

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 2019-2020

| | |
|---------------------|--|
| Date: | August 2019 |
| Next Review: | August 2020 |
| Approved by: | Mr S. Duckitt – Principal Miss L. Fridd - Vice Principal Mr. S. Merchant/Mr L. Khatib – Governors |

Inclusion Policy

Tel: 04 3851810

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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

2. Definitions of Inclusion (see MAGT 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:

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- **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.

2. 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

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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.

3. 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. More Able, Gifted and Talented students (MAGT)
3. English Language Learners: Students with a level of English language that prevents them fully accessing the National Curriculum (ELL)

7. Inclusion and the Curriculum (see MAGT policy)

All children deserve to have their achievements recognised and the school's

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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, inclusion support team 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: extra 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 Champion 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 Governor
- 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. Systems of support

15.1 Role of the Principal

The Principal will:

- Have overall responsibility for Inclusion in the school
- Provide accredited curriculum pathway options for students who are identified as experiencing SEND
- Establish an Inclusion Support Team and ensure that its members provide: coaching and support to teachers; have regular minuted meetings; appropriately assign the learning support assistants; and develop partnerships with external providers
- Monitor the effectiveness of this policy

15.2 Role of the Assistant Principal: Inclusion Champion

The Assistant Principal: Inclusion Champion will:

- Establish learning environments that encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally
- Develop and implement an inclusive education improvement plan
- Ensure each teachers/educational staff are trained in inclusive education techniques
- Ensure that collaboration and team-work are consistently practiced and that staff meet regularly to discuss the progress of individual students as well as to discuss teaching methods, instructional procedures and innovative teaching strategies
- Make inclusion support teachers (IST) and learning support assistants (LSA) available to the school team to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEND
- Establish and operate collaborative problem solving processes and approaches with teachers to identify and deal with problems and challenges that emerge for students
- Encourage and support parent/family participation in the education process and ensure that they have every opportunity to contribute to student success
- Conducting specialised assessments to establish barriers to learning and suitable Exam Access Arrangements
- To develop and nurture the ethos of Inclusion within the school
- 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

15.3 Role of the Inclusion Support Teachers

- To support and work alongside teachers and specialists in their inclusive practice
- To observe, assess and identify special educational needs
- To assist with the development and implementation of IEPs

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- To facilitate collaborative meetings to promote the development of IEPs
- To provide additional intervention for Level 2 and 3 students of determination to support them to close the gap
- Be aware of and up to date on current students of determination and their requirements
- To work collaboratively with in-school specialists to promote student learning, development and wellbeing
- 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

15.4 Role of Year Group Inclusion Champions

These to include:

- To serve as a role model, coach and professional mentor
- Class visits and review of student profiles to inform teachers goal setting
- Identify key strategies that address student needs and barriers to learning
- To support student engagement and participation by targeting key: teaching strategies, interventions, learning objectives, curriculum adaptations and modifications, differentiated questioning and tasks
- Modelling best practice
- Collaborative reflection

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.
- Working with a collaborative team: parents, inclusion team, LSAs and specialists
- 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 Learning Support Assistants

These to include:

- To work in collaboration with the classroom teacher so that students of determination are successfully included along with their peers
- To provide individual support to a specific student
- Work on differentiated activities with groups of students

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- liaising with the leader of provision for students of determination
- developing students social/ emotional skills
- working with teachers to monitor the progress of students
- Supporting intervention or therapy sessions
- Supporting independence via prompt fade

15.7 Role and Rights of Parents

A partnership with the parents of students of determination is vital, so that we can fully support each student and their family.

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 Students of Determination

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.

KHDA identify four main areas of need:

| Common barriers to learning | Categories of disability (aligned with the UAE unified categorisation of disability) |
|-------------------------------------|---|
| Cognition and learning | 1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age) |
| Communication and interaction | 5. Communication disorders 6. Autism spectrum disorders |
| Social, emotional and mental health | 7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders. |
| Physical, sensory and medical | 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions |

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

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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 Graduated Response

Level 1 'Concern' Students will be identified and assessed as to their barrier to learning 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 barriers to learning the class teacher is expected to provide, along with high quality first teaching, well matched interventions that are additional to those provided as part of the school's usual differentiated curriculum offer and strategies (Level 1). Students receiving additional classroom support will be flagged as a 'Concern'.

Level 2

The triggers for Level 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:

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- 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

Level 3

Level 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 Inclusion 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 level 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 level 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

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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.

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.

Edukey Provision Mapping is an online storage of all student plans: IEP, MAGT, Emirati and pastoral, and interventions running across the school. All teachers have access to student plans and provisions. IEPs and provisions are reviewed at the end of each term to identify impact and inform next steps.

