Inclusion Policy

This document reflects content that can be found in the Innoventures group Inclusion Policy (09/2022). This version has been created to ensure consistency in formatting at DIA Emirates Hills.				
Approved By:	Hitesh Bhagat (Principal)	**Date:**	August 2024
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Our Mission, Values, and Philosophy

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Core Values

- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

Our Beliefs

- We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- We believe that the IB Learner Profile leads to the holistic development of students.

Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

Our Inclusive Vision, Aims and Values

'Celebrating Differences, Nurturing Abilities and Transforming Communities'

Inclusion Statement

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire" - Learning Diversity and Inclusion in IB Programmes, 2020 (IBO Publications)

Dubai International Academy is an International Baccalaureate (IB) continuum School providing equal opportunities for all students. The school prides itself on its multiculturism and diversity and is dedicated to the inclusivity of all members of the school community. We embrace learner variability and celebrate student differences and abilities. This is evident in our enhanced Mother Tongue program, our scheduled celebrations, the Units of Inquiry and the range of books in the library.

We are an inclusive school and welcome students of all abilities including Students of Determination (SofD), English as an Additional Language learners and Gifted and Talented students.

As an inclusive school, our ethos and provision are in line with the [Dubai Inclusive Education Policy Framework (2017)](.). We have a strong commitment to ensure students with a diverse range of learning needs are able to progress and learn with high-quality teaching and support provision, in a safe environment.

At DIA we strongly believe in providing the highest quality of support required for our students, through appropriate differentiation, modification, scaffolding and adaptations. Our inclusive values resonate with our vision of inclusion: *'celebrating differences, nurturing abilities and transforming communities'.*

This policy was developed through consultation with key stakeholders in collaboration with the Senior Leadership Team and the School Board and Advisory Council. The policy was written by the Leaders of Inclusion in conjunction with the Inclusion Support Team.

Our Inclusion – Students of Determination policy and practice guidelines aims to:

a. Set out the processes and systems in place to support and provision for Students of Determination.

b. Highlight the roles and responsibilities of every member of staff involved in the support provision for Students of Determination.

Inclusive Practices at DIA

Our objectives for provisioning inclusive education and building an inclusive culture are encapsulated within the IB principles of supporting inclusive education. We have identified clear links to the IB standards and practices and combine these to guide our inclusive practice and procedures:

- The school leadership and learning community foster a strong culture of inclusion, celebrating learning differences and nurturing individual abilities which harness a sense of purpose and belonging within the student community. (0101-01)
- The school strives to ensure that all students with Special Education Needs and Disabilities and those being monitored receive the utmost appropriate provision to meet their needs. (0202-02)
- The school has designated Heads of Inclusion and specialist staff to coordinate and enhance the inclusion support provision. (0202-01)
- We provide the required Exam Access Arrangements as required for our students in line with the IB Access and Inclusion Policy. (0301-01) (0404-03)
- We collaborate with teachers, parents, students, senior management and the wider communities to review, modify and further enhance our student provision on an ongoing basis. (0201-03) (0301-02)
- The school provides continuous support, advice and training to teachers and parents on effective implementation of the IB programs and learning strategies to eliminate barriers to learning. (0203-03) (0403-05)

Legislation and Guidance:

This policy is written with reference to the DSIB Inspection framework (2017) and the UAE Schools for All - General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), in accordance with the Federal Law 29/2006 Regarding the Rights of Individuals with Special Needs. This policy and information report are based on the statutory KHDA Inclusive Education Policy Framework and Guidance documents (2019).

The IBO publication on Learning Diversity and Inclusion in IB Programmes (May 2020) is also referred, to incorporate significant correlations with IB.

