



درسة وينشستر  
The Winchester School

# **Policy of Provision for Students of Determination**

**Whole School**

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## 1 LEGISLATION

1.1 This policy aims to ensure that The School is compliant with the terms of:

1.1.1 the UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

1.1.2 [UAE Federal Law 2 \(2015\) against Discrimination and Hatred](#);

The School's admissions policy adheres to the stipulations of the;

1.2 ***Directives and Guidelines for Inclusive Education (DGIE)*** (Published January 2020).

1.3 ***Dubai Inclusive Education Policy Framework (DIEPF)*** (Published November 2017).

1.4 ***Implementing Inclusive Education: A Guide for Schools (IIE)*** (Published 2019)

1.5 ***Revised Categorisation Framework for Students of Determination*** (Published 2019).

1.6 ***Advocating for Inclusive Education: A Guide for Parents*** (Published 2021)

1.7 ***Updated Guidelines for Admissions and Transfers*** (Published 2021)

1.8 ***External Benchmark Assessments Requirements for Academic Year 2022-23*** (Published 2022)

1.9 **Federal Law No 29 of 2006** concerning the Rights of People of Determination.

1.10 **Dubai Law No 2 of 2014** concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

1.11 **UAE Executive Council Resolution No. (2) of 2017** Regulating Private Schools in the Emirate of Dubai including;

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;
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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;
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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;
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Article 13 Clause 19:	To provide all supplies required for conducting the Educational activity, including devices, equipment,
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furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

Article 23 Clause 1:

To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;

Article 23 Clause 4:

To 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;

## 2 INCLUSION - PREAMBLE

- 2.1 The 'Revised Categorisation Framework for Students of Determination (19-20)' describes a Student of Determination as a student with long-term physical, mental, intellectual or sensory differences which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.
- 2.2 This policy sets out the School's commitment to 'People of Determination' within the context of a mainstream curriculum.
- 2.3 The School has established a Vision for Inclusive Education which is in keeping with our revised **Core Values**. Our vision is:
  - 2.3.1 To **commit** to a sustainable model of inclusive education which results in meaningful, positive outcomes for students, parents, teachers and the wider community.
  - 2.3.2 To strive for **excellence** by developing an innovative Standard School Provision which promotes access and engagement for all students.
  - 2.3.3 To build a **caring** and inclusive community in which all students are **represented**, empowered, valued and supported.
  - 2.3.4 To establish a culture which celebrates neurodiversity and normalises additional support.

## 3 LEADERSHIP AND ACCOUNTABILITY

- 3.1 The School is responsible for ensuring all staff that are recruited have the capacity to acquire the knowledge and skills required to operationalise the DIEPF.
- 3.2 The School is responsible for actively enabling People of Determination. These responsibilities are delegated by the Principal and Senior Leadership Team to appropriate representatives, particularly members of the Inclusion Action Team.
- 3.3 Support for People of Determination is the duty of **all** stakeholders, including staff, students and parents, with a specific focus on promoting equity and inclusion within the common learning environment.

- 3.4 Under these duties the School expects staff and students to work towards:
- 3.4.1 establishing learning environments which encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally;
  - 3.4.2 identifying and analysing potential discriminatory policies, practices and procedures in all aspects of the School's activities;
  - 3.4.3 promoting equitable curricular and extra-curricular opportunities for People of Determination;
  - 3.4.4 eliminating unlawful discrimination (i.e. unjust treatment of different categories of people);
  - 3.4.5 involving People of Determination and/or their families in the formulation of actions at a personal and school-wide strategic level;
  - 3.4.6 identifying and implementing the necessary actions to meet the individual needs of People of Determination, through the Standard School Provision where possible, or an Individualised Support Agreement where necessary.
- 3.5 The School has established an Inclusive Plan, which is developed in collaboration with, and overseen by, the Inclusion Action Team (see Appendix 1 – key personnel).

## **4 ADMISSIONS, PARTICIPATION AND EQUITY**

- 4.1 WIN welcomes applications from People of Determination and values the diversity and positive contributions they bring to the life of the School. We recognise the widely researched benefits of inclusive education for all students, including the development of social skills, personal responsibility, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity – essential components for the achievement of a fully cohesive community.
- 4.2 In order to develop provision plans that will enable a student of determination to be enrolled at School:
- 4.2.1 Applicants should declare identified needs or disabilities at the time of application. Failure to do so is in breach of the KHDA parent contract, and is likely to affect the student's ability to make expected progress;
  - 4.2.2 Existing students should declare identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.
- 4.3 Information provided to the School is held in confidence and shared only with relevant colleagues within the School and KHDA.

