

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Inclusion Policy 2018-2019

Date:	October 2018
Next Review:	August 2019
Approved by:	Mr S. Duckitt – Principal Miss L. Fridd – Head of Primary Mr. S. Merchant/Mr L. Khatib – Governors

Inclusion Policy
Safa Community School

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Inclusion Policy

The purpose of this policy is to describe inclusive provision for all students at Safa Community School (SCS), in compliance with the Dubai Inclusive Education Policy Framework (2017), which outlines its purpose to:

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

Dubai Inclusive Education Policy Framework 2017

Our belief is that every student has an entitlement to develop their talents, skills and be challenged to reach their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every student to shine.

This policy helps to ensure that this happens for all students in our school regardless of disability, age, gender, ethnicity, attainment or background.

1. Related Policies

This policy provides an overview of inclusion at SCS and should be reviewed alongside the following:

- Admissions Policy
- Curriculum Policy
- Medical Policy
- Assessment Policy
- Behaviour Policy
- Teaching and Learning
- MAGT Policy - Primary
- G&T Policy - Secondary

2. Definitions of Inclusion (see MAGT/G&T policy)

The UAE Inspection Framework (p117) defines a **special educational need**, 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'.

Students with Special Educational Needs also includes those with:

- **Disabled students:** students who have a disability which prevents or hinders them from making use of education facilities or accessing the curriculum
- Students with a **medical** condition
- **Gifted students:** students whose academic potential and/or attainment is extremely high
- **Talented students:** students who are talented in non-academic subjects
- Students that have had a **turbulent** school path – have had several changes or curriculums.

3. Legislation

This policy is fully compliant with the **Dubai Inclusive Education Framework (2017)**, in addition to the following legislation:

Dubai Law 2/2014: Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any students, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers. Dubai aims, "To protect the rights of people with disabilities in the emirate of Dubai".

Federal Law 29/2006: Regarding the rights of Individuals with Special Needs, the law stipulates that "Special needs 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". This law shows the great compassion and concern that our leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

Inclusion is at the heart of the school and, as such, the school complies with the following articles from **Executive Council Resolution No.(2) of 2017 – Regulating Private Schools in the Emirate of Dubai**, to:

Article 4 (14): Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16): 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 (17): 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 (19): 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.

Article 23 (4): Provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

4. Inclusion Responsibilities

The school has a commitment to its students and staff to provide an enabling environment and inclusive culture, which celebrates diversity. This means the equality of opportunity must be a reality for all. We make this a reality through the attention we make to the different groups of children throughout our school. The school promotes:

- For all children to have access to a broad, balanced curriculum and to all experiences and activities provided by the school.
- To identify and celebrate the strengths of all children and with sensitive support to address their weaknesses.
- To raise the self-esteem of all children, especially those who come to us with negative feelings about themselves and their abilities.
- To identify students with Special Educational Needs (Students of Determination) as early as possible on entry to our school.
- To keep parents fully informed of their child's progress and attainment.
- To involve children as much as possible in evaluating their progress, setting targets, and making decisions about their future provision and support.

5. Admissions (see Admissions Policy)

SCS treats all applications equally and admits students with a range of Special Educational Needs, as evidenced by the SEND register, which is monitored regularly.

Applicants will undergo our standard assessment process (if appropriate) and depending on their needs we may request some additional assessments or invite the student to spend some time in the classroom. Access is also considered in the admission of a student.

6. The Identification and Assessment of Students (see Assessment, Recording and Reporting Policy)

At SCS all students are baselined on arrival in each year group and then assessed every 6 weeks to establish progress. This is used to identify students who may be at risk and if the students fall into one of the following categories additional provision will be put into place.

1. Students of determination (those with special educational needs and/or disabilities)
2. Gifted students and talented students
3. Students with a level of English language that prevents them fully accessing the National Curriculum

7. Inclusion and the Curriculum (see MAGT/G&T Policy)

All children deserve to have their achievements recognised and the school's Inclusive ethos celebrates this. Underachieving students are identified as early as possible through admissions, teacher or parent's referral and the use of assessment data.