This policy aims to ensure that Dubai International Academy (DIA) is compliant with the terms of [UAE Federal Law 2 (2015)](#) against Discrimination and Hatred and adheres to **all standards** of the [Dubai Inclusive Education Framework (DIEF) (Published November 2017)](#) including Standard 2.3: which requires schools to ensure that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai. DIA-EH will therefore share student of determination information on the KHDA portal as per the framework protocol. Students of determination may include students on both the diagnosed and undiagnosed need category receiving inclusion provision and support.

The School's admission policy adheres to the stipulations of the [Dubai Law No 2 (2014) concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.](#)

The school's admission policy also adheres to the stipulations of the [UAE Executive Council Resolution No. (2) of 2017](#) Regulating Private Schools in the Emirate of Dubai (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4):

- Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.
- Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.
- Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.
- Article 13 Clause 19: To provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Admissions Procedures:

- DIA welcomes students from a diverse range of abilities and backgrounds, who benefit from the high-quality academic, personal, social and extra-curricular programs on offer. We are proud of our visible commitment to diversity and international-mindedness, and this is best reflected by the multi-cultural nature of our student body.
- The school is inclusive and has adopts an integrated support programme that seeks to address the individual needs of all students including those experiencing Special Educational Needs and Disabilities. Parents or guardians of any applicant having a specific known need must submit complete reports with their application. These might include Individualised Education Plans (IEPs) or other reports from health professionals. In cases where a child's specific need has not been previously identified, the school reserves the right to review the situation to assess the capacity to address his/her needs within their existing level of provision.
- Our school actively seeks to nurture the holistic development of every student. Where the student has a gift or talent, then this should be identified and recorded on the online application form.
- The school provides a rigorous international education. Although fluency in English is not a criterion for admission, assessments are set in the English language with translation support if required.
- The school has an inclusive support programme that seeks to address the individual learning, physical and social and emotional needs of all students.

- The school adheres to the UAE laws and KHDA guidelines governing inclusion. Please refer to the Parent School Contract for further information.

- All new applicants to Year 3 or higher will complete the Cognitive Ability Test (CAT4) as part of the admission process. Applicants to lower grades (KG1 to Year 2) complete assessments and/or in-class observations.

- All students will complete external reading tests at the beginning, middle and end of the school year. The medium for this will be the GL New Group Reading Test. Students identified as having a non-age appropriate reading age, will be supported by the Head of Inclusion, Literacy Coordinator/Head of Faculty and teaching staff through differentiation/intervention.

- Any new applicant with identified or suspected Special Educational Needs and Disabilities (SEND) will be referred to the Head of Inclusion for the respective section. The Head of Inclusion, alongside the Heads of Pastoral, will observe and assess the child and meet with parents to determine the level of support needed on admission to the school.

- This procedure is applicable to any child who may require inclusion support, with admissions personnel liaising with the Head of Inclusion in the respective section on all applicants with identified or suspected SEND.

- The final decision regarding the new applicant will be taken collaboratively between the principal, the respective Head of School, Heads of Inclusion, Heads of Pastoral, and possibly, other members of the school leadership team. This team will evaluate and recommend whether the admission offer should be conditional, full, or partial (in partnership with another specialist school or provider) or if the school is unable to provide a place currently.

- In cases where the school is not able to offer the required provision for the student, KHDA will be notified as part of the non-admissions protocol through official documentation in place. In such cases, the principal will notify the parents.

- Admissions to the grade level depends on the chronological age of the applicant, his/her individual needs and his/her ability level according to the KHDA requirements.

- As per the regulatory requirements, all admissions require to be approved by the KHDA. The school's KHDA co-ordinator seeks the admissions approval for the applicant from the KHDA.

- It may be identified during the admissions process, or at any point during their school life, that a student requires an Individual Learning Support Assistant (ILSA). This process is reviewed through discussions with parents, school staff and external agencies as appropriate. The respective Head of Inclusion will inform the parent and a conditional offer will be made based on this term. This will be reviewed annually.