- 4.4 If a prospective student has confirmed or suspected special educational needs or disabilities, the School will complete an internal 'assessment of need', which may include an introduction to the Inclusion department and, where necessary, consulting/working in partnership with external/specialised services (e.g. Educational Psychology, Speech and Language Therapy). It is important to note that where a recommendation for external assessment is made, the intention is to identify strengths and challenges as well as evidenced based strategies to support successful entry into the School. Formal diagnosis is not a condition of enrolment.
- 4.5 The assessment of need will be used to determine the level and type of support each student would benefit from, in keeping with the Standard School Provision (see Section 7). The School will facilitate this level of support via interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across all phases of schooling. We acknowledge the dynamic nature of each individual learner and as such, the level of support may be subject to change over time. Parents will be informed of the level of support which has been recommended upon entry and will continue to be part of the ongoing discussions to review and revise this over time.
- 4.6 On the rare occasion when student of determination is denied enrolment or re- enrolment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure. The school must declare and justify the reason(s) for non-admission, which may include (but are not limited to) inadequate infrastructure; limited curriculum modification options and alternative pathways; learning support staff are fully utilised within that year group/phase; insufficient specialist knowledge/staffing in the student's particular area of need; parents are unable or unwilling to pay the additional costs deemed necessary to cover individualised provisions for that student (beyond the Standard School Provision). This must be completed and uploaded to the KHDA online portal within 2 working days of declining the admission (Updated Guidelines for Transfers and Admissions, 2021).

Admissions processes and procedures for Students of Determination are detailed in the **School's Admission Policy**.



## 5 IDENTIFICATION

- 5.1 Information about groups of students, as well as individuals, is obtained through various whole school and individual screening and assessment procedures, and triangulated. Supplementary information may be obtained through classroom observations, parental contributions, and in some cases through collaboration with external specialists.
- 5.2 Our graduated system of support (GSS) is complimented by a continuum of identification processes, through ongoing cycles of action and reflection (i.e. response to intervention).
- 5.3 The Inclusion Department is responsible for compiling and maintaining a Working Register, which is used to inform curriculum planning, data analysis, staffing and deployment, departmental resourcing, learning support timetables, and the allocation of intervention hours to individuals or groups.

- 5.4 The Working Register consists of two categories:

- 5.4.1 **Short Term Support (Target Group/ medical or another emergency - Reviewed Termly)**

- a) Students on this list present with a need for some additional support at this time (beyond that which is typically offered within the year group to raise standards).
- b) Baseline assessment has identified one or more areas of development or academic attainment outside of Age-Related Expectations. Alternatively, they may lack equitable access to the common learning environment at this time.
- c) Support may be linked to a fixed term (up to one year) or a fixed purpose (e.g. exam access arrangements for the period of GCSE study; temporary use of a wheelchair following a surgery).
- d) It is believed that the origin of need is circumstantial as opposed to developmental or inherent. Circumstances may include, for example, a long period of absence due to illness or travel, inconsistent school attendance, transferring from another curriculum, wheelchair due to broken leg, etc.
- e) Commonly used school-based intervention programs and supports are expected to “boost” progress and enable the student to meet within an agreed period.
- f) Assuming circumstances have returned to normal, the student is expected to maintain a steady rate of progress alongside their peers. If the gap begins to widen once again, and the student requires additional interventions beyond this agreed term, we must then consider whether there is an inherent barrier to learning which is affecting their acquisition and retention of new skills (i.e. Student of Determination)

