



Al Rabeeh School

Inclusion Policy

(Including Special Educational Needs, Gifted & Talented and English as an Additional Language)

Implemented October 2013

Review August 2014

Further reviewed September 2015, October 2017, September 2019, August 2021

Further reviewed September 2022, August 2023

Further reviewed and updated August 2024

Policy Statement

Al Rabeeh School is concerned about meeting the needs of all students in the school. The school identifies students of determination and puts in place measures to ensure that they have access to the curriculum and thrive in a nurturing environment where their holistic needs are met by well qualified and dedicated staff.

Inclusion Policy

Vision

Al Rabeeh School's vision is to create an inclusive educational environment where every student is valued, supported, and empowered to reach their full potential. We are committed to fostering a community that celebrates diversity, promotes equity, and ensures that all students, regardless of their abilities, backgrounds, or needs, have equal access to high-quality education and opportunities for personal growth. Through collaboration, innovation, and respect, we strive to build a school culture where every learner thrives and every voice is heard.

Mission Statement

Al Rabeeh is an inclusive school and takes pride in supporting students with varying strengths and differences in learning. Part of our ethos is to work together as a school community, with parents, students and school staff. Our goal is to ensure every child has the opportunity to thrive in their own development and learning in order to aspire to what they want to become, acquire the learning skills needed to be independent and achieve their fullest potential.

The ADEK framework states:

2.3 Inclusion

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. UNESCO

Entitlement

All students regardless of their learning needs are entitled to a high-quality education and activities that meet their development needs

Targets

- To ensure the early identification of students with SEND or Talents
- To track the progress and achievements of these students
- To put into place a range of strategies to support students with their learning
- To work in close partnership with the parents, students and teachers to meet the learning and wellbeing needs of students with SEND or Talents

Corresponding to Policy 48 Students with Special Educational Needs and Article (53) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy **the School** refers to Al Rabeeh School. For the purposes of this policy, **Special Educational Needs and Disability (“SEND”)** is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student’s learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum e.g. interventions, additional adult support.

Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance but are not labelled as Special Education Needs. They are identified by their CAT4 and assessment data or referred by teachers based on their high ability skills or talent. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

A child may be highlighted as Gifted and Talented based on various exam scores and/or teacher judgement and recommendation.

Special education is the additional provision of support designed to meet students’ learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in school and beyond.

These categories are not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student’s needs and educational program, but they reflect the main categories defined by the UAE Ministry guidance “School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010” and also ADEK’s “Special Education Policy and Procedures Handbook”. We also take guidance from the UK SEND Code of Practice.

PURPOSE(S):

- To increase the capacity of Private Schools to include and offer places to students of determination with mild to moderate Special Education Needs and Disabilities and those who are gifted and talented.
- To ensure that students with mild to moderate Special Education Needs and Disabilities and those who are gifted and talented are able to reach their full potential within a well-

designed and supportive educational environment.

POLICY:

We welcome applications from students with additional needs at Al Rabeeh School. Students of Determination will be treated without discrimination and be given the same opportunities as their peers. Everyone shall be given equal educational opportunities. Students who require additional support will not be denied access to a full education programme that meets their learning needs. They will be treated with due respect and utmost care by the school community.

Equal Access Statement

Al Rabeeh School is committed to eliminating discrimination and encouraging diversity amongst our school. We aim to provide quality and fairness for all students and employees and not to discriminate on grounds of gender, age, race, ethnic origin, religious conviction or disablement. We oppose all forms of unlawful treatment and discrimination.

Strategy

Admission of Students with Special Education Needs

Al Rabeeh School welcomes applications of students who have additional needs. The School's admission policy follows the School's obligations as defined in Federal Law No. (29) of 2006 Regarding the Rights of Persons with Special Needs, and in ADEK's regulations and policies. Students of determination with mild and moderate special needs will be admitted as per their age group and grade sequence. The School may charge Parents/Guardians additional fees for the provision of extra support.

As per Al Rabeeh's Admissions Policy:

10.1 Al Rabeeh is an inclusive school and gives careful consideration to all applications. Parents are kindly requested to disclose any particular known or suspected circumstances relating to their child which may impact upon their learning to ensure these needs can be fully met within our school. Medical or neurological reports should be submitted during the admissions process. Parents are encouraged to disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties so that the school can provide the best care and educational provision.

10.2 Within our schools we are able to meet a range of special educational needs and disabilities. Each child will be considered on a case by case basis. They will undergo our standard assessment process and depending on their needs we may suggest some additional assessments from an external medical or psychological professional and a meeting with our Inclusion team. We will offer places where we are sure that we can meet the needs of the individual child provided we have the capacity to admit them as per ADEK Admissions Policy and ADEK Inclusion Policy.