8. Teaching and Learning for Inclusion (see Teaching and Learning Policy)

The school offers a continuum of provision to meet the diversity of students' needs. Teachers are supported to continuously develop an inclusive environment. This is facilitated in many ways, for example, Inclusion walks, classroom observations, mentoring and CPD.

9. Modifications

The class teacher is the lead professional and holds accountability of all children in their classroom. Additional support to ensure that the child meets their true potential could look like the following:

1. Modification of the curriculum
2. Modification of the environment
3. Personalised provision
4. Booster Groups
5. Extension Groups

10. Inclusion in Public Examinations

The school is a recognised Examination Board for UK Examination Boards, and thus complies with UK Equality Legislation. The school ensures that:

- A qualified specialist assessor is available on site
- Access Arrangements are available for students with special needs, disabilities or temporary injuries to access the examination, meeting the needs of the student without affecting the integrity of the assessment.
- Where appropriate, the curriculum will be modified to enable the student to access the examination.
- Additional support provided during examinations can take the form of: additional time, reader, scribe and assistive technology. Evidence of the students 'usual way of working' is held on file.

11. Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Assistant Principal: Inclusion if they have any concerns with their child's inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. Coffee mornings and parent information sessions are held regularly throughout the year.

12. Medical Records (see Medical Policy)

Some students have reports/records from medical/health professionals. These are held by the School Nurse who passes on any relevant information to teachers. We recognise that some children's needs are medical and/or social and may link to SEND.

13. Inclusion Support Team (See Appendix 6)

The school has an Inclusion Support Team consisting of representatives from:

- School Principal
- Inclusion Champion
- Heads of Department
- SEND Teacher
- Learning Support Assistant
- Parent Representative

14. Raising Awareness of this Policy

We will raise awareness of this policy via:

- The Class teacher's blue folder
- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Staff CPD

Special Educational Needs

15. Roles and Responsibilities

15.1 Role of the School Board

The School Board has:

- Delegated powers and responsibilities to the Principal to ensure all school personnel and visitors to the school are aware of and comply with this policy
- To ensure that provision for students of determination is of a high standard
- Responsibility for ensuring this policy and all policies are maintained and updated regularly

15.2 Role of the Principal

The Principal will:

- Have overall responsibility for Inclusion in the school
- Ensure all school personnel, students and parents/carers are aware of and comply with this policy
- Ensure that the daily management of special educational needs provision is effective
- Monitor the effectiveness of this policy
- Responsibility for ensuring all policies are made available to parents
- Delegate management of the Learning Support department to the Assistant Principal: Inclusion (SENDCo.)

15.3 Role of the Assistant Principal: Inclusion/SENDCo.

The Assistant Principal: Inclusion (SENDCo.) has responsibility for:

- Co-coordinating the provision for students with SEND
- Managing the team of Learning Support staff
- Liaising with and giving advice to class teachers and support staff
- Overseeing students' records
- Liaising with parents and carers
- Liaising with outside agencies
- Conducting specialised assessments to establish barriers to learning and suitable Exam Access Arrangements
- To develop and nurture the ethos of the Learning Support department within the school: Seamless Inclusion
- To ensure that all teaching staff are aware of the SEND policy, where to find information and how to implement strategies
- To develop a SEND CPD programme
- To work with the school Registrar in the admission of new students

15.4 Role of the Inclusion Team

- To support the teachers and specialists in their milestone, to differentiate teaching and learning appropriately
- To assist with the development and implementation of IEPs
- To provide additional intervention for Wave 2 and 3 SEND students to help them achieve their targets
- Be aware of and up to date on current students of determination and their requirements
- Follow through in the implementation of strategies recommended by therapists
- To develop a working relationship with students of determination to raise self-esteem and promote metacognition