#### 5.4.2 Students of Determination (aka the Inclusion Register; ongoing):

- a) This is the only register which is shared with the KHDA. KHDA utilise this information for the purposes of DSIB inspections. The standard of classroom differentiation, as well as the additional interventions and family support provided by the school and the inclusion team will be thoroughly evaluated and quality-assured during DSIB inspections. KHDA may contact families of students on this register as part of their evaluation process, to request feedback about their experiences. The information on the Inclusion register is held confidentially within KHDA and is not published or shared with outside parties.
- b) Internally, this register will ensure that all relevant staff have an accurate awareness of evidence-based strategies to enable these students to become happy, successful and independent learners. When scrutinising attainment and progress data, the progress and outcomes of students on this register will receive additional attention from Senior Leadership. Should they feel that these students are not meeting their potential, additional guidance, resources and support may be allocated to the class teacher and/or student as needed.
- c) Students may be placed on the Inclusion register with or without an externally identified need, as below:
- d) **Without an external report:** Students may be assigned to this category in response to the internal identification procedures of a knowledgeable school team, who have evidence to support almost all of the characteristics of a particular category of impairment, delay or disorder. Identification of needs requires sensitivity and discretion; ensuring effective relationships with students and families. The school and parents are in agreement that the student would be unlikely to achieve equitable access to the common learning environment and/or educational opportunities alongside their peers without some level of ongoing additional support, adaptations and/or monitoring (beyond one year).
- e) **With an external report:** If the student has an external specialist report which identifies a category of SEND in line with the KHDA's Revised Categorisation Framework (2019), the student will be included on this register, irrespective of whether or not they require any additional support from the school at this time.
- f) Students may move from Short Term Support (STS) to the Students of Determination register as part of the graduated response model (i.e. they have not caught up with their peers within an agreed period, despite

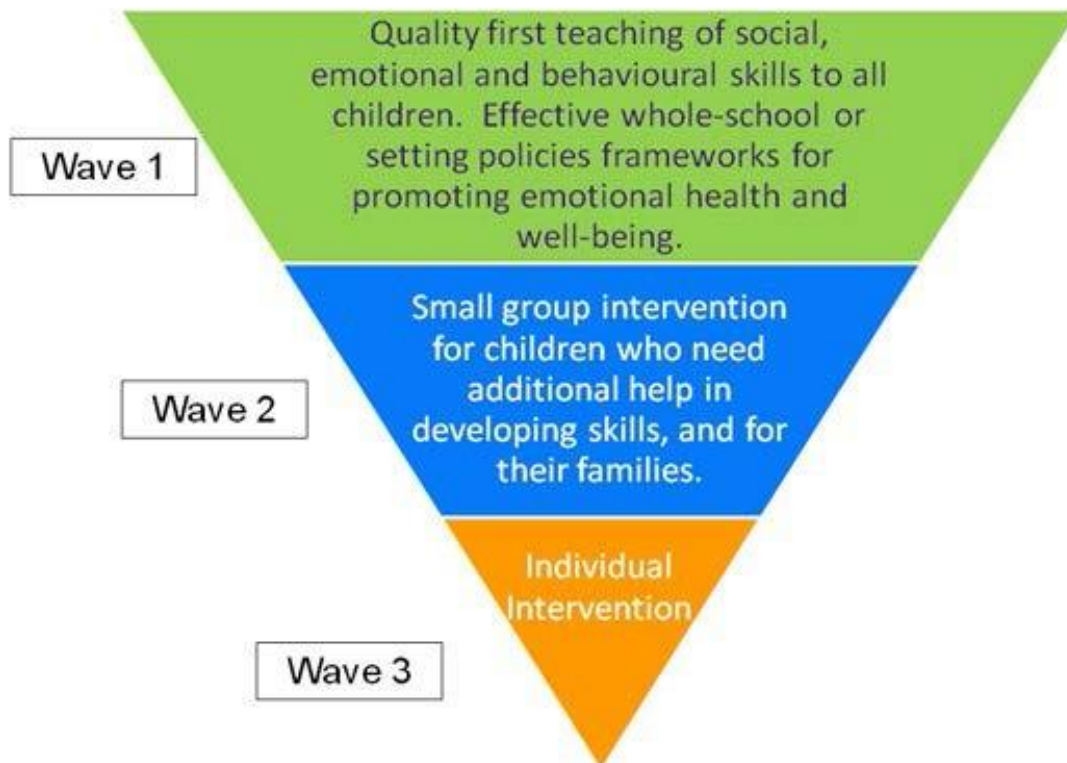
high quality additional intervention). However, it is not a requirement to first complete an agreed period of STS, if all parties are in agreement that there is likely an inherent barrier to learning. In this instance, the student may join the Students of Determination register immediately and begin accessing those benefits accordingly.