Admissions assessments are adapted for students with additional learning needs so the school can have a better understanding of who each and every individual is and what they require in school to thrive and develop. This may require more than one assessment visit to better support the child and enable them to feel comfortable. Al Rabeeh School is non selective in its admissions

process and offers places to students with additional learning needs where available based on support requirements.

The School's Inclusion Policy

Al Rabeeh School has developed this policy for supporting students with additional learning needs and those who are gifted and talented. Students are supported to access the curriculum. The policy seeks to meet the standards as outlined by ADEK and the SEND Code of Practice (2014), the School will take account of the following key principles as minimum requirements:

- Students of determination and those who are gifted and talented, are identified quickly (through observations and data) and their needs are made known to teachers in school documents. Support arrangements for students with additional learning needs ensures they make the same good progress as their peers.
- The School has an integrated and welcoming approach to students with additional learning needs through admissions and provision of a suitable curriculum and activities.
- The School has developed integrated individualised programmes, which do not deny access to Students of Determination.
- Students with additional learning needs at the School are able to:
 - Participate in the School's general education system to the greatest extent possible.
 - Have full access to the curriculum and extracurricular activities.
 - Achieve learning standards set for all students, modified to suit the learning needs of students with mild to moderate Special Education Needs through their individualised plans and provision. Support is modified and accommodations made for students to access the mainstream curriculum and assessments.
 - Interact with other students and develop interdependent relationships so that they can take part in the community successfully as adults.
 - Have academic support services available (e.g. Inclusion Teachers and recommendations from outside agencies) if they experience difficulties in their education programme. The school has links with reputable ADEK approved centres which we will recommend to parents.
 - Participate as much as possible in extra-curricular activities.
- The Schools employs a qualified Head of Inclusion/Special Education Needs Coordinator, who is responsible for managing all aspects of services for Special Education Needs and gifted and talented students, as well as a dedicated team of qualified staff to support the Head of Inclusion in meeting the needs of these students in a timely and effective manner.
- The School's Head of Inclusion (or Inclusion key adult) meets with the Parents/Guardians of students with additional learning needs prior to the beginning of each new school year and no later than within the first month of the student's academic year to make arrangements to properly accommodate the students' needs and ensure their success. Review meetings then take place each term, at a minimum.
- Students are assessed through a tiered model of support and categorised as either:
 - Tier 1 (needs can be met through carefully considered strategies and differentiation of work by the class teacher as part of Quality First Provision)
 - Tier 2 (students with mild learning needs who require an individual education plan, which is reviewed and updated, at least, on a termly basis. They may also have external agencies involved and require additional intervention support in school).
 - Tier 3 (students with moderate learning needs who require an Individual Education programme, external agencies providing reports and assessments annually. They may require an individualised curriculum to meet their needs and their progress will

be reviewed on a termly basis, at minimum). These students will likely need the support of an Inclusion Assistant to be able to access the curriculum.

- The School places students with additional learning needs in a class with students of their own age and year group sequence.
- The School develops an Individual Education Plan for students of determination if they experience difficulties in accessing the curriculum. The Individual Education Plan is used mainly by the teachers and students to guide instructional practice, including modifications, access arrangements and adaptations of the environment or aspects of instruction and assessment. These will be tailored to the individual student's needs to enable optimal learning success and include the input of school staff, parents and the child (if appropriate). Accommodations and modifications, including a modified curriculum are put in place if needed.
- The School will develop an Advanced Learning Plan ("ALP") for gifted and talented students who are exceptionally exceeding academic expectations in their academic programme. The ALP is to identify ways in which teachers can enrich the student's learning in order to achieve according to their potential. This also applies to students with a particular talent.
- Al Rabeeh School supports ADEK guidance and seeks to avoid retaining students with special needs in years below their age. If a student with special needs is not making the expected progress, this would mean that the goals and objectives set forth in his/her Individual Education Plan need to be adjusted or the needs require further expertise.
- The School will actively encourage and welcome the involvement of Parents/Guardians of students with additional learning needs in School affairs, as described in ADEK Policy (56).
- Meeting the needs of Special Education Needs students and those who are gifted and talented is a shared responsibility for the whole School.
- External services and reports may be suggested as these provide useful information when providing expert support for students with SEND and can allow a more in depth view of learning needs to inform best practice. Without these, we may be unable to meet the student's needs.
- External agencies may also support with therapies such as Speech and Occupational Therapy based on individual need and assessment.
- There is regular staff Professional Development and work with teachers and support staff to enable them to effectively support students and make adaptations in teaching so students with SEND can access the curriculum
- Implement a 'normal way of working' for internal and external exams and assessments through Access Arrangements so all students have the opportunity to be successful and share their knowledge and skills
- Student information is recorded on the schools inclusion register and shared with ADEK as requested.