15.5 Role of Class Teachers/Form Tutors/Specialists

These to include:

- Teachers are held to account for the progress and attainment for all the children in their care. This is monitored and evaluated through the performance management cycle.
- Planning to meet the student's needs within the context of their normal class planning/differentiation including the use of Teaching Assistants
- Providing a learning environment that meets the differing needs of their class
- Working with the student, within the class context, to help them achieve their targets
- Developing and Implementing IEPs with the support of Learning Support staff where appropriate
- Keeping parents/carers informed of student progress and keeping a record of this
- Involving the student in setting targets and reviewing progress
- Be aware of and up to date on current students of determination and their requirements
- Follow through in the implementation of strategies recommended by therapists or Learning Support staff
- To follow SEND procedure and raise concerns where necessary

15.6 Role of Teaching Assistants

These to include:

- Deliver learning activities under the guidance of the class teacher
- Observe and report on student performance
- Promote social, emotional and behavioural development of students
- Promote the independence of students
- Provide sufficient structure to students to enhance classroom participation and foster independence
- Assist with the development and implementation of IEPs
- Be aware of and up to date on current students of determination and their requirements
- Follow through in the implementation of strategies recommended by therapists or Learning Support staff
- To follow SEND procedure and raise concerns where necessary

15.7 Role and Rights of Parents

A partnership with the parents of SEND students is vital, so that we can fully support each student.

Parents and carers are given the opportunity to be involved in many aspects of their child's education. Class teachers, alongside Learning Support staff, have the responsibility to invite parents/carers to discuss their child's progress, the targets the student is working towards, and the support the student is receiving.

15.8 Role of Students

Teachers set targets for all students and take measures to ensure students are involved in understanding their targets and how they can achieve them. Students of determination are no different: they may be in a group with a common target, or they may have individual targets. Learning Support teachers work closely with class teachers in their year group or phase to ensure IEP targets link to, and support, class based targets, where possible. Learning Support teachers work on meta cognition with students to ensure the student understands the next steps in their learning and how they can achieve their targets.

15.9 Role of the Achievement Centre

The Achievement Centre (launched September 2017) is a partnership between Safa Community School and Kidsfirst Medical Centre. The partnership provides additional complimentary support, in the form of occupational therapy, speech therapy and counselling, for SCS students. Students are offered group sessions in blocks of six or ten weeks. This is in addition to standard, paid for 1:1 sessions that parents arrange directly with Kidsfirst.

16.Special Educational Needs & Disabilities (SEND) Overview

SCS has an ethos which promotes the inclusion of students and establishes the long term direction for Special Educational Needs and Disability (SEND). It is a whole-school approach with a focus on inclusive practice and removing barriers to learning, meeting each student's individual needs following the guidelines of the School Inspection Framework 2016 -2017.

Schools must develop their internal capacities to identify and remove barriers that restrict the achievements and educational experience of students with SEND.

UAE School Inspection Framework 2016 – 2017.

The Assistant Principal: Inclusion (SENDCo.) is Nadine Hutchinson.

16.1 How we Identify our SEND students

The appropriate identification of the needs of students with special educational needs and disabilities is the first step in developing quality provision and support. Careful consideration is given to which procedures are used and why.

The flowchart in appendix 1 provides a framework for the SEND procedure. Once identified, students are observed by an Inclusion Support Teacher. Additional assessments are then used to help provide as much information as possible so that interventions can be 'well matched'.

Although the school follow the 'social' model of identification and intervention, in some cases it is necessary to involve external specialists so that children can be supported to learn strategies that can enable them to compensate for areas that they find difficult; barriers to learning that prevent them from achieving their full potential. When external specialists become involved, they are invited into school and take part in the IEP process, so that everyone involved in the child's welfare becomes part of an effective, collaborative Inclusion Support Team.

