



**RAFFLES**  
**INTERNATIONAL**  
**SCHOOL**

**Inclusion Policy**

**School Vision, Mission and Core Values**

**Our Vision**

Providing world-class education

**Our Mission**

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




**Core Values**

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

**Adopted:**  
August  
2018  
**Last**

**Revised/Amended:** August 2022, July 2023, October 2024

**Next review:** September 2025

<b>CEO/Board</b>		 <b>Principal</b>	
 <b>Head of Primary School</b>	 <b>Head of Secondary School</b>	<b>Other relevant staff</b>	

## **RISE (Raffles International School Extends)**

### **Introduction**

Raffles International School (RIS) is a British curriculum school providing equal opportunities for all our students. As an inclusive school, we have a responsibility to ensure students with a range of learning needs are able to progress and learn, when provided with high quality teaching and support, in a safe environment. This policy refers specifically to 'students of determination' – those with long term physical, mental, intellectual, or sensory impairment and the provision for those students.

This policy will be evaluated and further developed, where necessary and at least on an annual basis.

### **Leadership**

This policy was created by the school's Inclusion Team, RISE (Raffles International School Extends), in coordination with the Senior Leadership and Management Team (SLMT), the School Board and the Advisory Council. Representative teachers and parents have been given the opportunity to contribute.

### **Compliance**

This policy is written with reference to the DSIB Inspection framework, Dubai Inclusive Education Policy Framework and the UAE Schools for All - General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), in accordance with Federal Law 29/2006 Regarding the Rights of Individuals with Determination.

'Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment, with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community' **KHDA, 2017 Dubai Inclusive Education Policy Framework.**

### **Communication and Confidentiality**

All student academic and/or social records are confidential and will only be shared with teachers or support staff within the school for the purposes of safeguarding and providing appropriate support for the student. In cases of Social, Emotional and Behaviour concerns, relevant senior leadership and the School Counsellor will also be informed.

### **Admissions**

RIS accepts applications from students of all cultures, nationalities, home language, educational backgrounds and irrespective of the presence of additional learning needs, as per Dubai Law no.2 (2014) pertaining to the protection of the rights of persons with disabilities. During the application process, information provided by parents, previous school or nursery and CAT4 assessment (where applicable) will be collated and reviewed by the admissions team. If necessary, parents may be invited to discuss the

application at interview. The outcome of this interview determines whether RIS is the best place for the student, based on which a place will be offered.

Early identification, beginning at the admissions process, is of the utmost importance at RIS. Once a student of determination is offered admission, the SENDCo meets the parents and reviews any reports/assessments in order to prepare tailored provision promptly. Parents are expected as part of the admissions process to declare any known issues in relation to their child.

Applicants with EAL needs may be invited to join the RIS EAL programme and following further EAL specific assessment after admission, are provided with tailored language support. Students identified as Gifted and Talented are challenged suitably within the classroom environment, are invited to compete in innovations GATE (Gifted and Talented in Education) competitions and may attend specific trips, events, activities and competitions as suitable.

The admissions policy and procedures at RIS adhere to the stipulations of the UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, in particular; Article 4 clause 14; Article 13 clauses 16, 17 and 19; Article 23 clauses 1 and 4.

See Appendices 2 for additional information.

### **Classroom Practices and Support**

All teachers at RIS are trained to support students through inclusive teaching, offering best practice, ensuring all students are adequately challenged. Teachers at RIS value the importance of co-operative learning and inclusive learning environments. Teachers' professional practice is regularly reviewed and developed through feedback and specific training.

Inclusive support, from Learning Support Assistants (LSAs) is provided to support students of determination in accessing the curriculum under the direction of the SENDCos. In addition, the SENDCos coordinate a wide range of age-appropriate interventions for students requiring direct support.

### **Independent Learning Support Assistants (ILSA)**

Where external reports make specific recommendations for 1:1 full-time support, the school helps parents with the recruitment, assessment and induction of suitable professionals known as Independent Learning Support Assistants or ILSAs. The role of the ILSA is reviewed in conjunction with the student's IEP. They are subject to the same professional expectations as RIS staff, as outlined in a Memorandum of Understanding between the parent and the school.

See Appendices 1 for further information.

### **Partnerships**

Students of determination, in Wave 3, have an Individual Education Plan (IEP), incorporating targets based on findings of in-school screening or recommendations specified in external reports. These are reviewed with parents, students and teachers (and external professionals when required) at least every term and more frequently if specified in the IEP. Parents of Wave 2 students are also informed of the level of support their child is receiving and the targets outlined on a student profile called a Passport.

When required, parents are advised to seek support from external professionals, some of which work within the school setting, offering support in the following areas:

- Occupational Therapy
- Speech and Language Therapy
- Play Therapy
- Physiotherapy
- Counselling
- Educational Psychology

### **Resourcing and Facilities**

Staff roles and responsibilities:

- The school's inclusion team, RISE (Raffles International School Extends), is structured according to the expectations outlined in the KHDA's 'Implementing Inclusive Education: A guide for schools' (pp.22-29).
- Reporting to the School Principal, the school's Inclusion Champion is the key advocate for the inclusion of students of determination. The Inclusion Champion is also a member of the SLMT. With the Principal they provide strategic vision to the school's inclusion practices, as well as operational support to the school's Head of Inclusion – Whole School (Leader of Provision).
- The Head of Inclusion plans and oversees SEND provisions throughout the whole school on a day-to-day basis. She is responsible for the daily operations of the Learning Support department and is accountable to the Heads of School
- Learning Support Teachers (LST) deliver targeted interventions to Wave 2 and Wave 3 students as well as supporting teachers and students of determination in class.
- LSAs provide inclusive support in the classroom, to support students of determination in accessing the mainstream curriculum.