- 5.5 The Inclusion team will refer to the **KHDA Revised Categorisation Framework for Students of Determination** (which is based upon the UAE unified categorization of disability) to identify Students of Determination and to classify the primary and secondary needs, as appropriate (See Appendix 2)

## 6 SUPPORT AND INTERVENTION

### 6.1 Levels of Support

- 6.1.1 Three Waves of Support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020), and reflect a common language and practice to be shared by all schools.
- 6.1.2 Support for students may include (but not be limited to):
- Developmental programs of support (prime areas of development)
  - Academic programs of support
  - Support for wellbeing to ensure personal and social needs of the student are well developed and catered for. This may include self-regulation, social success, emotional support, attitudes to school and self
  - Developing metacognition and self-management skills to support functional independence within and beyond the classroom
- 6.1.3 Our Graduated Systems of Support operate as a funnel filtration system, with most students making adequate progress in response to wave 1 support. If students' needs are not adequately met at wave 1, they will filter down to wave 2 or 3, as part of the Standard School Provision (see next section). Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review).



## 6.2 Standard School Provision

- 6.2.1 The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School provision, outlining the type and level of support all students can expect to access at school, in response to their individual needs. Although it will be of particular benefit to Students of Determination, this service is intended to raise attainment, and improve participation and personal progress for all students.
- 6.2.2 While WIN has made a significant financial investment in developing a leading Standard School Provision, the resources are not infinite. To ensure that our service makes the greatest impact across the whole school, we endeavour to regulate the number of direct intervention and/or classroom support hours our students benefit from through the Standard School Provision. In doing so, we can ensure sustainable and equitable access tailored to the needs of different groups, and preserve our capacity to serve and support all students.

Standard School Provision offered at WIN	
Human Resources	<ul style="list-style-type: none"><li>• active engagement of the Senior Leadership Team</li><li>• trained and experienced learning support assistants deployed across classes/year groups in primary, in keeping with the school's model;</li><li>• strategic leader of provision for students of determination;</li><li>• qualified and experienced inclusion support teachers in the Inclusion team;</li><li>• qualified and experienced inclusion support assistants within the Inclusion team;</li><li>• qualified and experienced counselling and pastoral support staff;</li><li>• Team Around the child meetings, featuring some or all of the above, can be called for Students of Determination accessing any level of support within the School, as required. For students benefiting from wave 2 and 3 support, these will be a standing arrangement, operating on a recurring cycle of approx. 8 weeks.</li></ul>

Physical Resources	<ul style="list-style-type: none"> <li>• A range of appropriate and purposeful learning spaces (e.g. Inclusion support, central areas, sensory corner, counselling room).</li> <li>• a suite of standardised tests and observations to enable identification of learning needs and generation of personalised learning plans;</li> <li>• a range of modified curriculum planning</li> <li>• a wide range of evidence-based intervention programs and resources like, Read Write Inc, Toe by Toe and Lexia</li> <li>• a substantial bank of large and small sensory resources and adapted seating options (e.g. weighted blankets) available to every year group;</li> <li>• provision of additional learning equipment within and outside of the classroom (e.g. Numicon; word mats; pencil grips) to facilitate and enrich the student's learning;</li> <li>• school subscriptions to evidence-based online intervention programs which students can access at school and at home (e.g. Lexia)</li> <li>• school subscriptions to assistive technologies (e.g. Read Write Gold) and online educational apps;</li> <li>• adapted library resources</li> </ul>
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<p>Specific Services for Students</p>	<p><b>Indirect (Background) Support</b></p> <ul style="list-style-type: none"> <li>• fortnightly meetings with the Principal and Heads of School to review the Inclusion Register (pupil progress, concerns, recent developments);</li> <li>• active monitoring of classroom practice and pupil participation and progress in lessons;</li> <li>• development, implementation and review of an individual educational plan (W2 and 3);</li> <li>• support, advice and guidance to the parents of the student;</li> <li>• training, support and monitoring of teachers directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment;</li> <li>• training, support and guidance of the student's classroom peers (as appropriate);</li> <li>• conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities;</li> <li>• planning, organizing and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified);</li> <li>• working with external specialist services (e.g. therapy, psychology) to timetable and facilitate on-site assessments or observations.</li> <li>• guiding and supporting parents through parental engagement sessions and/or individualised meetings</li> </ul> <p><b>Direct Support / Intervention</b></p> <ul style="list-style-type: none"> <li>• highly differentiated classroom lessons and practice;</li> <li>• shared classroom support from Learning Support Learning Partners. are assigned to classrooms and/or year groups according to a set ratio, to facilitate a stimulating and productive learning environment for all students. The ratio changes as students move up through the school, to reflect the increased levels of independence expected 1: 1 LSA support on wave 3.</li> <li>• a well-developed system of formal and informal assessments to identify needs and monitor progress;</li> <li>• external specialist assessor to facilitate report for exam access arrangements;</li> <li>• small group or 1:1 support session delivered by the Inclusion team, counselling team, and/or subject specialists: Wave 2 – typically not more than 2 hours, most often in a group. Wave 3 – typically not more than 3hours most often on a 1:1 or pair/ small group basis. In Secondary, students at wave 2 and Wave 3 will access interventions and/or learning support through Directed Studies and/or Prep sessions, facilitated by an inclusion support teacher.</li> </ul>
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## **7 CURRICULUM AND QUALIFICATION PATHWAYS**