16.7 Meeting Student Needs

Level 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 Inclusion register. Every child is entitled to good inclusive quality first teaching.

Level 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.

Level 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 level 3. With level 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:

Kidsfirst - 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 and school team. It is the parents choice to enter into a contract with Kidsfirst.

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.

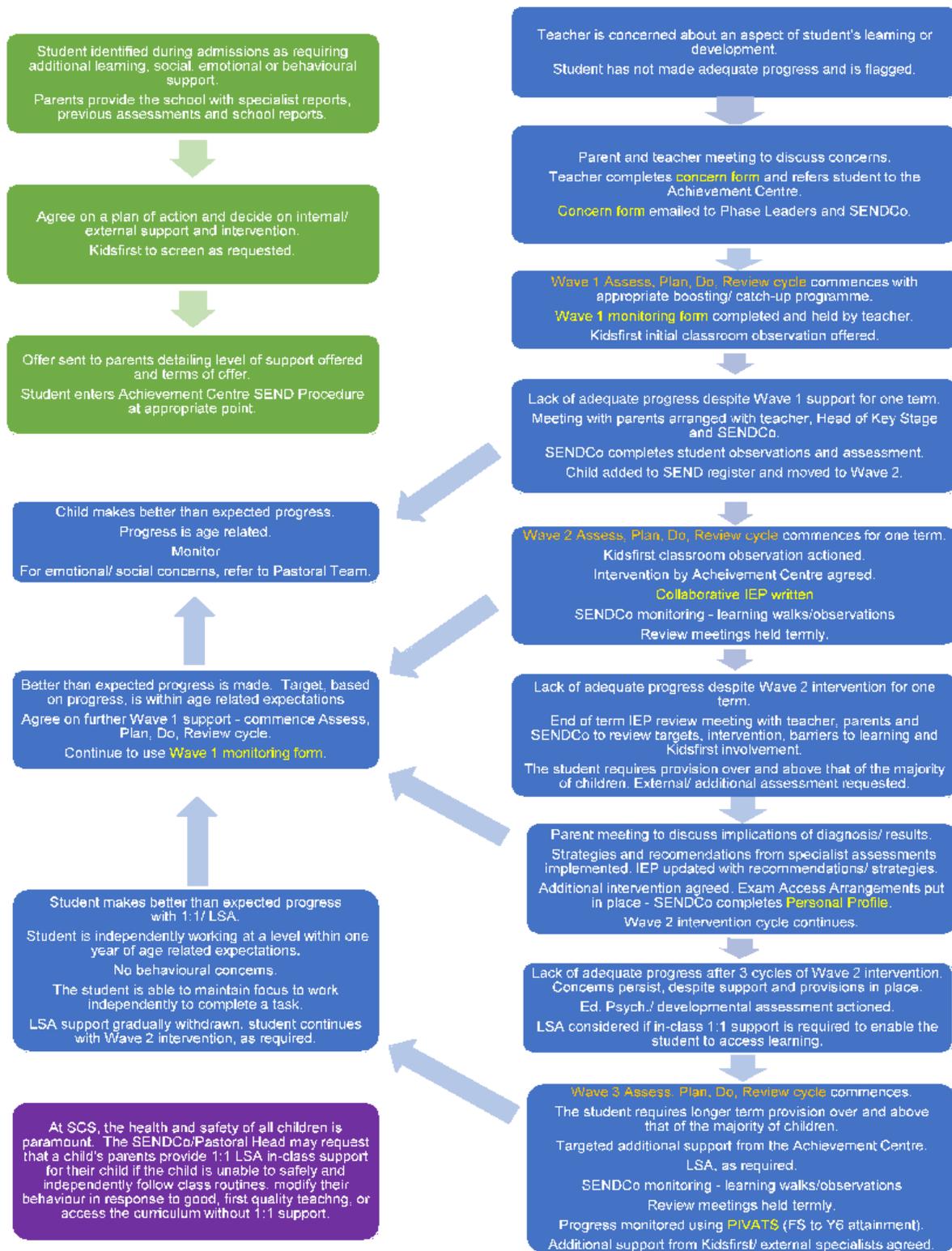
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When a child needs input from a variety of specialists it is in the children's best interest to have a collaborative approach. Meetings that include external specialists will be called if necessary. All IEPs are shared via Edukey with the student's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

