



مدرسة إيليت الإنجليزية ش.ذ.م.م
Elite English School L.L.C

SEND Inclusion Policy

Governing Authorities:

Knowledge and Human Development Authority (KHDA)
Ministry of Education (MOE), United Arab Emirates

Review Cycle: Yearly

Last Review: February 2026

Next Review: February 2027

Introduction

The Elite English School is dedicated to providing high quality care and education for all children. Achievement, belonging and compassion make up the core values of our school and are what make us outstanding. A challenging curriculum and high expectations encourage our pupils to unlock their potential in a positive and nurturing environment that allows them to flourish.

Equality and Inclusion

The Elite English School promotes inclusion and believes that all children ought to take a full and active part in school life. The school is committed to preventing discrimination, promoting equal opportunities and will continue to use best endeavors to ensure that students with determination get the support they require.

We have adopted a whole school approach to Inclusion & SD policy and practice. Students identified as having SD, as far as is practicable, have full access to our curriculum and are integrated into all aspects of the school. We also acknowledge that we must make 'reasonable adjustments' for disabled pupils and to support pupils who have medical conditions.

Our Inclusion policy reinforces the need for teaching that is fully inclusive. The three principles for inclusion are:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

The Elite English School adheres to the governing KHDA regulations and we have arrangements in place to support students of determination.

SD Definition

SD stands for 'Students of Determination'. The phrase Students of Determination is defined as:

- 1) A child or young person is a Student of Determination if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she -

Inclusion Statement:

Our commitment to inclusive education at Elite English School means that we strive to provide effective learning opportunities and suitable learning challenges for all students.

All children are equally valued whether or not they have special learning needs and we endeavour to meet the individual needs of all children in an environment which recognizes their different talents and learning styles, backgrounds and culture. We aim to overcome potential barriers to learning in order to provide quality education for all.'

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools and institutions.

Aims and Objectives

The Elite English School aims to promote greater co-operation between education, health and social care in order to ensure that children receive the support they need. An emphasis has been placed on the importance of early identification, a graduated response and timely provision to afford Students of Determination the opportunity to reach their full potential. The school aims to:

- focus on the early identification of SD in order to provide the best possible education.
- adopt a graduated response and have arrangements in place to support pupils identified as SD.
- provide personalized, differentiated, high quality teaching in order that SD have access to a challenging and stimulating curriculum.
- provide the appropriate provision and resources for SD.
- ensure clear communication between all departments and that all work together in supporting SD.
- remove barriers to learning in order to enable all pupils to achieve their full potential.
- monitor and review pupils’ progress.
- focus on improving outcomes for SD.
- have high expectations of every child.
- encourage positive attitudes and equality within the school regarding SD.
- identify any pupil who may be gifted and talented and provide opportunities to develop those talents accordingly.
- promote a positive relationship with parents and ensure that they participate in decisions regarding their child.
- have a child-centered approach that takes into account the wishes of the child and values their views.

Four Broad Areas of Common Barriers to Learning

Common Barriers to Learning	Categories of Disability
1. Cognition & Learning	Intellectual Disability
	Specific Learning Disorders – Dyslexia, Dyspraxia, Dyscalculia
	Profound and Multiple Learning Difficulties
	Developmental Delay
	Gifted and Talented
2. Communication & Interaction	Speech and Language
	Social Communication
	Autism Spectrum Disorders
3. Social, Emotional & Mental Health	Attention Deficit Disorder (ADD)
	Attention Deficit Hyperactive Disorder (ADHD)
	Psycho-emotional Disorders - Attachment disorder, Anxiety, Depression, Withdrawal, Self-harming, Eating disorders, Challenging behavior
	Physical disability

4. Physical, Sensory & Medical	Multi-sensory impairment
	Hearing impairment
	Vision impairment
	Chronic or acute medical conditions
It is important to note that the four areas are not exclusive and Students of Determination can fall into one or more of the categories and needs can change over time.	

Admission

The admission arrangements at The Elite English School are in accordance with the KHDA framework. Thus, all applications will be considered in line with current guidelines and no child will be discriminated against or treated unfairly.

The school is committed to preventing discrimination, promoting equal opportunities and continues to use the best endeavors to ensure the proper academic, personal and social development of all students including SD through the provision of appropriate support.