Accessibility and Evacuation

- Al Rabeeh School ensures that students who require additional support in accessing the school and learning spaces are provided with an Accessibility Plan or Risk Assessment including a Personal Emergency Evacuation Plan (PEEP), based on their individual needs.

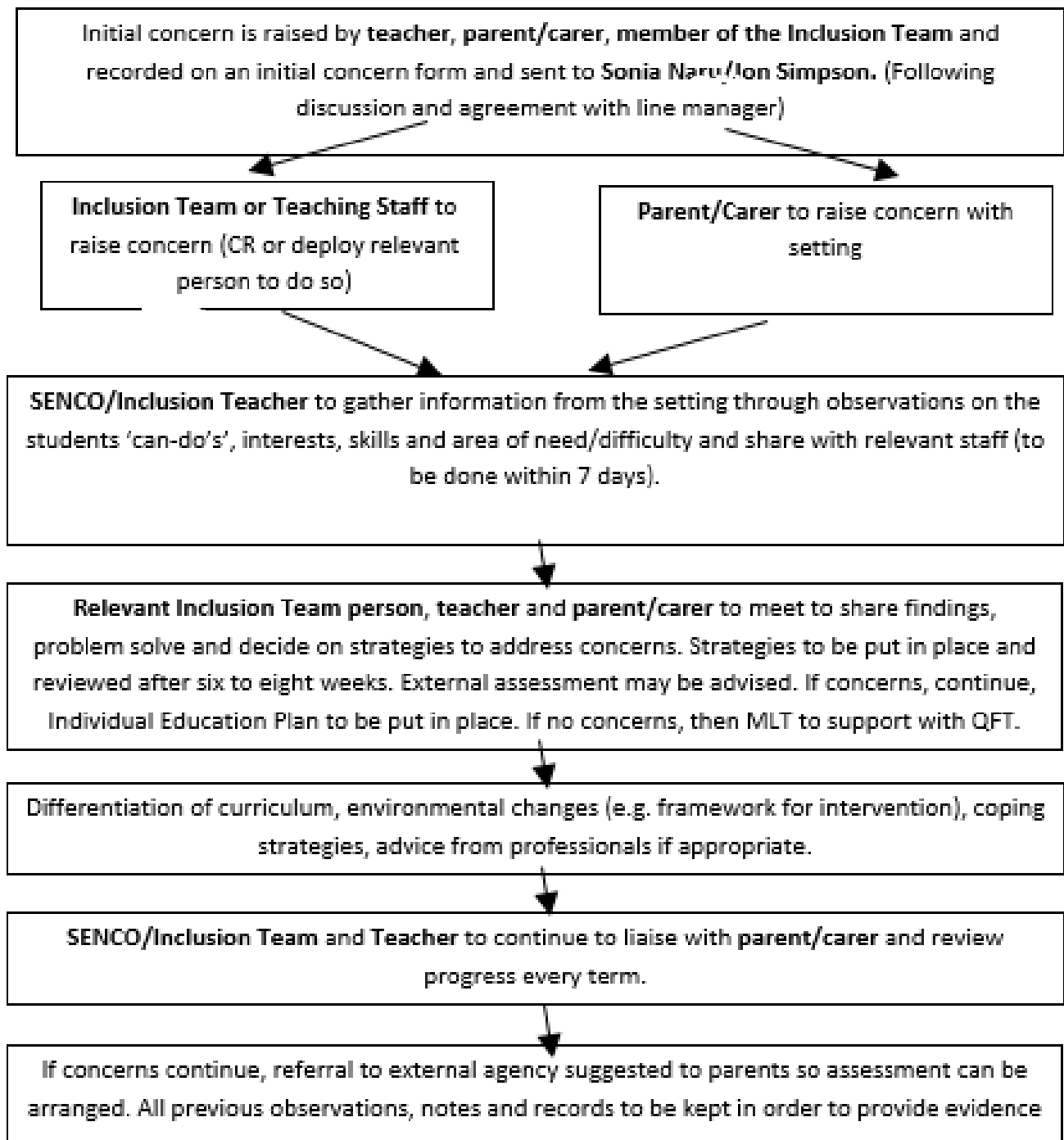
Additional Fees

- Al Rabeeh School does not charge fees for additional support provided in school by the Inclusion Team. Should a student require an Inclusion Assistant to support them in accessing the curriculum and their learning, then in line with ADEK Policy, a charge of 50% of the fees is applied to ensure that support is made available.