Roles and Responsibilities:

Heads of Inclusion

- Register students receiving inclusion support on the KHDA portal as Students of Determination. These students will include students with an identified diagnosis or an unidentified learning need.
- Work with the Principal, Inclusion Champion and Inclusion Governor to determine the strategic development of the Students of Determination policy and provision in the school.
- Have day-to-day responsibility for the operation of the Students of Determination policy and the co-ordination of specific provisions made to support individual students.
- Provide professional guidance to colleagues and work with staff, parents, and external agencies to ensure that Students of Determination receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing support to Students of Determination.
- Advise on the deployment of the school's resources to meet student needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential continuum providers of education to ensure students and their parents are informed about options and planning a smooth transition.
- Ensure that the records of all Students of Determination are up to date.
- Work alongside teachers to observe, assess and identify special educational needs as well as working collaboratively with other specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing.
- Provide advice and guidance to both teachers and parents whilst promoting high expectations of student learning and achievement.
- Facilitate collaborative meetings to promote the development of Individual Education Plans.

The Inclusion Governor

- Providing support with raising awareness of Students of Determination concerns at Advisory Council meetings.
- Monitoring the quality and effectiveness of Students of Determination provision within the school and update the Advisory Council on this.
- Working with the Principal, Inclusion Champion and Heads of Inclusion to determine the strategic development of the Students of Determination policy and provision in the school.
- Setting strategic direction through a clearly-stated inclusive vision and ethos.
- Holding the designated school-based inclusion support team accountable for the development and implementation of an appropriate strategic Inclusive Education Improvement Plan.
- Allocating financial investment to ensure that targeted plans are sufficiently resourced.
- Monitoring the overall educational performance of the school through clear inclusive education outcomes and impact measures.

The Principal

- Working with the Heads of Inclusion and Inclusion Governor to determine the strategic development of the Students of Determination policy and provision in the school.
- Having overall responsibility for the provision and progress of Students of Determination.
- Effectively communicating a vision of inclusion, ensuring the engagement of the entire school community.
- Conducting school-wide reviews of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement.
- Developing and implementing a comprehensive and strategic inclusive education improvement plan ensuring that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice.
- Providing an annual program of continued professional development for all staff at all levels across the school.
- Applying a rigorous system of monitoring and review to track progress and inform revisions to strategic plans.
- Ensuring that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

Inclusion Champion

- Promoting ideas and modelling practice that supports the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills.
- Sharing information with senior leaders, including the Heads of Inclusion.
- Providing the motivation and support required for improvement over time.

Learning Support Teacher

- Serve as a role model, coach and professional mentor for classroom teachers as they work to develop their practice to meet the learning needs of diverse student populations.
- Work under the direction of the Head of Inclusion (line manager)
- Observations of teaching and learning
- Collaborative review of student data
- Co-planning
- Modelling
- Co-teaching
- Collaborative reflection
- Class/Subject Teacher support

- Student interventions and reflections

Learning Support Assistant

- Learning Support Assistants are responsible for: working under the direction of the Head of Inclusion (line manager)
- Collaborating with class teachers to for support material required for in class learning support.
- Preparing required resources as per the lesson plan.
- Working closely with the class/subject teacher to ensure lesson material is differentiated/modified as per the learning requirement of the student.
- Reviewing and pre-teaching material as required.
- Supporting students in small groups and 1:1 as per the lesson requirement.

Class/subject teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any Learning Support Assistants (LSA) or Learning Support Teachers (LST) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Heads of Inclusion to review each student's progress and development and implement any changes/additions to current provision.
- Ensuring they adhere to the Students of Determination policy.
- Assessing, evaluating, and reporting on student progress.
- Providing a safe, welcoming, and motivating environment for learning.
- Working closely and in parallel with other professionals.
- Planning and delivery of whole class, group, and individual instructions.
- Incorporating any needed modifications and accommodations to maximize student achievement.
- Taking part in the development of the IEP and its progress review and Implementing goals set in the IEP.
- Supervising and coordinating work with the LSAs.
- Promoting student interactions with their peers.

