

Al Ittihad Private School Jumeirah



Inclusion Policy

AY 2025-2026



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Vision Statement

“A generation of heritage guardians and global thinkers”

Mission Statement

IPS-Jumeirah provides a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21 century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, while encouraging them to become global citizens who stay true to their heritage.

Core Values

- Tolerance
- Compassion
- Resilience
- Innovation
- Honesty
- Respect
- Collaboration

Al Ittihad Private School–Jumeirah is one of the five Al Ittihad Private School branches and opened its doors in 1998. IPS-J is serving a community of over 2,500 students and has become one of the premier schools in Dubai offering an American Curriculum. The school follows a standards-based US curricular program (California and MOE standards) from Pre-K to Grade 12 designed to prepare students for post-secondary education. IPS-J is an inclusive school offering a learning support program, which enables the admissions of a managed number of students requiring learning support at each grade level.

The vision for our school

Each student is special in a certain way, and this is what our teachers try to embrace.

Giving equal opportunities and access to first rate education every day will definitely help our students achieve their true potential and excel all the way.

By embracing the uniqueness of each student, our teachers help them excel and achieve their true potential. We provide equal opportunities and access to first rate education to all students every day.

Purpose of Policy

To outline the special educational needs provision for students at Ittihad Private School-Jumeirah. As a school we aim to:

- Ensure that the arrangements made for students with special educational needs are in line with the requirements of the Ministry of Education’s “School for all”.
- Value the uniqueness of each student, and provide a planned curriculum designed to help each child achieve their own potential and develop abilities to the fullest.
- Ensure that students with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- Ensure that all our students are involved in decisions made about them and their education.
- Ensure that we involve the parents in school life and keep them informed about their children’s progress.

As a CIS member IPSJ promises to:

- Fulfill the promises stated in the guiding statement and policy.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups, and cultures.
- Promote global citizenship.

Definition of special educational needs

In the definition and categorization of a student with special educational needs we always refer to the resources published by the Knowledge and Human Development Authority, in the latest framework special education is defined as follows;

“Special educational needs are defined as ‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.’ (KHDA Framework, 2015 p.117)

Staff in the school who work with students with Special Educational Needs and their parents

Most mainstream teachers in the school teach students with special educational needs in addition to the special educational needs teachers and hired learning support assistant. The following staff have certain responsibilities:

- a. **Head of Inclusion:** The key responsibilities include: overseeing the day to day operation of the school's SEND-GCT Policy, liaising with and advising fellow teachers, managing the SEND team of teachers and learning support assistants, coordinating provision for students with special educational needs, disabilities and the gifted, creative, and talented students from k-12.
- b. **SENDco Inclusion Coordinators:** liaising with and advising fellow teachers, managing the SEN team of teachers and learning support assistants in the primary and KG sections, coordinating provision for students with special educational needs, disabilities and the gifted, creative, and talented students from K-12.
- c. **Class and subject teachers:** class and subject teachers are inclusion educators who maintain a general education classroom with the enrollment of at least one student with special needs while establishing and maintaining a community environment where each of their students is welcome and attended to.
- d. **Special education teachers:** the special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aids, accommodations, and other needed supports.
- e. **Teaching assistants:** the teaching assistants should support the teacher in charge of the classroom and work closely together in order to create a safe and secure learning environment, and to support children in their learning activities.
- f. **Learning support assistant:** The learning support assistant provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for delivering a special program and plans that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aids, accommodations, and other needed supports. LSAs are supervised by the SENDco.

The ways in which we identify students that have Special Educational needs and disabilities

It is important that a pupil's special educational needs are identified as early as possible. We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with their child's teacher they are asked to sign to acknowledge that their child has been placed on the special educational needs register, and their level of need.

All teachers at IPS-J are teachers of students with special educational needs and are responsible for identifying students with special educational needs as early as possible. Each teacher is provided with the SEND Toolkit that helps teachers in the identification process. This could be through:

- I. Teacher observation
- II. Teacher feedback
- III. Teacher assessment
- IV. Curriculum assessment
- V. Screening or assessment tools
- VI. Information passed on from previous year or school
- VII. Information from parents

The class teacher will complete a concern/referral form which is given by the SENDco. The classroom teacher will gather information about the student and will work with the HOD to decide on any action that needs to be taken.

The provision we make for the children with Special Educational Needs

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support students with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching/support sessions
- Special resources
- Seeking support from outside agencies
- Extra support from the counseling team

Special Needs Register

When we identify that a student has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria Al Ittihad Private School uses

to identify children as having special educational needs is detailed below:

- A child working 2 or more years behind their peers and not making adequate progress
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required so that they'll make adequate progress.