The KHDA identify four broad areas of need are defined as

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

At SCS we adopt the wellbeing model in our approach to SEND. We recognise the nature and impact of the difficulties that students experience and are proactive in identifying and minimising the physical, attitudinal, communication and social barriers that restrict student achievements. We recognise that when children have a strong school identity and emotional resilience, they are better prepared for future education and life.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

16.2 Waves

Wave 1 'Concern' Students will be identified and assessed as to their Special Educational Needs by means of informal teacher observation and assessment, analysis of relevant tracker, GL/CAT4 data, information from parents/carers and individual diagnostic assessments. Data from all assessments can be found in the individual student's electronic files.

When a class teacher or the SENDCo identifies a child with SEND the class teacher is expected to provide well matched interventions that are additional to those provided as part of the school's usual differentiated curriculum offer and strategies (Wave 1). Students receiving additional classroom support will be flagged as a 'Concern'.

Wave 2

The triggers for Wave 2 could be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a timed period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The class teacher will:

- Provide the SENDCo with evidence
- Discuss with the student's parents/carers the SENDCo's involvement
- Liaise with the SENDCo, parents/carers and students to plan and implement an IEP
- Make sure that the IEP records only strategies additional to or different from the normally differentiated curriculum
- Review the student's progress termly with the SENDCo/parents/student.

The SENDCo will:

- Collate all the relevant records and any information from parents, and conduct further assessments to highlight strengths and difficulties
- Decide with class teacher and parents/carers an IEP with targets and strategies
- Support the class teacher with suitable interventions to use within the classroom setting
- Support the student either within the classroom or through an intervention programme
- Arrange review meetings termly, with all involved with the student

Wave 3

Wave 3 will be initiated when the student requires specific 1:1 intervention, in order to make progress.

The class teacher will:

- Discuss situation with parents/carers, student and SENDCo. at review meeting
- Collect any relevant information such as IEPs, assessment results, observation feedback, specialist assessments and reports
- Plan a new IEP with the SEN SENDCo./SEN specialist, parents/carers and student, agreeing targets and strategies
- Monitor and support the student's LSA

The SENDCo will:

- Liaise with class teacher and LSA and make sure advice and support are available
- Work with specialists, core subject teacher(s), parents and students to decide on new IEP targets and strategies
- Arrange review of the IEP with all involved with the student
- Monitor and evaluate the effectiveness of the LSA and provide direction and support where necessary

16.3 Special Educational Needs Register

A register of all Students of Determination will be kept. The purpose of the register is to ensure that all staff working with students have access to up to date information about students so they can take steps to meet each student's needs effectively.

16.4 SEND Procedure

The following SEND procedure will be adhered to: See Appendix 3.

16.5 KHDA Categories

Students on wave 2 and 3 are placed in a category of SEND as specified by the KHDA: this is indicated on the SEND register. See Appendix 4.

16.6 Record Keeping

Students on wave 2 and 3 receiving support from the Inclusion team will have an Individual Education Plan. The IEP is planned with the class teacher and shared with parents and the student. The IEP will link to the student's class based individual targets where possible. Progress towards the IEP targets will be monitored regularly by the Learning Support teacher, the student and class teacher. Formal meetings with the parent/carer to review the IEP will take place termly.

Outside Agency reports e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist are kept on record.

Personal Profiles for students at Wave 2 and 3 summarise the student's needs and gives brief guidance on how to meet the needs including any advice given by Outside Agencies.

Teachers have access to the student records for the students they teach and should not copy, print or share these records as they are confidential.

Provision Mapping identifies all children with additional needs and the provision which is in place. Intervention for all students is on an assessment, plan, review, do termly cycle.

16.7 Meeting Student Needs

Wave 1: Teachers will meet a whole variety of needs in their class. They will plan and teach work appropriate to move students on to the next step in their learning. This will also be the case for students on the SEND register. Every child is entitled to good quality inclusive First Wave teaching.

Wave 2: students who have been identified through assessment data, whose progress and attainment is below expected, which have not made the expected progress despite previous targeted intervention. Targeted intervention is delivered by the Inclusion team.

