in regular follow-up with the school regarding the identified needs of the students and the progress they are making.

### **Purpose of the Policy:**

This policy describes the way we meet the needs of the diversity of students, especially those who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development.

### **Aims**

- To support the abilities, personal qualities and talents of all students.
- To ensure that all students receive a quality education appropriate to their abilities and aptitudes.
- To provide teaching which makes learning challenging and enjoyable; to provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.

- To facilitate access to the curriculum through differentiated planning by class teachers and SEND support staff as appropriate.

### **Definition of SEND**

Special Educational Needs and Disability (SEND) are needs that are different from those of the majority of students. The students are referred to as “*Students of determination*”. They include those who need additional learning support.

### **Definition of Gifted and Talented Students**

Students who are gifted and talented generally show some combination of the following qualities:

- They learn more quickly and independently than most students of their age do.
- They often have well-developed vocabulary, as well as advanced reading and writing skills.
- They are very motivated, especially on tasks that are challenging or difficult.
- They hold themselves to higher than usual standards of achievement.

The term **giftedness** refers to ‘*a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in areas of intellectual, creative, artistic, academic and leadership capacity.*’

The term **talented** refers to ‘*a student who has been able to transform their ‘giftedness’ into exceptional performance*’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

### **Identification and Assessment:**

#### **SEND**

The school’s Head of SEND assess applicants with special educational needs. The Principal is the person who decides if the school is adequately equipped to meet the needs of the child then reviews the file. The Principal along with the Head of Inclusion discusses the need of the student with the parent and they agree upon the placement and accommodations required.

Parents should fill in the case history sheet at the time of admission and provide all old as well as new medical records. The medical reports submitted during the interview is purely for the identification and early intervention and to ensure that the student is taken care of at the entry point.

- We recognize the importance of identification as early as possible, followed by intervention for any student who may have special education needs.

- At the beginning of the academic year, data is analyzed to get a clear indication of the type of support the SEND student will need and to construct an Individual Education Plan (IEP) for each student
- Each SEND student progress is continually monitored by his/her class teacher and the Head of SEND. The Head of SEND oversees any additional support a student may need. The planning for in class provision and individual targets is tailored to each child's needs. This is achieved through quality first teaching, adaptation of the curriculum and carefully planned interventions.

### **Gifted and talented:**

- The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents.
- An Advanced Learning Plan (ALP) will be developed for such students to meet individual learning needs.
- School will provide flexible scheduling/groupings for advance interests outside the curriculum.