(Also refer to *Policy on Admission*)

Identification of Pupils' Needs

The Elite English School adopts a child-centered, whole-school approach to Inclusion. Identifying where SEN provision is needed is vital in ensuring that pupils have access to support that will enable them to reach their full potential. Early identification is important as it identifies any child who is falling below expected outcomes. However, it is not always possible to detect special educational needs early, thus pupils' progress continues to be assessed and monitored as they progress through the school.

Identification of students educational needs are diagnosed based on the formal procedure of conducting the Psychological Assessment tests by qualified Psychologists or by the Informal assessments conducted in school by the Inclusion team.

The Informal assessments consist of:

- Baseline test
- Teacher Classroom Observation Report
- Reading test
- Handwriting test
- Snap 4C Rating Scale
- ADHD checklist
- Learning Disability checklist
- Behavioral Checklist

On the basis of the Formal Psychological Assessment Report or the Informal Assessment Report students will be placed on the SD register after consultation with the Inclusion Support team, subject teachers and parents.

Supporting Pupils with Medical Needs

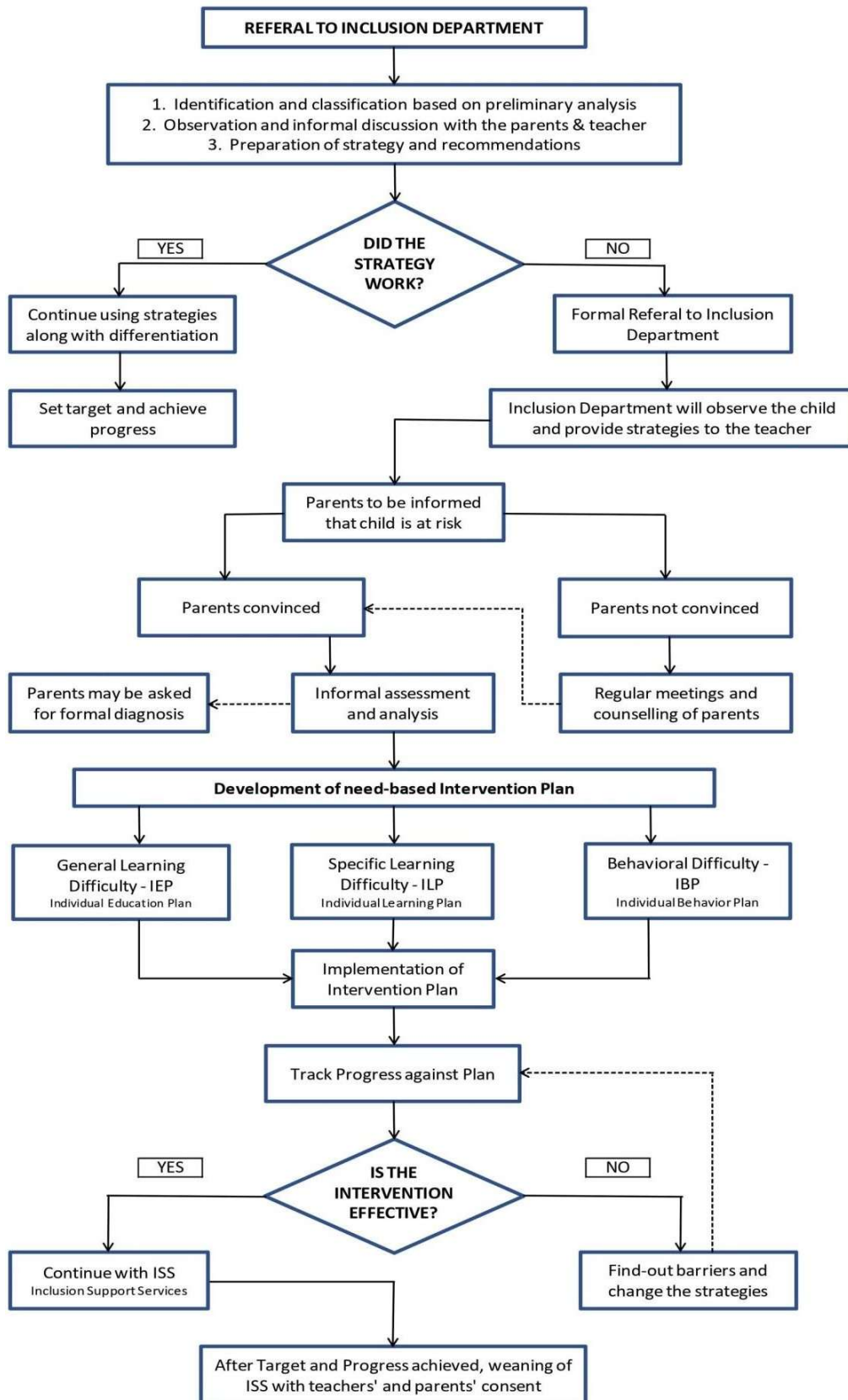
The Elite English School recognizes that pupils with medical conditions need to be supported in order that they take a full and active part in school life. If a pupil has a medical need then a health care plan is compiled and information regarding the specific medical need is put up on the notice board in the relevant areas in order to ensure the safety and wellbeing of the pupil. The pupil's needs are discussed with relevant staff and any appropriate training will be undertaken. When necessary and with permission from parents medicines will be administered where a medical consent form is in place to ensure the safety of the child and staff member.