Identification of students with SEND

The school has in place a rigorous system for identifying students with needs and putting support in early to ensure that the best support is put in place to develop academic learning and wider skills.

Steps to take when you have a child of concern



Concerns and Complaints

Please refer to Al Rabeeh School's Escalation Policy.

Further Information and Guidelines

For further details and guidelines, please refer to the UAE Ministry guidance “School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010” and ADEK’s Inclusion Policy.

ROLES AND RESPONSIBILITIES

School Owners and Board of Trustees will:

- Monitor their School’s Admission Policy and the services provided to Special Education Needs students to determine the extent to which the School complies with this policy.
- Ensure that any non-compliance is addressed in the School Development Plan.

School Principal will:

- Evaluate current practice in admitting and providing services for mild and moderate Special Education Needs students and monitor the same to ensure that their School complies with this policy.
- Make appropriate modifications to the Individual Education Plan and differentiate and adapt the curriculum where required to meet students’ needs.
- Ensure that student progress reports to Parents/Guardians identify clearly that modifications and services being provided to a student who has a mild to moderate Special Education Needs, or who is gifted and talented.
- Recruit teachers and support staff who are trained and skilled in dealing with Special Education Needs students.
- Be a part of the support staff, and carefully monitor and assess the responses to learning difficulties identified in a student’s Individual Education Plan.

Head of Inclusion/Special Educational Needs Coordinator will:

- Ensure that the ethos on Inclusion is upheld throughout the school and curriculum
- To support teachers in meeting the needs of all students who may require adaptations in the curriculum or in their teaching and learning strategies
- To regularly meet and update the Senior Leadership, Parent Board of Governors and Governing Body on how Inclusion and additional support for students is being implemented
- To monitor the implementation of support for students, progress and data
- To work with the Pastoral Team to ensure that a holistic and inclusive approach is shared with all students to avoid cases of exclusion and bullying and contribute to the school theme of *Kindness*
- To ensure a rigorous system of identification and support is in place, taking into account Pupil and Parent Voice in ensuring the best possible support is put in place for students
- To provide professional development to all inclusion, teaching and teaching support staff to improve their practice in meeting the needs of all students

Class Teachers will:

- Implement modifications and evidence based strategies to support students in their class
- Be responsible for the progress and attainment of all students they teach

- To regularly update parents and meet with them to suggest next steps in their child's learning
- To plan explicitly for the use of support staff where required with a focus on building independent learning skills
- To uphold an inclusive environment within the classroom and to always speak positively of all students, focusing on their strengths with solutions to areas of development

Draft Date:	2 nd September 2022
Principal Approval:	
Review Date:	August 2025

Appendix 1

Initial Concern Form

Initial Concern Form

Student name:	DoB:	Gender:
Year Group:	Class:	
Person making referral:	Date of referral:	Home language:
SEN:		

Which are areas of concern? Please tick the appropriate boxes:

ACADEMIC PROGRESS		BEHAVIOUR & EMOTIONAL		PHYSICAL & MENTAL	
Reading		Attendance/punctuality		Fine Motor Skills	
Writing		Low self-esteem		Gross Motor Skills	
Maths		Relationships with students		Motor Skills	
Speech		Relationships with teachers		Weight	
Language		Difficulties out of school		Medical needs	
Communication		Behaviour out of class		Coordination and balance	
Low progress (red alert)		Difficulties staying on task			
Lack of quality of work in class		Bullied/bully			
Homework		Worsening behaviour			

	Aggressive with others			
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Please give details.

Any previous information e.g. from parents or other professionals? What are the current interventions and impact?

Are you aware of any particular strengths or areas of interest the student has?

What outcome do you hope/expect to see following this referral?

Please send this referral electronically to Jon Simpson (jon.simpson@alrabeeh.sch.ae)

Action post referral meeting

Date:

Present:

Action and lead staff:

Appendix 2

Gifted, Talented and Higher Ability Learners Policy

Ethos

Al Rabeeh is an inclusive school and takes pride in supporting students with varying strengths and differences in learning. Part of our ethos is to work together as a school community, with parents, students and school staff. Our goal is to ensure every child has the opportunity to thrive in their own development and learning in order to aspire to what they want to become, acquire the learning skills needed to be independent and achieve their fullest potential.

