



**Dove Green Private School Inclusion
Provision 2022-2023**

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1. Introduction

The purpose of this document is to outline the established procedures and standard service at Dove Green Private School for the successful inclusion of all students.

2. Groups of need

Dove Green Private School monitor, support and track progress of the following groups of students;

2a.) Students of determination

Students who experience a special educational need, where the ‘symptoms or impact of an impairment or disorder act as a barrier to learning and restricts a student’s ability to access education on an equitable basis alongside same aged peers.’ (*Implementing Inclusive Education: A Guide for Schools*. KHDA 2019)

The framework below is aligned with the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of possible barriers to learning, and helps towards the implementation of a more personalised approach.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

Provision for students of determination at Dove Green Private School.

Categories of disability:	Description:	Provisions @ Dove Green School
Intellectual disability (Mild/moderate/severe)	This incorporates mild to severe variations and is characterized by significant limitations with intellectual functioning (cognition) and adaptive behavior.	Support sessions in class or in small groups may be provided by a member of the Inclusion team. Additional, external specialist support may need to be employed. Students may require the support of a part- or full time LSA and a modified curriculum to track progress. The student may be following an alternative curriculum at a year level which is suited to their current learning level (as opposed to their age). An IEP may be developed to support and track the acquisition of new learning.
Specific learning disorders	Encompasses Dyslexia (Reading,) dysgraphia (Writing,) dyscalculia (Math's concepts,) and dyspraxia (Coordination.)	Accommodations can be made within the classroom in the first instance with appropriate and effective differentiation. The Inclusion team may also provide specific and targeted evidence based interventions. Additional, external specialist support may need to be employed i.e. Occupational/physiotherapy. (Currently parent responsibility)
Multiple disabilities	Characterised by a student who has a number of severe barriers to learning. E.G. restricted mobility, limited verbal communication, limited self-care skills. These barriers will have a significant impact upon their personal and educational functioning. They may take very small steps of progress at a time.	Support sessions in class or in small groups may be provided by a member of the Inclusion team. Additional, external specialist support will need to be employed. (Currently parent responsibility) Students will require the support of a full time LSA and a modified curriculum to track progress. The student may be following an alternative curriculum at a year level

		<p>which is suited to their current learning level (as opposed to their age). An IEP will be developed to support and track the acquisition of new learning. A medical Health care plan may also be in place to support medical needs. (Developed by school clinic staff, HOI and based on external medical reports and parent information)</p>
Developmental delay	<p>This can be general delay, where students demonstrate barriers with typical development causing global developmental delay, or more specific where students are delayed in one particular area of their development.</p>	<p>The Inclusion team may provide targeted intervention alongside effective QFT and differentiation in the classroom. Additional, external specialist support may need to be employed. Students may require the support of a part- or full time LSA and a modified curriculum to track progress. The student may be following an alternative curriculum at a year level which is suited to their current learning level (as opposed to their age). An IEP may be developed to support and track acquisition of new learning.</p>
Communication disorders	<p>Encompasses students who have specific barriers with verbal expression, understanding of verbal language, both expressive and understanding, speech fluency, speech sounds and social communication.</p>	<p>Accommodations can be made within the classroom in the first instance with appropriate and effective differentiation. Students may require additional support for their social and emotional wellbeing and further support to develop social skills. The Inclusion team may also provide specific and targeted evidence-based interventions. Additional, external specialist support may need to be employed i.e. Speech and Language Therapy (Currently parent responsibility) An IEP may be developed to support and track acquisition of new learning.</p>

Autism Spectrum Disorders	<p>A complex developmental condition that involves persistent challenges in social interaction, communication and restricted or repetitive behavior/s.</p> <p>The barriers to learning can range from mild to extremely complex ones.</p>	<p>The Inclusion team may provide targeted intervention alongside effective differentiation in the classroom.</p> <p>Additional, external specialist support may need to be employed.</p> <p>Students may require the support of a part- or full time LSA and a modified curriculum to track progress.</p> <p>The student may be following an alternative curriculum at a year level which is suited to their current learning level (as opposed to their age). The progression of social skills may also be tracked.</p> <p>Additional, external specialist support may need to be employed (Currently parent responsibility)</p> <p>An IEP may be developed to support and track acquisition of new learning.</p>
Attention Deficit Hyperactivity Disorder	<p>Can be barriers with maintaining focus and attention, managing hyperactivity and impulsivity or both.</p>	<p>Specific accommodations and strategies to support will be embedded in teaching approaches.</p> <p>Behaviour support and/or access to therapy/counselling may be appropriate. (Currently parent responsibility)</p>
Psycho-emotional disorders	<p>Emotional and psychological barriers such as depression, bi-polar disorder, oppositional defiance disorder, obsessive/compulsive disorder and post-traumatic stress disorder</p>	<p>Support from the Inclusion team alongside appropriate accommodations and strategies in class.</p> <p>Regular access to school counsellor.</p> <p>Possible referral to external counselling services or access to a trusted member of staff.</p> <p>May require further therapy, behavior support or medical treatment. (Currently parent responsibility)</p>
Deaf/blind disability	<p>A loss of vision or hearing or both that is not corrected by the use of devices e.g lenses/hearing aids.</p>	<p>Provision for sensory impairment will be determined on an individual needs basis, and in liaison with external professionals for recommendations, reports and targets.</p> <p>The school adheres to the Dubai code.</p>