Gifted and Talented Pupils

The Elite English School is committed to supporting all pupils including those who are gifted and talented. Some gifted and talented pupils may also appear on the Special Educational Needs/SD

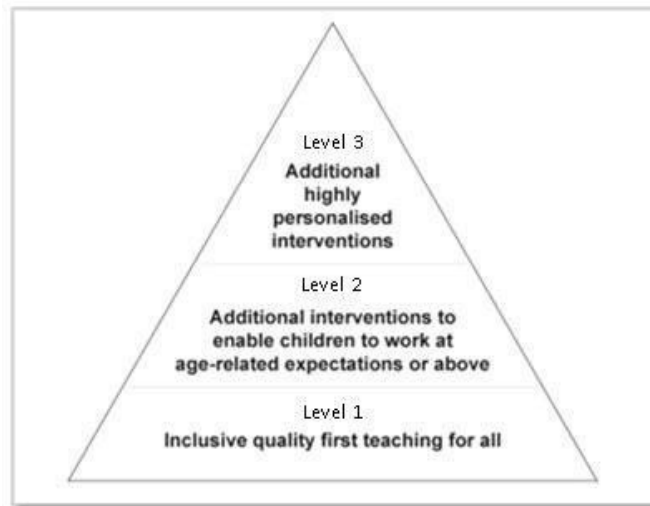
register. It should be noted that a pupil's special or additional need may mask high ability or talent. The SENCO will work with teaching staff to identify those pupils who are both SD and potentially gifted and talented. For further details, kindly refer to the 'Elite Gifted & Talented Policy'.

PROCESS FLOW OF IDENTIFICATION & INTERVENTION PLAN FOR INCLUSION



Levels of Intervention

We follow the three levels of intervention model in order to meet the needs of SD.



The Graduated Response

The graduated response is a four-part cycle which enables the school to provide effective SD provision and support for pupils.

Assess

When a concern is raised, the teacher and SENCO will carry out an evaluation in order to put in place effective interventions, strategies and to ensure that any barriers to learning are removed. The evaluation will take into account the pupil's previous and current level of attainment, their development as an individual and compared to that of their peers, relevant advice from outside agencies and the views of the parents and the pupil. It is important to note that parents' viewpoints, concerns and advice are sought and taken seriously, as are the pupils.

Plan

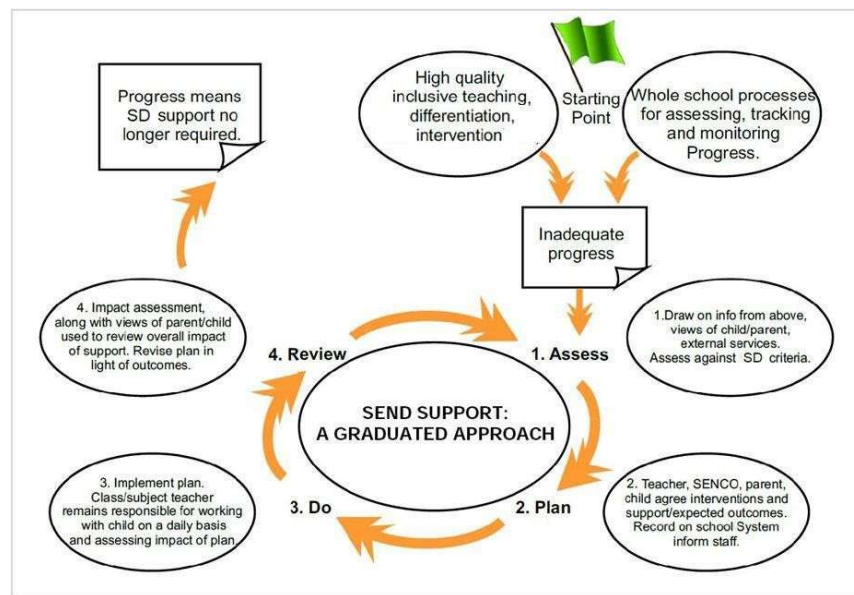
If it is decided that the pupil ought to be provided with SD support, the teacher and SENCO, in conjunction with the parents will put in place an Individual Plan and a pupil profile outlining the interventions and strategies that are going to be adopted. Predicted outcomes and a clear date for review will also be decided and all relevant staff will be informed of their responsibilities in carrying out the interventions and aiding progress. The pupil will be added to the SD register.