Wave 3: students who are progressing at a much slower rate than expected and who are attaining at a much lower level are likely to need Wave 3 support: this is often (although not always) individual teaching sessions delivered by a member of the Inclusion Team. All students with a personal LSA will be included as wave 3. With Wave 3 support the student should be able to make good individual progress although they may not close the attainment gap with their peers.

17.External Agencies

The school has close links with several external support specialists such as Kidsfirst, which offer Speech and Language, Occupational Therapy and other health services.

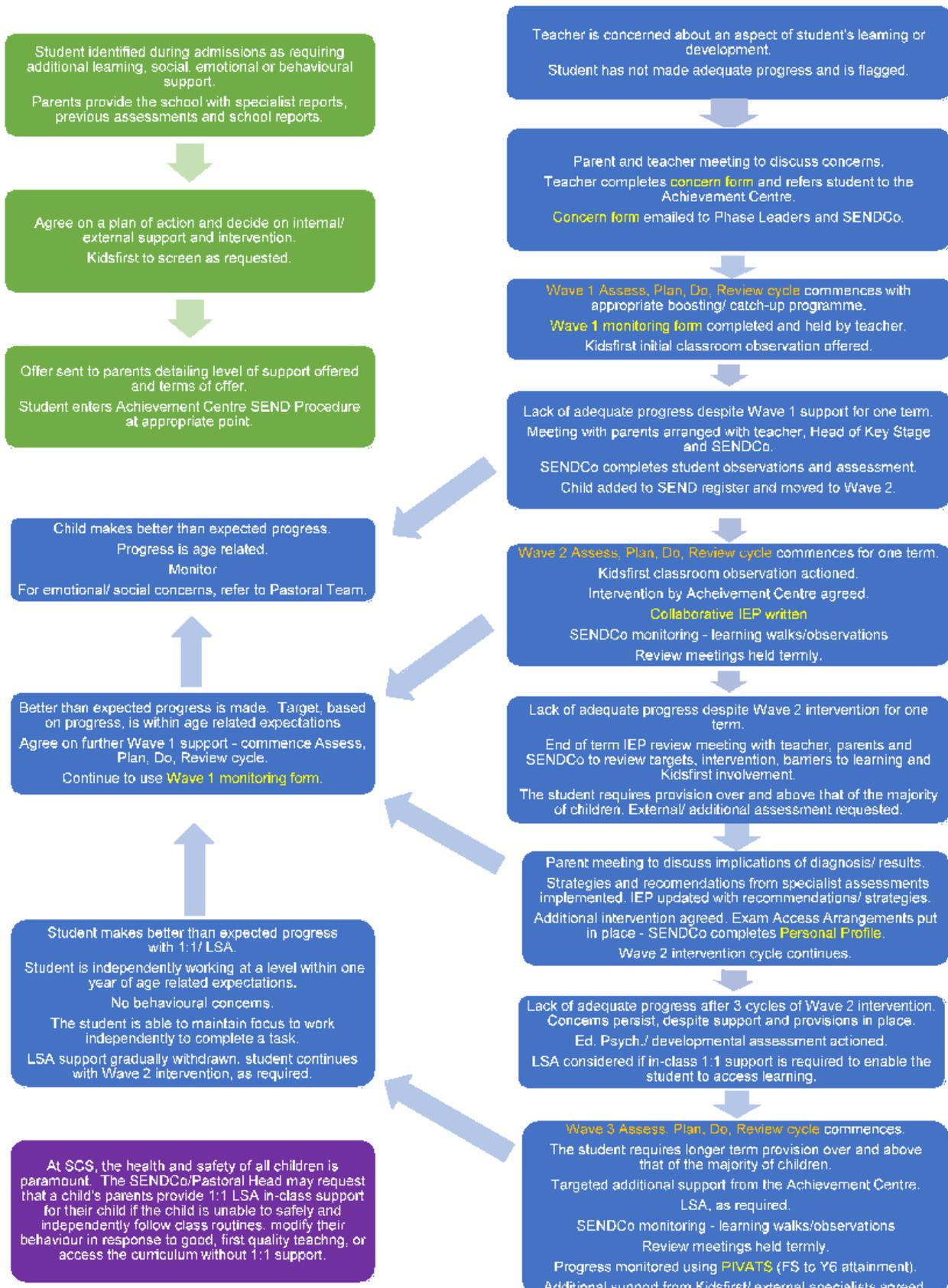
When a child is identified as possibly needing additional specialist support, Kidsfirst offer parents a 15 minute free observation of their child during school hours. The results of the informal observation are shared with the parents, the class/form teacher and the Inclusion team. The parents then decide if they want to enter into a contract with Kidsfirst.