The ADEK framework states:

2.3 Inclusion

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. UNESCO

Entitlement

All students regardless of their learning needs are entitled to a high-quality education and activities that meet their development needs

Aims

- To ensure the early identification of students who may be gifted and/or talented
- To track the progress and achievements of these students
- To put into place a range of strategies to challenge students in their learning
- To work in close partnership with the parents and students to meet the learning and wellbeing needs of students who may be gifted and/or talented

Corresponding to Policy 48 Students with Special Educational Needs and Article (53) of the Organising Regulations

This policy will ensure that Al Rabeeh School is a school where the teaching and learning, achievements, attitudes and wellbeing of each pupil matters. Al Rabeeh School provides a

curriculum which is designed to meet the needs of all its pupils including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language, as well as students who excel in a particular talent. Learning diversity is recognised and planned for and participation will be challenged. All pupils will be provided with equality of opportunity and have their individual talents nurtured in order to excel. The main purpose of this policy is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of the children who are gifted and / or talented. We fully support the general principles as detailed in the Code of Practice (2001) and we aim to follow the guidelines and advice given by the Gifted and Talented Education Unit, DfES.

The 2005 White Paper, *Higher Standards, Better Schools for All* set out the UK Government's ambition that every pupil - including the gifted and talented should have the right personalised support to reach the limits of their capabilities. For gifted and talented pupils this means:

- stretch and challenge in every classroom and in every school
- opportunities to further their particular abilities outside school

The aims of the UK national programme, embraced by Al Rabeeh School, Abu Dhabi, for gifted and talented education are:

- To improve pupil outcomes, in attainment, aspirations, motivation and self-esteem
- To improve the quality of identification, teaching and support in all schools and classrooms
- To ensure that students who are gifted and talented are able to reach their full potential within a well-designed and supportive educational environment where they are challenged.
- To improve the quality of:
 - out-of-school learning opportunities (including enrichment) and support for pupils
 - support for parents, educators and schools at local, regional and national levels

Definition(s):

For the purposes of this policy **the School** refers to Al Rabeeh School. For the purposes of this policy, **Gifted and Talented (“G&T”)** is the generic term for any child who is excelling in a particular area or has a specific exceptional talent. This applies to students in the top 10% with regards to talent and/or achievement.

‘Gifted’ refers to students who have exceptional academic ability.

‘Talented’ refers to students who excel in a particular skill, such as sports, music, drama etc.

Purpose

The specific objectives of the Gifted and Talented policy are:

- To improve the quality of identification and provision in school.
- To achieve significant, measurable improvements in the attainment, aspirations, motivation and self-esteem of gifted and talented pupils, especially those at risk of underachieving
- To promote continuity and progression by meeting the individual needs through effective differentiation and more progression in line with ability.
- To ensure that the needs of those pupils who are G&T are identified and, on the basis of assessment, appropriate provision is made
- To ensure those pupils who are G&T receive their full entitlement (1988 Ed. Act) in terms of a broad, balanced and differentiated curriculum which is able to challenge their abilities and talents

- To implement a framework of support exists to enable staff to respond appropriately to the needs of pupils.

Identification

The School is committed to the early identification of Gifted and Talented students.

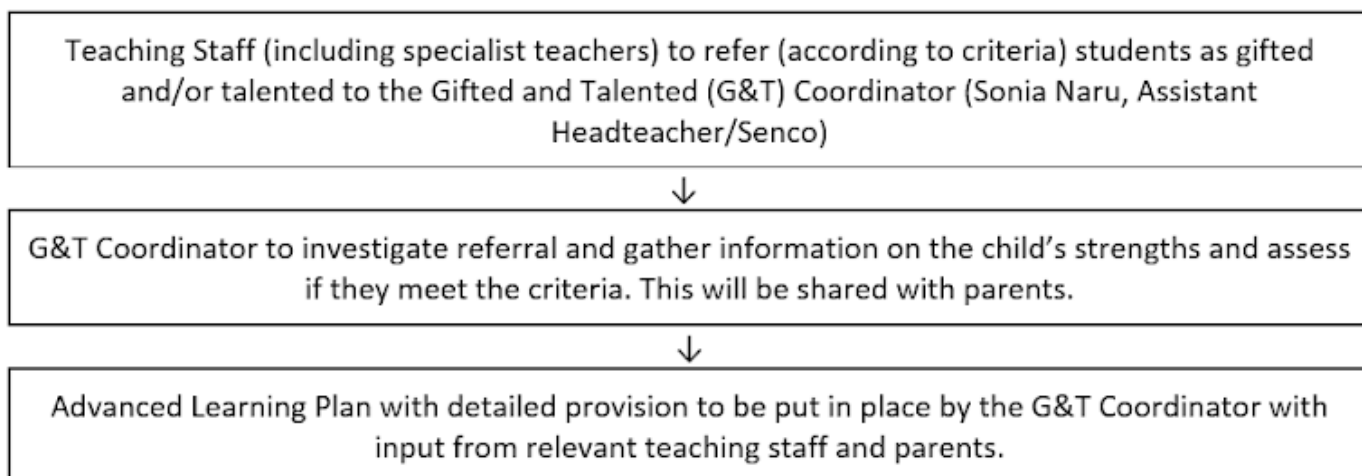
ADEK defines **Gifted and Talented** students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance but are not labelled as Special Education Needs. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

Gifted and talented support is the additional provision of support designed to meet students' learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in School and beyond.