Well-being and Pastoral

- The Pastoral team including the heads of pastoral, school counsellor, well-being officer and career guidance officers are responsible for the care, support and guidance of all students.
- They devise, oversee and review the school's pastoral program to support the social emotional needs and well-being of all students.
- They are responsible for setting, ensuring and reviewing all aspects of student safeguarding.

- The career guidance counsellors are responsible for supporting students with career pathways and guiding them through the university application process.

Rights of Key Stakeholders

School:

- The school has the right to full disclosure of identified and suspected student needs and disabilities to ensure appropriate and timely provision is in place.
- The school has the right to request additional information if required to support student provision.
- Teachers have the right to relevant and ongoing training and support

Students:

- Students at DIA have the right to high-quality international education.
- Students have the right to access learning through appropriate and individualized provision as required.
- Students have the right to high pastoral, care and guidance support to feel a strong sense of belonging at DIA.
- Students have the right to holistic personal, social and academic education.
- Students have the right to be educated in line with their abilities and skills to reach their full potential.

Parents:

- Parents have the right to complete access to their child's learning and development at school.
- Parents have the right to receive formal reports at the end of each reporting cycle.
- Parents have the right to directly connect with school staff as required including teachers, school principal, heads of school and department heads.
- Parents have the right to full confidentiality of their child's information. Any document to be shared (if required) with any internal or external stakeholder will require prior parental consent.

Policy for Students with Special Educational Needs and Disabilities (SEND)

DIA is an inclusive school and welcomes Students of Determination experiencing Special Educational Needs and Disabilities (SEND) in accordance with the UAE Federal Law no. 29 / 2016, Dubai Law no. 2 / 2014 and the IB philosophy.

The UAE Federal Law on Inclusion states that:

"Disabilities in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".
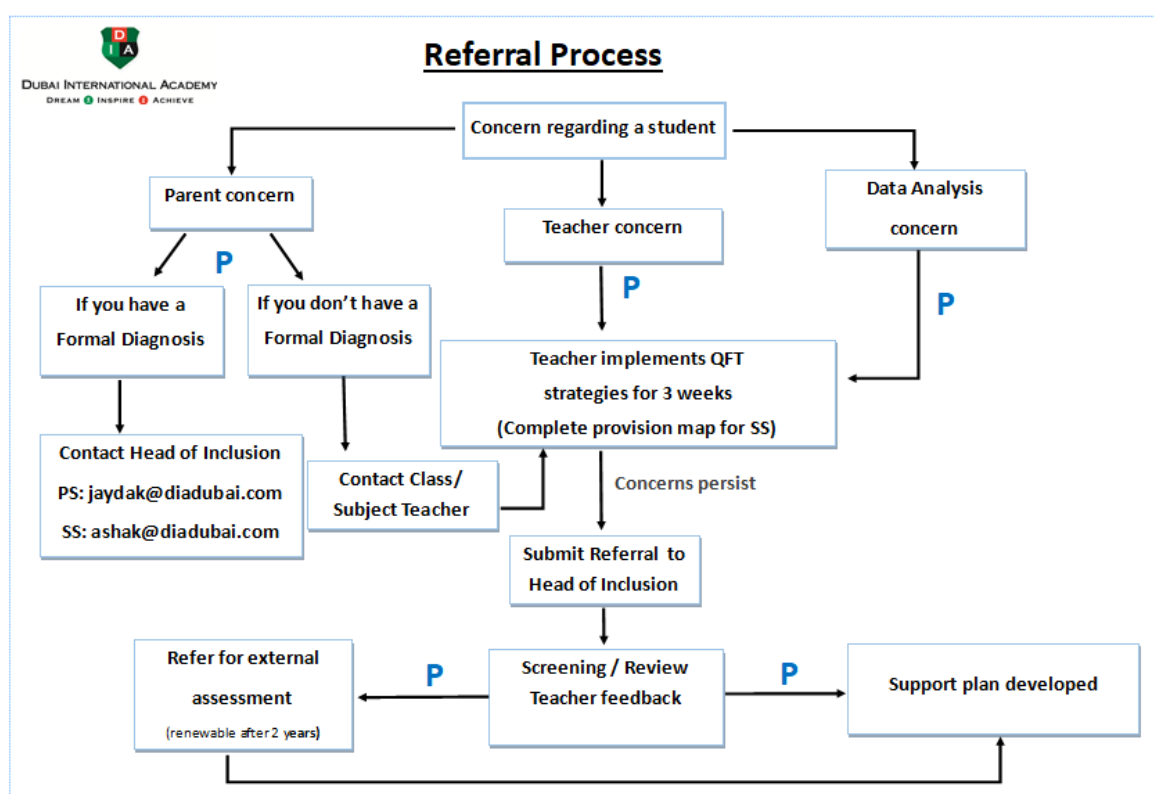
Identification Procedure