Buildings, Classrooms and Accessibility:

- Access to all ground floor areas is provided to all members of the community.
- A lift provides additional access to the first and second floors.
- Classroom orientation is adapted creatively to support all learners across the school.

### **Monitoring, Accountability and Evaluation**

The Professional Development (PD) programme at RIS supports the development of inclusive practice, which is visible throughout the school. SLMT monitors practice through learning walks, class visits and the appraisal process.

The SENDCos evaluate the level of inclusive support and practice through bi-annual SEN audits, the observations of which are fed back to the SLMT with suggested recommendations.

This policy should be read in conjunction with other RIS policies and Government policies including:

- Dubai Inclusion Framework, and Implementing Inclusive Education: A guide for schools
- EAL policy

- G&T policy
- Admissions policy

## Learning Support and SEND

### Standard Operating Procedures – Primary and Secondary

When referring to SEND, we work with the following KHDA categories:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> <li>1. Intellectual disability (<sup>1</sup>including Intellectual disability - unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol>
Communication and interaction	<ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism spectrum disorders</li> </ol>
Social, emotional and mental health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho - emotional disorders.</li> </ol>
Physical, sensory and medical	<ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. <sup>2</sup>Chronic or acute medical conditions</li> </ol>

Internally the school uses the terms SEND and LS (Learning Support) to distinguish between students on its register with and without a formal diagnosis respectively.

For internal use, the school provides a full Standard Operations Procedures document to relevant staff.

### Classification of Inclusive Support

The school categorises SEND and at-risk students under three categories or ‘Waves of intervention’:

Wave 3	Highest level of need/provision	Students may have a formal diagnosis or are internally assessed through screening tools as having a special educational need. Students are provided with an IEP that outlines in detail the needs/provision, which requires parental consent. Internal and external therapies may be required for the student. These students require / receive the greatest level of support in school.
Wave 2	Mid-level of need/provision	Students may have a formal diagnosis or are internally assessed through screening tools as having a special educational need. Students are provided with a Passport, about which parents are informed. Wave 2 students may previously have received a Wave 3 level of support.
Wave 1	Low-level of need/provision	Students may also have a formal diagnosis or have been internally assessed as having a special educational need.

		These students may previously have required a Wave 3 or 2 level of support outlined or an IEP or Passport. They are now progressing well, independently, but require continued monitoring.
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### **Professional Support in School**

In agreement with parents, the school can permit professional support for students including external therapists and ILSAs. The school has established positive working relationships with a number of locally based therapy centres who may be recommended to parents of students in the school. Where the school/parents feel an ILSA would support a student's progress, the school will meet with parents to discuss expectations of such support staff.

### **Parental involvement**

Parents are regarded as key stakeholders in the progress of students of determination. They are involved in the review of their child's IEP targets. At all stages, the school seeks to work in partnership with parents. Whilst parental consent for the use of an IEP must be obtained, the IEP is not considered the only gateway to provision that the school deems necessary in school to support a student.

## **Appendices 2 Special Educational Needs and Disability (SEND) Admissions Policy**

**Raffles International School** welcomes students of determination.

## **Identification of a Special Need Admission Screening Process**

- All students applying for admission to Raffles International School will be assessed to determine current levels of performance in literacy and numeracy.
- The Raffles International School Admissions team will analyse previous school records and information given by the parents to determine the potential need for learning support. The former school of every new student will be asked to forward any details of learning support provided in addition to all appropriate testing results that are available. Raffles International School may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. Admission, however, is not conditional on a medical diagnosis.
- Any student identified as potentially needing Learning Support or those already identified as a student with SEND and with a diagnostic report should be assessed by the Learning Support Coordinator or a Learning Support Specialist and a report will be given to Admissions with details from findings and with recommendations. The school Counsellor may also provide assessment if needed.
- The needs of students with a Special Educational Need and/or Disability (SEND) diagnosis will be discussed with the Learning Support team, school management, and other relevant staff. Parents will then be informed if the school can meet the needs of the student as well as whether an ILSA teacher is needed in addition to what the school can provide.
- The school welcomes and priorities applications for admission from siblings of students of determination.

### **EAL support:**

EAL is provided to students who require English Additional Language support – please refer to EAL policy.

### **Policy Review**

This policy is to be reviewed annually, though any deficiencies or weaknesses in the Special Educational Need and Disability (SEND) Admissions Policy will be remedied without delay. Likewise, any directives from the KHDA will be actioned in the appropriate timeline.

To be read in conjunction with this policy:

- Teaching and learning policy
- Admission policy
- EAL policy
- Wellbeing policy