If parents, teachers or school staff recognise a particular talent or special ability, the Special Educational Needs Coordinator (SENCO) will be made aware and further support will be put in place for their specific ability or talent in order to nurture and challenge.

The process for identifying students who may be gifted and/or talented is as follows:



Provision

The School has developed this policy for supporting children who are exceeding age related expectations in a particular area. The policy seeks to meet a set of minimum standards as outlined by ADEK, the School will take account of the following key principles as minimum requirements when identifying and supporting G&T students:

- The School has an integrated and welcoming approach to students with special skills.
- The School has developed integrated individualised programs, which seek to challenge and develop students.
- The School employs a qualified SENCO and Assistant Headteachers, who are responsible for managing all aspects of services and enrichment for Gifted and Talented students, as well as a dedicated team of qualified staff to meet the needs of these students in a timely and effective manner.
- The School will actively encourage and welcome the involvement of Parents/Guardians of students with Special Education Needs or Gifted and Talented in School affairs, as described in ADEK Policy (56).
- Meeting the needs of students who are gifted and talented is a shared responsibility for the whole School.
- Highly trained teachers capable of differentiating and enriching their lessons for G&T learners, e.g. through providing challenge, ensuring outstanding progress (at least 3 points of progress throughout the academic year) and the use of higher order questioning
- Provision of differentiated homework that challenges and extends individuals outside of the classroom;
- Educators who are aware of the importance of improving study and thinking skills.
- Well-resourced departments utilising a wide range of technology i.e. Interactive Whiteboards and up-to-date software;
- A library containing a huge variety of books, up-to-date publications and daily newspapers suitable for all levels of reader. All made accessible to students by a well-qualified librarian;

A variety of enrichment and intervention opportunities lead by specialists

A sports programme that creates opportunity for pupils to develop and showcase abilities in a number of different sports.

The School's Special Education Needs Coordinator puts in place an Advanced Learning plan.

An **Advanced Learning Plan (ALP)** will determine how the special needs of gifted and talented students, capable of high performance in one or more areas, will be met. The process for development of an ALP is as follows:

The stages of an Advanced Learning Plan (following referral and investigation):

- An initial appraisal of the student's learning and support requirements is made by school staff in collaboration with the Inclusion Team. Initial support strategies are developed and provided to the classroom teacher(s) for implementation

- If it is determined that the school-based intervention is found to be insufficient to meet the learning needs of the individual student, a referral is made to the parents and external agencies to support and nurture talents
- A member of the SEN Team conducts an assessment and, on that basis, either advises the school further as to how to provide a suitable curriculum for the student or, where necessary, initiates the establishment of an Advanced Learning Plan.
- Should an ALP be appropriate, it is the school's responsibility to set up a meeting which the parent, Head of Inclusion and teacher(s) attend to determine what will be provided through the ALP

The ALP is monitored and reviewed at least termly (at the end of each term or at the beginning of the next term) to determine if the plan is meeting the learning needs of the student.

All teachers are Educational Support teachers; since all are required to differentiate their planning and delivery to ensure all children gain access to a broad and balanced curriculum.

It is therefore the class teacher / subject teacher's responsibility to meet the child's needs through differentiation. Advice may be sought from the SENCO and from the curriculum coordinators as appropriate.

Once a pupil has been added to the G&T register, he / she will automatically be monitored for the remainder of his / her journey at Al Rabeeh School.

Adequate progress can be defined in a number of ways. It might be progress which:

- extends the attainment gap between the child and their peers
- is similar to that of peers starting from the same attainment baseline, but more than that of the majority of peers
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour and attitude towards learning

All staff have access to a range of enrichment activities that they can adapt to include in lessons.