All students have their individual profile information with the data from various assessments carried out throughout the year. This includes standardized testing, formative assessments and observations carried through the academic year.

Teachers may refer a student to the Inclusion Support department if they feel that the student is not making appropriate progress and if they have concerns regarding their learning journey.

The Inclusion Support Team screens the student for possible barriers to learning. If these learning barriers are identified, parents are advised of the student's eligibility to Inclusion Support services.

Once the student is registered with Inclusion Support as requiring learning support, an inclusion support teacher is assigned to the student and a Student Profile and/or the Individual Education Plan (IEP) is developed, in collaboration with the homeroom and/or subject teachers, parents, the student and any other adult involved in supporting the student.

A lack of formal diagnosis is not a barrier to receiving SEND provision. If a student does have a formal diagnosis, this assessment report needs to be revalidated every 2 years, as per KHDA requirements. All students identified for inclusion support, either through internal screening or external formal diagnoses, will have their information classified with the KHDA as a Student of Determination (SOfD). This is in accordance with KHDA requirements.
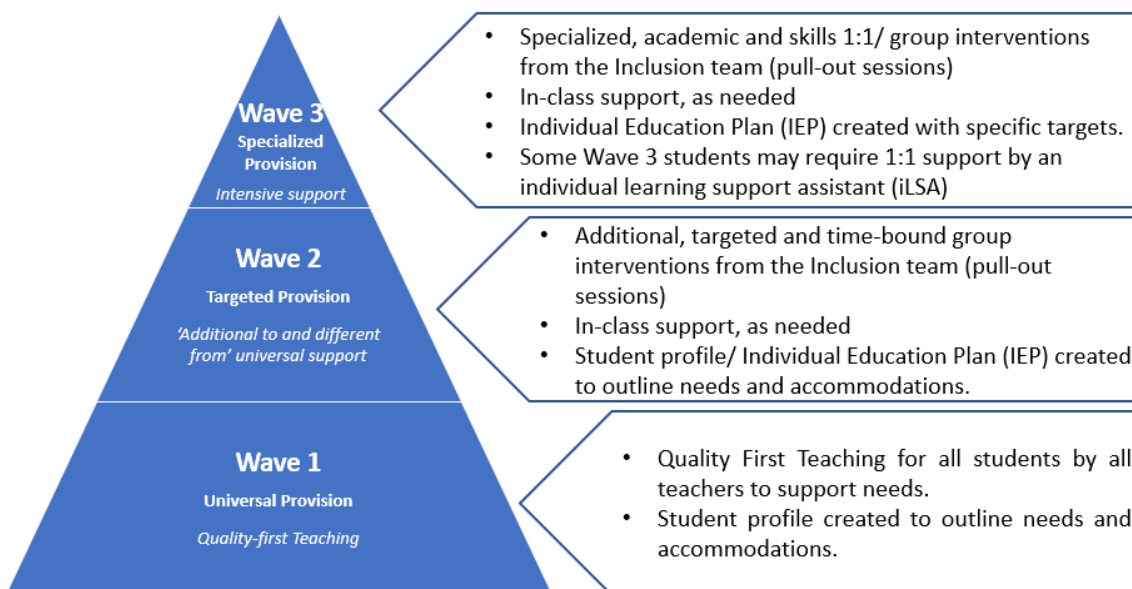
Inclusion Support Services