If the class/subject teacher and SENDcos feel that a child needs targets in addition to the targets already in school which address their specific special educational needs then they may be given an individualized educational plan (IEP).

The targets on the IEP are based on collaboration between all parties involved: the child, parents, HODs, teachers and teaching assistants. Staff work hard to ensure that the targets are: **Specific, Measurable, Achievable, Relevant, Time limited**

Record Keeping

We record all the steps taken to meet the student's special educational needs. The head of inclusion and SENDcos are responsible for these records and for making sure they are available to others when necessary. The records kept for a student with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behavior
- Information about levels and use of additional support
- Personal profiles
- The child's own views of their needs
- Information from health or social services
- Information from other outside agencies for example: speech and language reports, pediatrician reports, etc.

Assessment

Students' academic assessment is entered onto the school database where progress and achievement of students are monitored by the head of the Inclusion.

The school uses the following assessment tools/ batteries to assess the students' progress:

- Cognitive Abilities Test 4 (CAT4)
- Measure of Academic Progress (MAP)
- Early Cognitive and Academic Development (ECAD)
- Woodcock Johnson Test of Achievement

Information management

It is important that information about a student’s special educational needs is shared with all staff in the school who work with the student and that it is passed on from class to class as the student moves on.

- We ensure that all staff in the school, including auxiliary staff are made aware of the individual special educational needs of the student and what provision is made. This is often through the use of the “Learner’s Profile” and “All About My Student” documents.
- We ensure that all information is passed on to the new class/subject teachers by sharing a digital file of information pertaining to each student, and that all classes have a supply folder (The Black Box) that makes them aware of any child with special educational needs and the strategies the school uses to ensure their needs are met.
- The Inclusion Department created a Google Drive that includes: all of the necessary information teachers need to know about their students, and a number of beneficial resources that aid teachers in their classrooms.
- We ensure that children’s needs are reviewed regularly. Their targets are reviewed and new targets are set every semester. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are involved in setting their new targets.

Working with parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we involve parents in:

- Review meetings
- Developing the child’s Learning Profile
- Homework policies and arrangement
- Parents evening
- Organized training courses for parents
- Developing an ‘open door’ ethos towards parents which welcomes and values their views
- Lead of Inclusion and the SENDco are non-teaching staff members who are available to meet/ speak with parents at any time
- Sharing information about their children
- Sharing information with other people on their own experiences and knowledge of aspects of SEND
- Sharing with parents a list of centers that deal with the diagnosis and reinforcement centers in Dubai



Working with children (align bullet points)

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- ☒ Involve students in their target setting
- ☒ Enable students to express their feelings about how their needs are being met
- ☒ Ensure that the views of the student are sought and recorded in reports produced by both the school and other agencies
- ☒ Encourage students to become involved in the wider life of the school
- ☒ Involve students in peer mentoring schemes

The Health Service and Social Service

Some students with SEN/D have support from or involvement with health or social services. These students are helped best when all professionals work closely together.

In our school we:

- Liaise with professionals from the Health Service such as GP's, Pediatrician's and school Nurses to seek advice and support for students.
- Ensure information on pupils' needs is shared amongst professionals
- Involve Health and Social Services professionals in reporting on pupils' needs and progress and in attending review meetings.

Admission to School

- a. New student to school (admission procedures)

The school is capable of catering for a broad range of needs according to the procedures below.

- i. Admission and Review Process

Through the admission and review process, a committee is formed in order to study, evaluate and make placement recommendations for the applicant willing to join the SEND/ Learning Support programs. The committee is made up of the principal, assistant principal, head of inclusion, and lead teachers.



ii. Waiting List

Priority will be based on the following criteria:

- ® Siblings of students who are attending Ittihad Private School- Jumeirah
 - ® Are the children of former students who have attended IPSJ for a minimum of 3 years.
- ## iii. Application Requirements

The school requires the following essential documents to be attached to the application:

- ® A current educational psychology report (current within 12 month)
- ® A current speech and language therapy report (where the child is undergoing speech therapy)

This policy abides by the CIS code of ethics

- ® A current occupational therapy report (where the child is undergoing occupational therapy)
- ® A current physiotherapy report (where the child is undergoing physiotherapy)
- ® Current school reports
- ® Current IEP, where the child's school has set this up

If any of the reports is not available, the school would do the initial screenings and would guide the parents in case further professional support is needed.

iv. Procedures Following Application

Upon acceptance of the application, the school will arrange an interview with the child followed by a quick screening in order to study the means of accommodations needed, followed a meeting with the parents in order to discuss the findings and decision to be made.