Physical disability	Limited mobility which ranges from mild to severe.	The school is situated on one level and has ramps into and out of the building at strategic points. There is an external toilet for people of determination. The school adheres to the Dubai code.
Chronic or acute medical conditions	Significant barriers to learning due to reduced strength, stamina, alertness or concentration. E.g. heart defects, epilepsy, cancer etc.	Clinic provision of a school nurse and part time school doctor will ensure that students with medical needs are well supported. In some cases, an additional adult may be requested.

2b.) Additional Educational Needs (AEN)

Students who have an educational need that is different from the majority of students but one which does not arise from a known disability or recognized disorder.

Classification	Description	Provision
AEN	<p>Students who are currently performing behind age-related expectations without any identified common barrier to learning. This could be as a result of low school attendance, changes in teacher or curriculum, or home circumstances.</p> <p>These students are expected to catch up with their peers upon completion of an intervention plan and after maximum of one year.</p>	<p>Students who have been identified as not making progress throughout QFT (Level 1) will have a short intervention administered by class teachers in the form of a Teacher Intervention Plan for no more than 6 weeks. If no progress has been made in this time further interventions will take place (Level 2.)</p> <p>If progress remains less than expected, students may be screened in school by the Head of Inclusion/Inclusion Support Teacher.</p> <p>This may lead to referral to external agencies for specialist assessment and recommendations for support and subsequent addition to the register for Students of Determination. (Level 3)</p>

2c.) English as an Additional Language (EAL)

Students for whom English is not their first language and bi-lingual students.

Classification	Description	Provision
EAL	<p>Students who are learning English as an additional language have skills and knowledge in their first language which mirror that of students who have English as their first language.</p> <p>Their ability to participate in the curriculum may be in advance of their aptitude for communication</p>	<p>Upon entry, students who are new to English (EAL, Bi-lingual etc) will initially be assessed using the EAL proficiency scale (See below). Those students with the most significant need will be further assessed by class teachers using the NASSEA assessment framework and added to the EAL register.</p> <p>The dedicated LSA will provide support sessions in or out of class individually or in small group sessions based on most significant need.</p> <p>Class teachers will provide tasks in lessons using visual aids, modelling and demonstrations.</p>



2d.) More able, Gifted and Talented

Students who display a strong aptitude for learning.

Classification	Description	Provision
More able	<p>Students who display a strong aptitude for, and interest in, learning.</p> <p>Students who do not meet criteria for Gifted and/or Talented in English, Maths or Science, but who demonstrate a high level of interest, motivation and commitment to the subject (i.e. the potential to become 'Talented').</p>	<p>At Dove green we have high expectations of all students. We encourage this by providing opportunities for extension and challenge in every lesson.</p> <p>Additional opportunities are made available through inter school and regional competitions.</p>
Gifted	<p>Communication The term 'giftedness' refers to 'a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domain of human ability.'</p> <p>These domains will include intellectual, creative, social and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.</p>	<p>In addition to challenge and extension in lessons, 'gifted' students may receive additional small group sessions relating to their area of giftedness.</p> <p>Additional opportunities are made available through inter school and regional competitions.</p>
Talented	<p>The term 'talented' refers to 'a student who has been able to transform their 'giftedness 'into exceptional performance.'</p> <p>Talented students will always demonstrate exceptional levels of competence in specific domains of human ability.</p>	<p>In addition to challenge and extension in lessons, 'gifted' students may receive additional small group sessions relating to their area of talent.</p> <p>Additional opportunities are made available through inter school and regional competitions.</p>