- 7.1 It is our belief that all students should have access to a wide range of curriculum and qualification pathways which reflect our aspirational expectations for all learners.
- 7.2 Pathways may be tailored to provide highly motivating, engaging and meaningful learning opportunities to students of all abilities.
- 7.3 Through consultation and collaboration between students, parents, and school staff, the most appropriate pathway will be identified for Students of Determination.
- 7.4 Bespoke curriculum and/or qualification options may include (but are not limited to):
  - 7.4.1 Reduced curriculum of study (e.g. languages exemption, reduced IGCSE options);
  - 7.4.2 Foundation/ Core papers at IGCSE;
  - 7.4.3 Pearson Entry Level Certificate qualifications in Key Stage 4 and BTEC in Key Stage 5 (in lieu of or addition to IGCSE, AS and A level).

## **8 ACCESS TO FAIR ASSESSMENT**

- 8.1 The School is committed to equitable access to fair assessment, both internally and in the pursuit of formal qualifications, through the provision of Exam Access Arrangements.
  - 8.1.1 We are committed to making appropriate adjustments, where required, to facilitate learners in completing the course/programme (e.g. BTEC, IGCSE etc.) as independently as possible, and being enabled to demonstrate what they have learned in an exam alongside their same aged peers.
  - 8.1.2 Our staff is committed to creating a more accessible learning and assessment environment for all. By seeking the support of an external specialist assessor within the Inclusion department, we aim to identify, substantiate, and seek formal approval for any necessary exam access arrangements at the earliest stage.
    - 8.1.3 At Secondary, the School uses UK and International Examination Boards and must comply with elements of UK and other International equality legislation in order to be a recognised Examination Board. Thus, the School will ensure that the students and staff at WIN have access to external appropriately qualified specialist assessors who can facilitate the application for board-approved Exam Access Arrangements.
  - 8.1.4 Access Arrangements allow Students of Determination or those with temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 and other international legislation to make 'reasonable adjustments.'



8.1.5 A student's eligibility for Access Arrangements (e.g. additional time, reader, scribe, assistive technology) must be substantiated with documentary evidence held on file for any inspection.

8.1.6 The procedures for Exam Access Arrangements can be found in Appendix 3,

8.2 If, due to the extent of a student's SEND in one or more areas of learning, traditional assessment frameworks are not accessible and/or do not provide meaningful or reliable information about a student's progress, a Modified Assessment Framework can be implemented, in accordance with KHDA guidelines as outlined in the External Benchmark Assessments Requirements publication (2022).

8.2.1 A student may be exempt from one or more of the GL Progress Tests in English, Maths and/or Science.

8.2.2 A student's annual progress and attainment may be measured and reported against a modified curriculum level (i.e. a developmentally appropriate curriculum level as opposed to the age appropriate curriculum for that student's year group)

8.2.3 Parents must agree to a Modified Assessment Framework for their child before this can be implemented.

8.2.4 The details of the Modified Assessment Framework must be formally recorded in the child's Individual Education Plan (IEP) and evidence of the need / rationale should be on file and available for inspection at any time.