These focus on a multi intelligence approach. As, although children may have a dominant learning preference, it is important to develop and extend thinking skills in all of the following areas to create balance and flexibility:

- linguistic intelligence – strengths in expression of the written and spoken word
- logical / Mathematical intelligence – strengths in logical and scientific thinking and structured approach to solving problems
- visual / Spatial – strengths in visualisation, spatial awareness, creative approach to solving problems
- intrapersonal Intelligence – strengths in self-awareness. Emotions, feelings, self-organisational skills
- interpersonal Intelligence – strengths in understanding others, empathy and communication skills

Monitoring and Recording

A file is kept with:

- a copy of the school's G & T policy

- The G & T Register
- G&T Provision Map (to track and measure individual progress of G&T students)

All information is also kept on Staff Common (shared drive on the servers) and on the School's Management Database for select staff to ensure confidentiality.

In this way, the teachers have access to information about any particular child that they are teaching currently.

Responsibilities

Principal

- Evaluate current practice in admitting and providing services for gifted and talented students and monitor same to ensure that their School complies with this policy.
- Make appropriate modifications to the Individual Education Plan and differentiate and adapt the curriculum where required to meet students' needs.
- Ensure that student progress reports to Parents/Guardians identify clearly that modifications and services being provided to a student who has a mild to moderate Special Education Needs, or who is gifted and talented.
- Recruit teachers and support staff who are trained and skilled in dealing with Gifted and Talented students
- Be a part of the support staff, and carefully monitor and assess the responses to learning difficulties identified in a student's Individual Education Plan.

SENCO

- To lead and monitor the gifted and talented provision
- To work with staff in identifying gifted and talented students
- To monitor and ensure the best provision is in place for students who are identified as gifted and/or talented
- To track the progress of students who are gifted and/or talented

Assistant Principals

- To have a clear and detailed understanding of the gifted and talented criteria
- To support phase teams to recognise and identify students who may be gifted and talented
- To ensure that class teachers are providing the best provision for students who are identified as gifted and/or talented
- To monitor progress of students who are registered as gifted and/or talented

Year Leaders and Subject Leaders

- To lead pupil progress meetings
- To utilise assessment information to inform them of the effectiveness of practice within their year group and to use this information to raise standards for students who are gifted and talented.
- To ensure plans include clearly defined learning objectives and identify and challenge and opportunities for higher ability learners.
- To advise colleagues on strategies to further challenge students in their subject.

- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area for students who are gifted and talented
- To explore enrichment opportunities to provide a better provision to nurture talent and learning for gifted and/or talented students

Class Teachers

- To set individual targets.
- To carry out ongoing formative assessment
- To ensure that the specific assessments requested by the SENCO are carried out for gifted and talented pupils with Advanced Learning Plans are maintained and regularly reviewed in accordance with the school's G&T. Policy.
- To ensure they provide challenge and stretch students who are high ability learners

Further Information and Guidelines

For further details and guidelines, please refer to the UAE Ministry guidance "School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010" and ADEK's Special Education Policy and Procedures handbook

Appendix 3

English as an Additional Language Policy

Ethos

Al Rabeeh is an inclusive school and takes pride in supporting students with varying strengths and differences in learning. Part of our ethos is to work together as a school community, with parents, students and school staff. Our goal is to ensure every child has the opportunity to thrive in their own development and learning in order to aspire to what they want to become, acquire the learning skills needed to be independent and achieve their fullest potential.

The ADEK framework states:

2.3 Inclusion

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. UNESCO

Entitlement

All students regardless of their learning needs are entitled to a high-quality education and activities that meet their development needs

Aims

- To provide a rich language environment for all multilingual students to develop their English language skills
- To ensure the early identification of students who are new to English
- To track the progress and achievements of these students
- To put into place a range of strategies to support and challenge students in their learning
- To work in close partnership with the parents and students to meet the learning and wellbeing needs of students who may require additional EAL support

Introduction

The term EAL is used when referring to students whose native language at home is not English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs and celebrating the skills of EAL students and helping them to achieve the highest possible

standards. It is crucial to identify students with EAL and to support those students immediately. By doing that we are helping the student to access the curriculum, remove barriers of social interaction and different required life skills.

EAL Support Statement of Intent

Aim

- The aim of this policy is to ensure that we meet the full range of needs of those students who are learning English as an additional language
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the school
- To help EAL students become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To encourage and enable parental support in improving student's attainment, to be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the school
- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages

Our commitment to the school, students and parents:

- We follow a system that will help us in achieving this which includes:
 - Identifying and assessing individual needs
 - Designing individual learning programs
 - Advising, supporting and collaborating with colleagues
 - Communicating with parents

Strategies

School/class ethos

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognize the student's mother tongue; boost the student's self-esteem
- Identify the student's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognize that students with English as an additional language will need more time to process and answer both orally and in written format
- Allow students to use their native language to explore concepts
- Give newly arrived students time to absorb English (there is a recognized 'silent period' when students understand more English than they use – this will pass if their self-confidence is maintained)
- Group students to ensure that EAL students hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Use visual word dictionaries and wall displays

Access and Support

Foundation Stage

EAL support is the responsibility of the class teacher at this level. That is because at this level students are still in the language acquisition level.