Do

The teacher, with support from the SENCO will continue to retain responsibility for working with the pupil on a daily basis, regardless of whether interventions involve one to one support or group work outside of the class. All staff involved in the education of the pupil will work together to ensure that the strategies and plans are adhered to and are effectively included within the classroom.

Review

Parents, the pupil, the teacher and the SENCO are all involved in this stage. Reviewing the effectiveness of the planned interventions and support is key in determining whether progress is being made and targets are being met. Once the Individual Plan has been reviewed, the SENCO and the teacher, in consultation with the parents and pupil, are in a position to decide whether any amendment to the provision in place is necessary. The four-part cycle of additional need will then begin again.



Provision for SD

Teaching staff will support pupils at a level appropriate to their needs through effective differentiation and high quality teaching in the classroom.

Every child on the SD register will have a Pupil profile. This lists the child’s strengths and interests, specifies their special education needs and disabilities, and provides information on how all staff can best support the child and how the child can help himself/herself. This allows the child to voice their views and encourages independence. The profiles also ensure that all subject teachers are aware of what the child’s needs are and how to support them.

Based on the child’s needs and difficulties the following plans are formulated and adopted individually with achievable targets and reviewed on a termly basis.

- IEP - Individual Education Plan (for general learning difficulty)
- ILP - Individual Learning Plan - (for specific learning difficulty)
- IBP - Individual Behavior Plan - (for behavioral difficulty)

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, including:

- Individual or small group literacy and numeracy interventions.
- Individual or small group social and emotional development interventions.
- Individual or small group support to develop fine and gross motor skills.
- Shared in-class support from a teaching assistant.
- Auditory and visual memory support programs.
- Individual interventions to meet specific needs, for example the teaching of life skills.

The Elite English School has a learning center available to be used for intervention groups or individual work.

Evaluating the Success of Provision

We will evaluate the success of provision in a variety of ways, including:

- The views of parents, pupils and staff.
- The success of IEPs in meeting targets and improving outcomes.
- Through careful monitoring of the impact of interventions.
- Whether adequate progress has been made.
- Whether all staff understands the policy and is following it effectively.
- Use of GL Assessment data when appropriate.

Transition Plan

Person-centered transition planning and reviews will be used to benefit some SD students who require such plans. Individual profiles shall be maintained for these students to be used in supporting students as they move from class to class, primary to secondary school, or secondary school to further studies. Updated profiles shall form the basis of the Transition Plans. We ensure a smooth transition from one class/subject teacher to another (within-school transition). The Elite English School enables parents to be confident in their child's transition process, sharing concerns and jointly planning future provision and support.

Criteria for being removed from SD Register

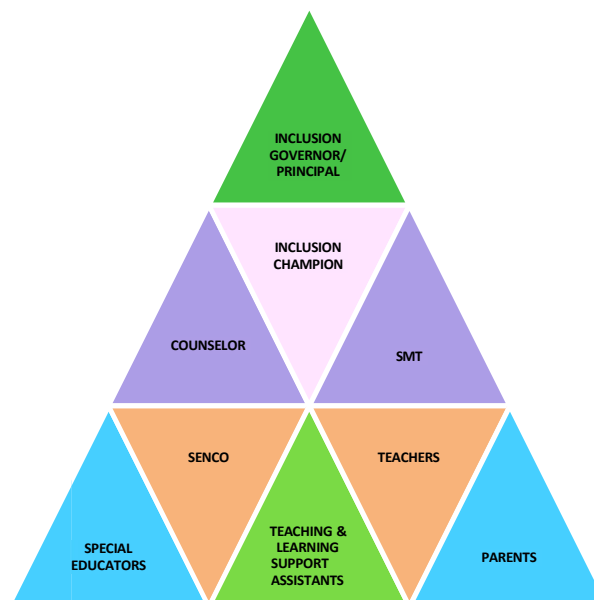
All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register.