Students enter the inclusion support program based on the identification procedures described in the section above of this policy. The Inclusion Support Team, along with the homeroom or subject teachers' input, works to cater to the student's needs during the school day through individualised support through in-class support and/or through withdrawal or pull-out sessions, based on the level of the student's needs.

Wave Level Support:

Provision for students identified for SOfD targeted support is classified through the Waves (levels) of intervention model. In this model the support intensifies and become more individualized as the student moves higher up in the model. Based on the student's individual needs, the level of intervention is ascertained with the input of parents, teachers and the student. Wave 3 students with a high-level need may also be eligible for modified assessments, subject exemptions and tailored Language-B pathways. These provisions are, however, assessed on a case by case basis by the head of inclusion, head of school and programme coordinators.

Wave 3
Specialized Provision
Intensive support

- Specialized, academic and skills 1:1/ group interventions from the Inclusion team (pull-out sessions)
- In-class support, as needed
- Individual Education Plan (IEP) created with specific targets.
- Some Wave 3 students may require 1:1 support by an individual learning support assistant (iLSA)

Wave 2
Targeted Provision
'Additional to and different from' universal support

- Additional, targeted and time-bound group interventions from the Inclusion team (pull-out sessions)
- In-class support, as needed
- Student profile/ Individual Education Plan (IEP) created to outline needs and accommodations.

Wave 1
Universal Provision
Quality-first Teaching

- Quality First Teaching for all students by all teachers to support needs.
- Student profile created to outline needs and accommodations.

Individual Learning Support Assistant (ILSA):

It may be determined that a student requires a parent funded Individual ILSA. This decision will be made by the Head of Inclusion in collaboration with other members of the Senior Management, Learning Support Teachers and in some cases, any specialist psychologist or therapists working with the student. The parents will be informed and involved in selecting an ILSA. This practice is based on inclusive practice globally, as well as on UAE Ministry of Education guidelines.

Exam Access Arrangements (EAA):

All students with a diagnosed learning need are eligible for the required EAA. The following documentation is required for the same:

- An external diagnosis of a cognitive, medical, physical or a social emotional condition.
- The diagnosis needs to be provided by a UAE based certified and registered professional Educational Psychologist, Clinical Psychologist or any other Medical Practitioner, provided the report contains all the information required by the school to make the application.
- The diagnosis should be within 3 years of the application date for external IB assessments (30th October for MYP and 15th Nov for DP). The school may request for a more recent report or an updated version, depending on the severity of the condition and recovery period.
- The student requesting EAA should have been under the inclusion support provision for at least one year. This is required to ensure the most appropriate EAA are put in place and this becomes the student's normal way of working.
- Any Year 11 and Year 13 student with a diagnosis of a social emotional condition, requesting for EAA will be reverified through the inclusion and counselling team. This is required to ensure the condition is evident across all situations and all settings, and not arising solely due to exam anxiety.
- All EAA application decisions are at the discretion of the school.

Monitoring Student Progress

The inclusion support teacher monitors and analyses the progress made by every student under her care as per the Individual Education Plan (IEP). This information is communicated to all stakeholders regularly.

Goals for targeted intervention are set for every term, along with recommended support strategies, monitoring and reporting on progress, after which the next set of goals for the next term are put into place. Students may continue working on the same goal with adjustments or they may move on to the next set of goals, depending on progress.