The school has a new partnership with BeMe, a BCBA (behavior specialist) is in school one day each week to support students with behavioral needs. This school funded support is available to all students experiencing behavioural difficulties that impact learning. The BCBA is also available for home visits.

When a child needs input from a variety of specialists it is in the children's best interest to have a collaborative approach. Meetings that include external specialists will be called if necessary. All IEPs are shared via Google Drive with the student's parents, teachers, Inclusion team and external specialists. All parties are able to comment on the student's targets.

Appendix 1

Achievement Centre SEND Procedure



DSIB Definition of Special Educational Needs (SEN)

Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

Special education needs could mean a child has difficulties with:

- all of the work in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving properly in school;
- organising themselves, completing tasks or focusing on activities.

OR

- some kind of sensory or mobility needs that may affect them in some or all school activities

Type of Need	Description <i>Compiled from a range of international best practice and using the DSIB definition and UAE School for All guidance.</i>
Behavioural, Social, Emotional	<p>Students whose behaviour presents a barrier to learning.</p> <p>Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.</p>
Sensory and Physical	<p>Blind students or those with partial sight</p> <p>Deaf students or those with partial hearing</p> <p>Students who are deaf and blind</p>
Medical Conditions or Health Related Disability	<p>Medical conditions may lead to an associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.</p>
Communication and Interaction <i>This does not include students with additional language needs.</i>	<p>Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp.</p> <p>Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood.</p> <p>Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to:</p> <ul style="list-style-type: none"> • communicate with others; • understand social behaviour ; • think and behave flexibly.
Learning	<p>Specific Learning Difficulty (SpLD) - students who have specific difficulties with any of the following:</p> <ul style="list-style-type: none"> • reading, writing, spelling • using numbers <p>General Learning Difficulty 1 - students' whose attainment is well below expected levels in all or most areas of the curriculum.</p> <p>General Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.</p> <p>Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.</p>
Gifted and Talented	<p>Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sport or drama etc.</p>
Disabled	<p>Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student's ability to carry out every-day tasks such as speaking, hearing or moving like other individuals.</p>

Learning Enhancement Specialists

Name	Qualification	Skills	Experience	Area of School
Nadine Hutchinson	BSc(Hons) PGCE Primary CCET Member of the British Psychological Society.	Challenging Children Assessment Access Arrangements	3 Years Primary Class Teacher 2 Years SEND teacher 5 Years SENDCo	Whole School
Samantha Gill	NASENCo (National Award for SEN Coordination), PGCE Primary (Specialising in The Early Years and Languages), BSc Social Sciences, Level 2 Understanding Autism, Level 2 Attachment in the Early Years.	Special Educational Needs Coordinator (SENDCo)	6 years as a Class Teacher, 8 years working with children (TA and SEND 1:1 support), 2 years SENDCo in London, 2 years SEND TA line manager.	Foundation Stage and Year 1
Ellese Phipps	MA(Hons) PGCE Primary PGCE Dyslexia	Numicon Dyslexia ASD G&T EAL	5 years Primary Class Teacher 5 years SEND teacher	Year 3 to 6
Nicola Anderson	BSocSci PG Dip Marketing Management PGCE Primary	ELL	8 Years Primary Class Teacher 3 years Learning Support	Year 5 and 6
Bianca de Graaff	Tourism & Hospitality management RBT Credential ABA therapist license by USA Behaviour Analyst Board. Doing online UK SEND diploma course.	ABA Discrete trial training Natural environment teaching ASD	3 years LSA 2 years ABA Therapist 1 year RBT 1 year Head LSA	Primary