8.2.5 The procedures for implementing a Modified Assessment Framework can be found in Appendix 4.

8.3 In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

8.3.1 ensure the access to fair assessment provision in the Assessment Policy is understood and complied with by any staff and students involved in the assessment

- 8.3.2 promote equity in relation to the provision of the programmes and courses of study on offer.
  - 8.3.3 promote equity in relation to all assessment(s) pertinent to the programmes and courses offered by the school. Adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g. GL, Edexcel, Cambridge, Pearson).
  - 8.3.4 ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.
  - 8.3.5 request permission for the implementation of specific adjustments from the awarding bodies where required.
  - 8.3.6 ensure appropriate technological equipment and/or appropriately trained assistant personnel, i.e. reader, scribe, practical assistant, etc.) is available for selected adjustments.
  - 8.3.7 use assistive technology (e.g. examination reader pen, word processor), and staff (e.g. reader, scribe, separate invigilation), within the reasonable adjustment framework, as outlined by awarding bodies, without disadvantaging others.
- 8.4 It is ultimately the responsibility of the School's Senior Leadership Team, to ensure that this statement and related procedures are published and accessible to all personnel, students and any relevant third parties. However, the relevant Key Stage Leaders and/or Subject Leaders are responsible for ensuring this information is fully understood by their respective team and by the students who commence programmes/courses in their area.

## 9 PARENTAL PARTNERSHIPS

- 9.1 Parents are key stakeholders in their child's education and are invited to work as part of a transparent and collaborative partnership with the School, to support the best possible outcomes (personal, social and educational) for their child.
- 9.2 As a parent, you have comprehensive knowledge of your child's developmental, educational and medical history, and so it is essential that you are a key contributor in the initial identification process, whether that takes place before or after enrolment. It is the responsibility of the School to maintain open communication with you regarding planned assessments, as well as the outcome and interpretation of those assessments. It is important to note that the School is not in a position to 'diagnose' your child with a developmental delay, disorder or learning disability. However, we should refer to the KHDA Revised Categorisation Framework to make an internal note of what we believe the primary and secondary barriers to learning may be at this time.

- 9.3 If your child is benefitting from Short Term Support, or has been identified as a Student of Determination accessing Wave 2 or 3 support from the School, you can expect to receive information about the model and frequency of this support, as well as the person(s) who will be involved in delivering this support, and the intended outcomes of the same. In the case of an Individual Educational Plan (IEP), parents will be asked to actively contribute to the goal-setting process by working with teachers and external specialists (if relevant) to identify the key challenges being experienced by the student, and agree on the most appropriate short-term targets and strategies to address these longer-term priorities.
- 9.4 Our team of classroom and learning support practitioners bring a wealth of training and experience to the School. However, there are limitations to the scope and extent of the support we can provide. At times we may request parental co-operation and support in the pursuit of specialist assessment, therapies, and/or additional classroom support for their child.
- 9.5 Open and ongoing channels of communication are key in maximising pupil progress. Parents are encouraged to engage in ongoing dialogue with their child's support team through various channels, which may include Zoom, MS Teams, email, meetings, etc.
- 9.6 Additional information and guidance may be made available to parents through various parental engagement platforms (e.g. school website, coffee mornings, information or training sessions). Parents are directed to the KHDA publication "Advocating for Inclusive Education" (2021) via the School website.

## **10 STAFF RECRUITMENT AND DEVELOPMENT**

- 10.1 The School takes a proactive approach to recruiting, training, developing and retaining staff that demonstrate inclusive values of pedagogy irrespective of any disabilities outlined in the definitions above. The School monitors self-declaration of disability at both application and appointment stage.
- 10.2 The School offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration of the needs of staff with disabilities. All staff with specific access requirements attending a training programme are able to request reasonable adjustments or outline requirements that need to be accommodated.
- 10.3 All managers who conduct the annual review of their staff pay attention to the developmental needs of People of Determination together with discussing any reasonable adjustments which may be identified.
- 10.4 Similarly, the School will endeavour to make adjustments for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:
  - 10.4.1 reallocation of duties;

10.4.2 altering working hours;

10.4.3 changing work location;

10.4.4 modifying equipment (e.g. providing an adapted keyboard or telephone);

10.4.5 consideration of other roles.

## 11 APPENDIX ONE – KEY PERSONNEL

Inclusion Governor	Ranju Anand
Parent Representative	Shweta Coelho
Inclusion Champion (Whole School)	Sujaya Sen
Leader of Provision for Students of Determination (Director of Inclusion)	Kathryn Darashah
Inclusion Education Action Team	Principal CEO Director of Inclusion Parent Governor Inclusion Teachers Inclusion Champion Student Counselor Head of Wellbeing Safeguarding Lead Head of Primary Head of Secondary Learning Support Assistants
Qualified Inclusion Staff	Director of Inclusion – Kathryn Darashah Inclusion Teacher – Tanya Malhotra Inclusion Teacher – Rita Jose Inclusion Teacher – Raina Jose Inclusion Teacher – Nidhi Bose