These goals are developed to reduce the attainment gap between the student and peers, to ensure continued progress and to enable the student to perform at his/her optimum potential.

Exiting the Inclusion Support Program

The Inclusion lead in each school, the inclusion support teacher, homeroom and/or subject teachers, parents, student and any other adult involved in the child's educational plan, review the suitability of withdrawing support at the end of an academic year. If there is sufficient evidence present that the student can meet grade-level expectations without additional support, the support may be discontinued or lowered. If support is to be stopped completely, the student then exits the inclusion support program, after all parties have been informed accordingly.

Policy for Students with English as an Additional Language (EAL)

DIA offers extensive English language support to students with English as an Additional Language (EAL) until they become proficient enough to access the curriculum.

Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning.

Research has shown that the mainstream classroom is usually the best place for learners to develop their English, with initial intensive support. Keeping all of this in mind, the aim of this policy is to provide a whole school approach to the identification and provision of language support for EAL students. EAL is a paid provision from PYP until Year 9.

Identification Procedure

A student is identified as EAL either at the time of admissions or through a referral by the homeroom and/or subject teacher, parents or the scores of standardized assessments. Note: For details on provisions for EAL learners in Secondary School, please refer to the EAL Parent Handbook-Secondary School.

Support Services in the PYP

The EAL program is currently a combination of the pull-out and the push-in support models. Alongside the program, all EAL learners will receive exclusive access to our online EAL platform.

All EAL students are assigned a student profile – a document comprehensively listing the student's information, current level, needs and support strategies.

In the pull-out model, the EAL students are withdrawn from the mainstream program according to a schedule agreed upon by the EAL and the homeroom teachers. Depending on the learner's level, the support given to the student may vary.

All EAL learners will be provided with Quality First Teaching strategies and curriculum adaptations by their homeroom and specialist teachers. These strategies may include, but are not limited to; differentiation, scaffolding, vocabulary banks, seating arrangements, access to a digital translator, picture prompts and labels in their native language.

For the push-in model the EAL learner will receive 1:1 or small group support in lessons that require them to use a lot of English language. The timings and logistics will be mutually determined by the class teacher and EAL teacher.

Support Services in the MYP

All EAL students are assigned a student profile – a document comprehensively listing the student's information, current level, needs and support strategies.

Years 7-9: Identified EAL students are provided with English-B as their language-B option and access the English A mainstream small group class. This provides our MYP students within these year groups with the language strands of Reading, Writing, Listening and Speaking as part of the English-B program. The mainstream English-A small group classes further expose them to the mainstream curriculum, creating appropriate pathway options as students move ahead.

Years 10-11: Identified EAL students, pursue English-B as the Language-B assessed component of their MYP years. These sessions run during English-A lessons for the rest of the Years 10-11 cohort. During Language-B lessons for Years 10-11, the EAL students will be assigned specific intervention and self-study times as required.

The personalisation and differentiation should be evident in the tasks and their outcomes in all subjects. The EAL students should be able to comprehend, appreciate, perform, and benefit from the tasks they are allocated.

Monitoring Student Progress

In the Primary School, the EAL/Language B teachers monitor the progress of students in this language acquisition program regularly. The students are assessed within curriculum areas to provide information on next steps in learning and progression.

Exiting the EAL Program

- Achieving competent levels of speaking, reading, listening and writing skills to allow the child to function independently within the classroom have been achieved
- Consistently attaining target grades (or above) in most of their in-class assessments.
- Confidently communicating and collaborating with peers and teachers inside and outside the class
- The child has been part of the EAL program for one year in the PYP and two years in the MYP
- The parents agree and consent to their child exiting the program (based on input from the teachers)
- An agreement between teachers, EAL/English-B teacher and the respective Head of Inclusion (based on assessment and class performance and participation).