In the EYFS students learning of English as an additional language by:

- Building on students' experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the students' home language as well as in English, according to their needs
- Providing opportunities for students to hear their home languages as well as English and as appropriate

Responsibilities

Admissions Team

Obtains, collates and distributes to Principals and EAL Coordinator, information on new students with EAL:

- Language(s) spoken at home
- From the previous school, information on level of English studied/used

Assistant Headteacher ensures that:

- All involved in teaching EAL learners liaise regularly
- Parents and staff are aware of the school's policy on students with EAL
- Relevant information on students with EAL reaches all staff
- Training in planning, teaching and assessing of EAL learners is available to staff
- Targets for students learning EAL are set and met
- The effectiveness of the teaching of students with EAL is monitored and assessed regularly

EAL Coordinator/Teacher

- Oversee initial assessment of students' standard of English as necessary
- Give guidance and support to set targets and plan appropriate work. Provide an IEP where appropriate (liaise with SENCO)
- Monitor standards of teaching and learning of students with EAL
- Report to the Assistant Principals on the effectiveness of the above and the progress of students
- Monitor progress and identify learning difficulties that may be masked by EAL and liaise with SENCO
- Support students in class or/and during pull out sessions depending on the level of English and needs
- The aim of the EAL Team is to provide all students with a language rich learning environment and in order to achieve this goal we:
 - Ensure that students are competent in the four skills reading, writing, speaking and listening
 - Ensure that students have a competent grasp of the underlying grammatical rules of the English language and a thorough understanding of their application
 - Provide students with the vocabulary needed to successfully access the school curriculum and realise their potential
 - Integrate students culturally and socially into the school community so that they can interact confidently with both teachers and peers
 - Create a supportive and nurturing environment in which the students can flourish, and to provide a place where students can come for help and advice
 - Equip students with language skills they can use in the world beyond the classroom

Class/subject teacher

- Be knowledgeable about students' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and students grouping

Differentiation/Inclusion

At Al Rabeeh each class is equipped to provide language support to EAL students. Language support is implemented in the form of visual aids, use of symbols/pictures, gestures, demonstrations, paired working, ICT, readers, buddies and so forth. We also provide games and activities in which speech is irrelevant, and which can provide a means of expression and communication. The importance of the "silent period" in the emergent language phase is recognised and so students are encouraged to set the pace of their oral contributions and degree of participation. In some cases, EAL staff members may provide additional support for the student in the classroom or the students may be withdrawn from class for specific language support as necessary.

EAL Support

- Students are continuously observed, by staff members, during term 1. Students are then identified and completed observation form will be shared with SENCO and teacher. Decision of type of support given to the identified student will be shared with AH and teacher
- Referral forms will be shared with all teachers. Teachers may help EAL department in identifying EAL students who need support
- Our aim at Al Rabeeh is to build an inclusive school. This is why it is encouraged that students are supported by EAL staff members in class rather than being pulled out. An EAL student is pulled out of class, individually or as a group, depending on the case and need for intervention (for example, if new to English)
- SENCO will establish timetables for EAL staff members based on referrals and observations. Timetables will be shared with school staff
- EAL and SEN departments will have continuous collaboration and information sharing throughout the year. As both departments work hand in hand
- No EAL support is offered in FS since this is the language acquisition level. EAL staff members are still available to support teachers if they need any help or advice regarding methods and strategies to be used with FS students
- KS2 students are not to be pulled out during English lessons. Support will be offered to those students in class if appropriate. If the student struggles and needs extra support he/she can be pulled out during any other subject (such as Music, PE)
- Communicating with parents is a must and is continuous throughout the EAL support offered
- The EAL team offers support and strategies to all staff during Professional Development sessions to implement in class with EAL students even if they are not withdrawn for support

Process of Identification and Support

Teacher, Parent, Staff member, or student to complete Initial Concern Form and send to Sonia Naru (Sonia.naru@alrabeeh.sch.ae). If the concern is related to language EAL Teacher to investigate.



Assessments to be completed and areas of strength and development highlighted.



Level of support to be determined and support sessions (in or outside of the classroom to be planned for). Individual Language Plan to be established with parents and class teacher. This will then be reviewed on a termly basis and adapted where needed.