b. Students within the school

A child can be referred to the Inclusion Department by parents or teachers. The school has 3 identification stages:

- ☐ Referral stage: pre-referral activities, and referral & initial planning
- ☐ Assessment stage: multi-disciplinary planning & case conference or IEP meeting/ writing IEP

- ▣ Instruction stage: implementing the teaching plan & monitoring the student’s progress
- Class/ subject teachers complete a ‘Referral Form’ and attach samples of work.
- An initial meeting with the parents is arranged to discuss our findings, collect necessary data and the parent’s approval for further observation and screening is obtained by signing a consent letter.
- The head of Inclusion generates a report that gives guidelines to the parents and the teachers in order to help them cater for the needs of the child. This report is discussed with the parents in a second arranged meeting.
- If the school needs a psycho-educational assessment for the child, parents are given a guide (list of centers) that helps them choose the diagnosis center. The school liaises with the center in order to be informed with the latest updates.
- Generating an IEP includes the mainstream and support teachers, lead teacher(s), parents, and external experts in some cases.
- The head of Inclusion involves the section/ principals in all of the identification stages.
- The child’s name is added to the SEND register.

Our School Action Plan

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our school for students who have needs/disabilities. This plan is reviewed and updated every year.

Our action plan describes how we intend to do this and is available for inspection. If you would like a copy of our plan please contact the Head of Inclusion.

How we develop staff knowledge and skills

Information gathered will help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs/disabilities. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Inclusive Education.

Training is usually provided in the following ways:

- In-house training
- Mentoring
- Visits to other schools
- Attendance at externally provided training events

How provision for special educational needs and disabilities is funded

The school charges additional fees for those who benefit from special educational needs services. This charge is based on the type of placement. (see Appendix-A).

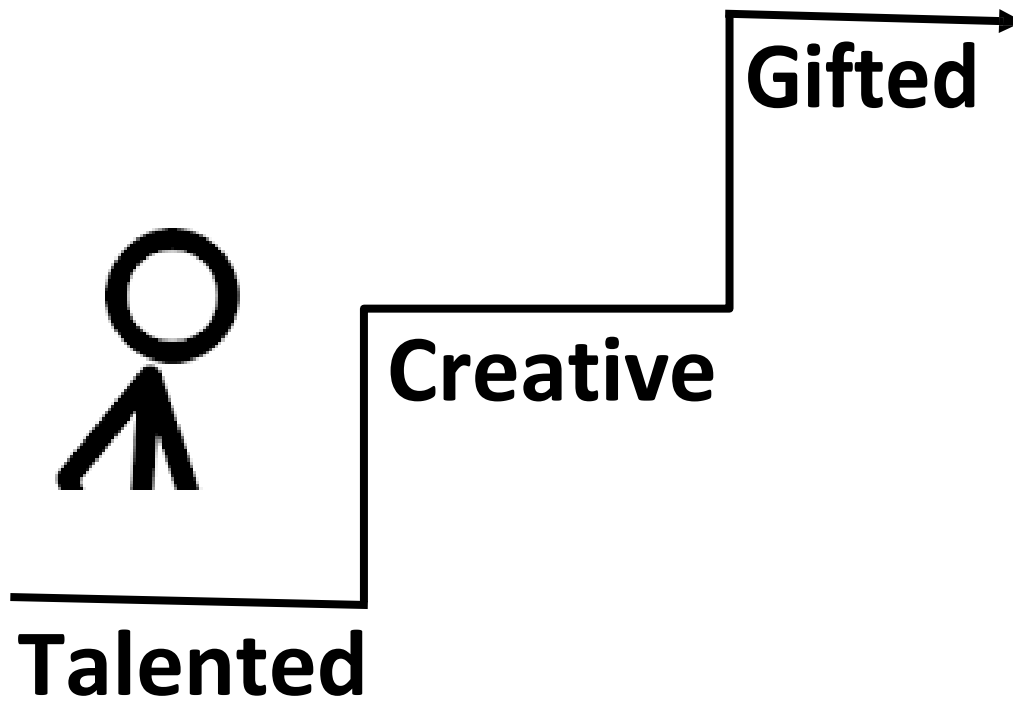
How we evaluate our SEND-GCT Policy

The school's Governing Body has a duty to evaluate the provision school makes for students with SEND & GCT.