Appendix 1: Inclusion Procedure



Appendix 2: Learning Support Specialists

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| Name | Qualification | Experience |
|-------------------|--|---|
| Nadine Hutchinson | BSc Science (Hons), PGCE Primary Education, CPT3 - CCET & Exam Access, Certificate in Dyslexia. | 3 years UK 1 year supply UAE 7 Years SENDCO |
| Primary | | |
| Bethan Williams | BSc Psychology (Hons) PGCE Primary Diploma in SEN | 13 years teaching experience in Primary and Secondary Head of Psychology, PHSE, Teacher of English, Head of Assessment and Monitoring Data, SEND, Catch Up Literacy Level two Trainer NSPCC Child Protection, OLEVI Outstanding Teacher, Mindfulness Coach, Middle Leadership course |
| Samantha Drewett | NASENCo (National Award for SEN Coordination), PGCE Primary , BSc Social Sciences, Level 2 Understanding Autism, Level 2 Attachment in the Early Years. | 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. |
| Nicola Anderson | BSocSci, PG Dip Marketing Management, PGCE Primary | 8 Years Primary Class Teacher 4 years Learning Support |
| Bianca de Graaff | Tourism & Hospitality, RBT Credential, ABA therapist, Level 3 SEND diploma Level 3 Child psychology diploma ongoing | 3 years LSA, 3 years ABA, Therapist, 2 year RBT, 2 year Head LSA |
| Mary Horn | Diploma of Primary Education. Further Diploma in Education: Special Educational needs | 12 years class teaching in Primary school in South Africa. 8 Years school principal of a nursery in South Africa. 1 Year small group teaching: specialised skills. |
| Katherine Atsma | Social care in the community Currently Studying online SEND Diploma Course | 12 Years SEND TA |
| Kerry Thompson | Foundation degree for teaching assistants. BA in Educational Studies. Ongoing: Level 3 SEND diploma | Teaching Assistant 10 years from Y2-13 working 1:1, groups or class. Ran school reading programme, assessing and implementing targeted support. |
| Julie Adriaensen | Bachelor of orthopedagogy Social agogic work Life coaching | 2 years nursery teacher, 2 year SEN support, 1 year LSA |
| Jennifer Allan | BSc(Hons) Environmental Biology, 13 years in Hospitality Management. | 4 years TA- FS2- year 3 |
| Elaine Cook | Bachelor of Early Education | 5 years as a classroom teacher |

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| | | |
|-------------------|---|---|
| | DOING A UK -L5 Diploma Education Training | 4 years as Team leader for FS1- FS2, TA grade 1 |
| Ceri Hannon | BA History (Hons), PGCE Secondary History, Middle Leadership Programme | 3 years UK and 6 years UAE teaching experience from Key stage 2 to 5. Subject leader:History and Humanities Head of Year 7 and 10. |
| Secondary | | |
| Sharon MacGowan | PGCE Secondary Education. Certificate in Dyslexia. TEFAL Certificate. English teacher NASENCo (National Award for SEN Coordination) applied & ongoing | 10 years teaching SEN and English (5 years UK) |
| Celeste Khanna | BA English and History of Music. TESOL, Dip. teaching contemporary vocals. Certificate in Dyslexia and supporting English in the classroom | 5yrs SEN support in the UAE. ELL teacher (adults)for 3 yrs at Eton and Speak institute |
| Saira Tannir | Degree in Business TESOL | 20 years teaching ELL |
| Mohtasham Bahadur | Bsc in Architecture | 6yrs Sports Coaching (SEN), 1yr SEN Support |
| Bindu Seth | B.Ed in English and Natural science. M.Ed in learning, Curriculum and Assessment | 13 Years SEN support and EALI support in KS2 |

Appendix 3: Inclusion Support Team

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| | |
|-------------------|---|
| | |
| Stephen Duckitt | Principal |
| Nadine Hutchinson | Assistant Principal: Inclusion Champion |
| Sameer Merchant | Inclusion Governor |
| Samantha Gill | Primary SENDCo |
| Bethan Williams | KS2 SENDCo |
| Cher Green | Assistant Head Foundation Stage |
| Linda Marmion | Assistant Head Year 1 - 3 |
| Justin Lewis | Assistant Head Year 4 - 6 |
| Lindsey Stones | Assistant Head KS3 |
| Carmen Benton | Secondary Pastoral Support |
| Rehab Khaliffa | Head of Arabic |
| Tracey Gallon | Head Teaching Assistant |
| Kranti Rebello | School Nurse |
| Sam Hearn | Parent representative |

Appendix 4: Inclusion Glossary

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

Level 1 – All students receiving quality first teaching.

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

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

Level 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.

Inclusion Register - Available to view on isams or Google docs. Shows students level 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 – a student with the potential for exceptional performance.