- Assessments
- Teacher feedback
- Class observations
- IEP/ILP target reviews
- Progress Reports
- Parent feedback
- Student feedback

The SENCO will decide if a student placement on the register is no longer necessary. The SENCO will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements when they enter Year 10.

The Inclusive Education Support Team

The Team shall develop, implement and monitor the impact of the strategic inclusive education improvement plan.



The Role of the SD Governor

- To oversee the schools arrangement for SD
- To support effective implementation of the schools SD Policy
- To develop and maintain an awareness of SD provision on behalf of the Governing Body.
- To liaise with the SENCO on a regular basis to monitor and review the provision in place.
- Report on a termly basis to the Governing Body on the implementation of the school's SD policy.

The Role of the Principal

- Overseeing the provision for SD.
- Ensuring SD provision is managed effectively.
- Keeping the board of governors well informed about SD provision within school.

The Role of the Inclusion Champion

- Lead a school-wide cultural transformation
- Ensure achievement of Inclusion provision.
- Develop and implement the SD Policy.

The Role of the Counselor

- Promoting and supporting inclusive practices.
- Observing and engaging with students, liaising with parents regarding any concerns.
- Helping to devise ways of best supporting the students.
- Observing the well-being of students and spending time within classes or working with individual students.
- Working alongside staff and students to promote positive relationships for all students throughout the school day.
- Undertaking individual or group work with students whose behavior gives cause for concern.
- Advising other support staff on the running of groups aimed at developing students' social skills.
- Taking a supporting role in working alongside external support agencies.

The Role of the SENCO

- Co-ordinate support for SD.
- Maintain and update the SD register.
- Be aware of and overcome potential barriers to learning.
- Ensure that SD have the same opportunities and access to learning as that of their peers.
- Ensure all staff is aware of their duty to provide support for SD.
- Assist staff in identifying, assessing and planning for pupils needs.
- Review Pupil profiles and IEPs and ensure they are completed appropriately.
- Liaise with relevant outside agencies.
- Support pupils' transition through the school.
- Evaluate the impact and effectiveness of interventions for SD.
- Communicate with Parents to ensure that they are involved in their child's learning and are kept informed about the support their child is receiving.
- Ensure appropriate assessment tools and resources are used to identify and support SD.

Role of the Teacher

The class/subject teacher has a duty to:

- Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team.
- Be responsible for the progress and development of all pupils.
- Work with the SENCO in implementing strategies.

- Use appropriate resources and strategies to support SD.
- Monitor and review the progress of SD.
- Be responsible for the preparation, implementation and review of quarterly IEPs for pupils.
- Provide differentiated and individualized high quality teaching.
- Ongoing assessment and identification of pupils making less than expected progress
- Inform the SENCO if they have a concern about a pupil.
- Be aware of and overcome potential barriers to learning.
- Work closely with and in support of Teaching Assistants and support staff.

Role of the Special Educator

- Contribute to the education of students with SD by implementing small-group and individual instruction.
- Improve the quality of support for students with SD.
- Work in partnership with classroom teachers.
- Ensure that students with SD are successfully included in the classroom environment alongside their peers.
- Facilitate the process of modification, implementation of the students' educational programs.

Role of the Learning Support Assistant (LSA)

- Prepare learning materials for use by student(s) under the direction of the teacher.
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Action Team.
- Assist students who require personal care supports (e.g., eating, using the bathroom, dressing).
- Facilitate peer interactions based on guidance from the teacher and Inclusion Action Team. Invite students to help each other and, as required, also engage in non-instructional tasks (e.g., group supervision on the playground, bus boarding, field trips).
- Apply current best practices and strategies learned through professional development courses, in-service training or workshops.

Working with Parents

The Elite English School aims to involve parents in decisions regarding SD provision for their child and are always available to discuss any concerns. In supporting SD, parent support, advice and feedback is vital.

Information is shared in the following ways:

- Home/school books
- Parent-teacher meetings
- SD Support plans. Feedback and suggestions from parents is welcomed.
- Discussions with the class teacher
- Contact with the SENCO via email or in person

Staff Training (CPD)

The Elite English School provides regular training and learning opportunities for staff. We ensure that staff practice best teaching methods for improving outcomes for students of determination.

Review of Policy

This Policy shall be reviewed and updated annually by the school management and shall include inputs from parents.