Policy for Supporting Students with Social and Emotional Difficulties

There is an increasing focus on student wellbeing across the world. Dr Abdulla Al Karam, director-general of Dubai's Knowledge and Human Development Authority (KHDA), said:

> "…Wellbeing at school, including health and safety, is a key focus area judged in annual KHDA school inspections. The confidential census, now in its third year, also shows how well students are keeping emotionally, psychologically and socially…."

At DIA, we have a trained psychologist to work with emotionally vulnerable young people in the role of wellbeing counsellor. This staff member will oversee the Wellbeing Support Program.

Identification Procedure

At risk students may be identified by a variety of means. The GL Assessment Pupil Attitudes to School and Self (PASS) survey can provide an early warning of potential difficulties affecting a student or group of students. PASS tests will be screened to enable staff to 'interdict' and ensure that a student is properly supported.

Support Services

In the Primary and Secondary School, a student enters the wellbeing support program based on a referral from the relevant Inclusion lead. The Inclusion team along with the homeroom/ subject teachers works to monitor the student's needs and report any progress/concerns to the relevant inclusion lead who will then liaise with the Wellbeing counsellor. Counselling frequency and duration is at the discretion of the wellbeing counsellor based on individual students' evaluation and requirements.

Monitoring Student Progress

In the Primary and Secondary school, the relevant Head of Inclusion will monitor the progress of students in the wellbeing support program regularly. At DIA, the Pastoral Head and relevant Heads of Year also have a role to play in the monitoring of student wellbeing across each academic year. The student is assessed in a variety of settings, including within curriculum areas to provide information on next steps in terms of progress.

Exiting the Wellbeing Support Program

In the Primary and Secondary School, the SENCO and the wellbeing counsellor collectively decide on whether a student is ready to exit the program or not, based on monitoring and an analysis of any observed improvements or feedback from the wellbeing counsellor.

Policy for Supporting Students Enrolled into the Advanced Learning Program for Higher Achievers (ALPHA)

The KHDA identifies that students with special gifts and talents are one of the groups most at risk of educational exclusion, and we strive to prevent this at DIA Emirates Hills.

The KHDA 2019-20 Inspection Framework definitions take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice:

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.

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

Identification Process

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socio-economic circumstance, location and lack of engagement in the curriculum. From an early age, being out of sync socially and emotionally with their same age peers, can lead to gifted learners underachieving academically or disguising their true abilities for peer acceptance. It is important that a variety of identification methods are used to identify gifted and talented students. The identification process needs to be ongoing and will be reviewed at least once a term by the ALPHA Coordinator. A student is considered for the ALPHA program if they have a teacher nomination for a subject alongside one of the following:

- A teacher nomination form sent to Head of Inclusion (mandatory requirement)
- CAT-4 mean results of 130+
- Teacher nomination for giftedness in creative or sporting capacity

- A recommendation from a student's previous school, showing that the student has exceptional abilities in one or more area
- Report or referral form provided by external agencies (e.g. sports organisations, music tutors, Educational Psychologists)

Please note that each nomination for ALPHA is assessed on a case by case basis by the inclusion team and ALPHA coordinator. The decision for acceptance to the program solely resides with the school.

Support Services

If a student is enrolled into the ALPHA program, they will receive the following support:

- Group meetings
- Tailored ALPHA program including opportunities to undertake self-led projects and participate in external events
- ALPHA profile created, depending on student's area of advancements An ALPHA program booklet that tracks the student's progress
- An Advanced Learning Plan (ALP), created by the student that provides all the relevant information for that student and the provisions needed to support the student
- The Head of Inclusion and ALPHA program leader will mark attendance for meetings and monitor engagement of all students. Students are required to regularly attend meetings and complete tasks to maintain their place on the program.
- All homeroom, subject and specialist teachers will have high expectations of their most able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning.

Monitoring Student Progress

The ALPHA coordinator, alongside the Head of Inclusion, homeroom teachers and specialist teachers will oversee the progress of ALPHA students using their updated student profiles.

References

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