Rupali Garg	MA (hons) PGCE Primary	ABA ELL Numicon RWI Phonics	14 years Primary Class Teacher 2 Years SEN teacher	Year 1
Katherine Atsma	Social care in the community Currently Studying online SEND Diploma Course	Numicon RWI Phonics	11 Years SEND TA	Year 2
Kerry Thompson	Foundation degree for teaching assistants. BA in Educational Studies.	Reading interventions Probe assessment	8 years Teaching Assistant	Reading difficulties
Julie Adriaensen	Bachelor of orthopedagogy Social agogic work Life coaching	AD(H)D	2 years nursery teacher 1 year SEN support 1 year LSA	Year 3
Ona Adegabi	BSc Chemistry Msc Environmental Engineering PGCE Primary	Maths G&T	2 years learning Support. 1 Year Teacher. 1 year SEN Support.	Year 4
Rhonwen Scott	BSc (Hons) Chemical Engineering Post Graduate Diploma (Computing for Commerce and Industry)	Maths Science	1st Year SEN support	KS3 Maths
Vichalya (Vicky) Wisidagama	BA Psychology & Sociology Credentialed RBT - ABA Therapist Board Certified Assistant Behavioral Analyst (BCaBA) certification - Ongoing online studies in US	English Maths ABA	1 year TA in SEN school 1.5 years LSA 1 year RBT 1 year SEN TA	KS3 English

Saira Tannir	TESOL	Teaching English as an additional language	23 years	KS4 ELL and English
Neveen Kabbary	Bachelor degree of Accounting. Positive parenting and teaching courses.	Maths	2nd year Learning support. 3 year Arabic teacher.	KS4 Maths

Appendix 4

Inclusion Support Team

Nadine Hutchinson	Assistant Principal: Inclusion (Inclusion Champion)
Sameer Merchant	Inclusion Governor
Samantha Gill	Primary SENDCo
Ellese Phipps	Dyslexia Teacher/ SENDCo Year 3
Joanna Bowcott	Assistant Head Foundation Stage
Jemma Hudson	Assistant Head Year 1- 3
Justin Lewis	Assistant Head Year 4 - 6
Lindsey Stones	Head of Secondary Lower School
Carmen Benton	Secondary Pastoral Support
Rehab Khaliffa	Head of Arabic and Islamic
Tracey Gallon	Head Teaching Assistant
Kranti Rebello	School Nurse
Natalye Burns	Parent

Inclusion Glossary

IEP - Individual Education Plan. All students on wave 2/3 will have an IEP. The IEP is saved in Google Drive and shared directly with teachers, TAs, specialists, external specialists and parents.

Wave 1 – All students receiving quality first teaching.

Wave 1 Concern - Students that have been flagged as not making the required progress/attainment. These students all have a **Personal Profile**.

Wave 2 - Students are on the SEND Register. These students have an **IEP** and receive a combination of in class and small group intervention.

Wave 3 – Students are on the SEND Register. These students either have a full time or part time LSA (Learning Support Assistant/Shadow) or receive 1:1 from Learning Enhancement.

SEND Register - Available to view on isams or Google docs. Shows students wave and nature of difficulty.

EAL – English as and Additional Language – these students are proficient in English and their access to learning is not compromised by their language.

ELL – English Language Learners – these students require intervention to support their learning of English.

MAGT/G&T – a student with the potential for exceptional performance.

Higher Achievers – a students with the capacity for high levels of performance in an academic area.