3. Inclusion Team

Team member	Definition	Responsibilities
<p>Governor for Inclusion</p> <p>Ms Nahid Barnett</p> <p>Parent Governor for Inclusion (Representative)</p> <p>Mrs Elena Gaitanou</p>	<p>A representative from the school owners, who has a special interest in inclusion. This person works with the Head of Inclusion to support the development of inclusive provision and execute the whole school vision for inclusion at the school.</p>	<ul style="list-style-type: none"> • Ensures inclusive ethos is embedded • Supports with improvement planning through recruitment and budgeting • Meets with HOI to ensure accountability for continued development and maintenance of a high standard of inclusive practices.
<p>Inclusion Champion</p> <p>Mrs Katherine Gilbert</p>	<p>The Leader of Provision for Inclusive Education who is responsible for establishing, evolving and embedding the Dove Green vision of inclusion across all phases of the school.</p>	<p>Supports the whole school vision for inclusion by;</p> <ul style="list-style-type: none"> • Promoting inclusion throughout the school community • Introducing, developing and implementing systems and procedures, in an ongoing cycle of action and reflection • Strategically overseeing quality of provision and inclusion for all cohorts • Developing and modifying the curriculum to meet the needs of all learners • Maintaining a strong capacity for improvement through rigorous self-evaluation and action planning • Conducting student admission assessments

		<ul style="list-style-type: none"> • Supervising and coaching LSAs; • Conducting quality assurance observations with LSAs and class teachers.
SENCO (Senior school) Mr Timothy Dray	A qualified, experienced teacher with an established background in SEND and EAL.	Supports the Inclusion Champion by; <ul style="list-style-type: none"> • conducting initial class observations and formal student assessments (admissions baseline and progress); • attending parent meetings; • working directly with students of determination • coaching school staff • Maintaining records of meetings • Joint support for LSAs • Supporting parent employed LSAs
Inclusion Support Teacher (Primary) Ms Eva Morecroft	A qualified, experienced teacher with currently training to be SENCO.	Supports the Head of Inclusion by; <ul style="list-style-type: none"> • conducting initial class observations and formal student assessments (admissions baseline and progress); • attending parent meetings; • working directly with students of determination • coaching school staff • Maintaining records of meetings Joint support for LSAs
Inclusion LSAs	LSAs on the Inclusion team who all	Supports the HOI and IST by;

Miss Stephanie Pacturan Miss Beverly Banares Mrs Lisafor Catimbang Mrs Darin Shahin (HLTA)	have extensive experience and training in order to support students across all specified groups of learners.	<ul style="list-style-type: none"> • Providing support sessions for students on an individual or small group basis in and out of the classroom. • Delivering interventions • Feeding back to class teachers • Devising individualized support
School Counsellor Miss Mariana Bolivar	Delivers support for student wellbeing. Has attended basic counselling training.	Supports the whole school by; <ul style="list-style-type: none"> • Responding to students who have difficulties.
G+T Coordinators Gifted- Joanna Moffat Talented – Hannah Williams	Monitors, coordinates and delivers provision	Supports the Inclusion Champion by; <ul style="list-style-type: none"> • Keeping records • Monitoring provision • Providing support sessions

4. School provision – Standard service

All students who attend Dove Green are provided with access to high quality first teaching at an appropriate age related level.

Where students have difficulty responding to this (students with an AEN), and a lack of progress is noted, teachers will adapt the curriculum to reduce barriers to learning and ensure that progress can be made.

Where students have an identified need (Students of determination) support will be provided from the outset of their school journey.

Note: As Dove Green does not currently charge any additional fees for the support services provided directly by the school, the table below sets out the approximate guidelines of the support that you can expect as part of the school offer. This is flexible and adaptable and wholly based on student needs, the availability of staff, the school cohort and due to reduced hours in Ramadan.

Classification	Support	Who?
Students of determination	These students may receive up to an hour of support per week.	SENCO/Inclusion Support Teacher- main Inclusion LSA – additional
AEN	These students may receive up to an hour of support per week.	Inclusion LSAs
EAL	These students may receive up to 30 mins of support per week.	Inclusion LSA – EAL specialist
G+T	These students may receive up to an hour of support per week.	G+T coordinators Class teachers Inclusion team LSAs

5. Exemption and assessment

Some students may qualify from exemptions from language lessons i.e. Arabic and French. This needs to be approved through a process which involves the submission of clear justifications along with documented evidence and professional reports to the KHDA. This can only be applied for through the school.

Students may also be exempt from sitting compulsory examinations. This will be on a case by case basis in consultation with the school. Adaptations can be made to school assessments where students prefer to work alone or require 1:1 support to access them.

Note: As the school expands to KS3 and KS4, further arrangements will be added.