- Parent's views are sought through questionnaires and the Parent's Forum.
 - The progress of students with SEND is measured, e.g. year by year data analysis.
 - External support services are used if a need is identified.
 - Students' views are sought on what helps them to learn effectively through individual discussions with teachers, lead, the director of Inclusion and governors.
 - The school is constantly striving to improve its provision for SEND & GCT through performance management and the continuing professional development of all its staff to meet the full range of inclusive education.
 - All students are encouraged to participate fully in the life of the school.
 - Recommendations of the KHDA are taken into consideration.

How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. If parents have any worries or concerns about school or how the school is meeting the needs of the child, parents can talk to the child's class/subject teacher to the SENDco, or the head of Inclusion. As a school, we will always do our best to respond to concerns raised with us.



Definition of Gifted, Creative, and Talented

In the definition and categorization of gifted or talented students we always refer to the resources published by the Knowledge and Human Development Authority, in the latest framework the two terms *Gifted* and *Talented* are defined as follows;

1. **Giftedness:** The term giftedness refers to ‘*a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.*’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.
2. **Talented:** 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.”

(KHDA Framework, 2015 p.119)



3. **Creative:** The capacity of an individual to produce work that is original and adaptive to the context and the constraints of the situation.

(Evaluation of Potential Creativity EPOC, 2015)

Identification of Gifted, Creative, and Talented

Multidisciplinary criteria are used in the identification of the Gifted, Creative, or Talented students, and data is gathered from a range of sources.

Category	Identification Tool
Giftedness	<ul style="list-style-type: none"> • Percentile per subject • MAP scores • IBT results • CAT 4
Talent	<ul style="list-style-type: none"> • A collection of qualitative data which includes: <ul style="list-style-type: none"> – Teacher referral – Student referral – Parent referral
Creativity	<ul style="list-style-type: none"> • Referrals • EPoC Assessment tool (Evaluation of Potential Creativity)

Responsibilities and Roles

Responsibilities of staff in the school who work with students identified as gifted, creative or talented and their parents:

- a. **Lead of Inclusion Department and the Inclusion Coordinators:** The key responsibilities include: coordinating provision for students identified as gifted, creative or talented, give staff guidance and support to allow them to feel secure dealing with identified students, and work on proper differentiation.
- b. **Leads of departments and section principals:** all coordinators, leads and section principals have the responsibility of monitoring the attainment and the progress of the students, and the implementation of effective teaching strategies that cater for their needs.

- c. **Homeroom and subject teachers:** all homeroom and subject teachers are aware of the Gifted, Creative, and Talented students. They are responsible for: the progress of all students that they teach including those with special abilities, differentiate according to the needs of the student, challenge the students, and ensure that the students make good progress.
- d. **Teaching assistants:** the teaching assistants should support the teacher in charge of the classroom and work closely together in order to create a safe and secure learning environment, and to help in preparing the enrichment activities or learning centers.

Monitoring and Evaluation

There will be a cyclical review (2 years) of this policy by the **Lead** of Inclusion, Subject Lead of Departments, and Section Principals, until the school reaches and maintains outstanding quality of education.



Appendix A

Inclusion Department SEN Registration Form

Dear Parents

Please complete the form by selecting or filling out the correct information.

Student name: _____ ID: _____ Grade: _____

Type of Placement	Clarification	Per
<input type="checkbox"/> A. Regular class with indirect support/ resource assistance	Child will be screened, progress will be monitored, follow up with subject teachers, End of Year Reports (EYR), Individualized Educational Plan (IEP), and withdrawal assistance during exams- ongoing assessment.	6 000 AED
<input type="checkbox"/> B. Regular class with withdrawal assistance	Child will be screened, progress will be monitored, follow up with subject teachers, End of Year Reports (EYR), Individualized Educational Plan (IEP), and withdrawal assistance during exams- ongoing assessment, and co-teaching lessons	9 000 AED
<input type="checkbox"/> C. Special Education class with partial integration	Child will be screened, progress will be monitored, follow up with subject teachers, End of Year Report (EYR), Individualized Educational Plan (IEP), and withdrawal assistance during exams/ ongoing assessment, Special education class (1 subject)	12 000 AED
<input type="checkbox"/> D. Special education class full-time	Child will be screened, progress will be monitored, follow up with subject teachers, End of Year Reports (EYR), Individualized Educational Plan (IEP), and withdrawal assistance during exams/ ongoing assessment, Special education classes (more than 1 subject)	15 000 AED

By completing and signing this registration form parents confirm the enrollment of their child in the *selected* special educational needs program and understand the kinds of services offered.

Parent's name: _

Parent's signature: _

Date: _____/_____/ 20_

Lead of Inclusion: _____

Please proceed to the accountant.



IPSJ School Principal
Dr. Michael Boots

Signature

Date of issue: August 2021

Date of review: September 2025