## 12 APPENDIX TWO – REVISED CATEGORISATION FRAMEWORK FOR STUDENTS OF DETERMINATION

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>

\*parents can refer to the KHDA Revised Categorisation Framework for Students of Determination for specific breakdown of subcategorization and classification criteria

## 13 APPENDIX THREE - PROCEDURE FOR ACCESS ARRANGEMENTS

- 13.1 **Stage 1:** During Key Stage 2 and 3, all students access benchmark assessments (e.g. CAT 4, GL Assessments etc.) that provide a snapshot of potential cognitive abilities. For students entering WIN reports and documentation from previous schools alongside WIN entrance tests will help establish if a student is performing a year or more below Age-Related Expectations. Where a student presents with a learning difficulty, or disability which calls for accommodations or modifications to be provided, the director of Inclusion, along with parents and/or outside agencies will paint a picture of need to determine any condition or reason(s) affecting the student's scholastic potential. Parents are requested to divulge any historical report or investigation in order that the student's needs can be met in a timely manner. It should be noted that the School's students have to access appropriately qualified external specialist assessors who can provide up-to-date standardised scores for a range of needs.
- 13.2 **Stage 2:** The external qualified specialist assessor communicates with the parents, at school with Form Tutors, subject teachers and Heads of Year from the relevant phases (KS1-KS5) to determine apparent or specific additional needs. In-school assessment may take place to provide teachers with a picture of need and to determine appropriate access arrangements for internal assessment. For Access Arrangements any provision must be the student's normal way of working, for which evidence over time is collated and the inclusion teacher determines, with the student, the preferred way of working. Area of Need, Strategies and Access Arrangements are logged on the student's Phoenix profile and in their IEP (if applicable).
- 13.3 **Stage 3:** Once evidence has been collated and evaluated, provisions are put in place to meet individual student needs. These usually follow the format indicated below:
- 13.3.1 Centre-delegated provision such as Rest Break, Individual Room, Word Processor (for IGCSE/ As or A level) should always be considered first as an appropriate arrangement. This arrangement is in place for a disabled candidate preventing him/her from being placed at significant disadvantage as a consequence of persistent and significant difficulties.
- 13.3.2 Where a student's needs are identified as being more pronounced the following Access Arrangements are deemed appropriate: additional time of 25%, and/or a Reader (when reading is not being assessed), and/or A Scribe, and/or Word Processor (Key Stage 5).

13.4 The School, as an examination centre, is obliged by the Examination Boards to collate relevant evidence that paints a picture of need.

13.4.1 For all IGCSE/ AS or A level Assessments, all requests for Access Arrangements must be communicated to Head of Exams no later than the November 15 (for May examination consideration) and have the approval of the Head of Secondary. Relevant supporting documentation (e.g. Educational reports, psychological reports M e d i c a l r e p o r t s etc. must be submitted alongside any such Access Arrangements.

13.4.2 All Access Arrangements are made before any assessment.

13.4.3 If Access Arrangements are requested by the student and/or parent and the School cannot support the request with significant data a mutually agreeable provision may be sought, e.g. individual room or application for Temporary Difficulty.

13.4.4 If Access Arrangements are provided and the student and/or parent decline the provision a signed statement declaring why the provision is not acceptable will be kept with the specialist assessors' documentation.

13.5 Support for Temporary difficulty is permissible after published deadlines, when authorized by the Head of Centre

## 14 APPENDIX FOUR – PROCEDURES FOR MODIFIED ASSESSMENT FRAMEWORK

14.1 Students of Determination will undertake a series of standardised assessments, via the Inclusion team, to determine their current level of attainment. In accordance with KHDA External Benchmark Assessments Regulations (2022) a student will be considered eligible for a Modified Assessment Framework (i.e. modified curriculum level and exemption from GL PTs) if:

14.1.1 The student presents with a “moderate to severe impairment” in the related skills/subject area as a result of their specific barrier(s) to learning. This may be evidenced by:

- Standardised Age Scores of 77 or below in one or more skills relating to that subject; and/or
- Achieving an age-equivalent of 2 and a half years below age related expectations on standardised tests.

14.1.2 The student benefits from high levels of personalised support (i.e. wave 3) in order to support their learning.

14.1.3 The student requires a modified curriculum and high levels of in-class differentiation in the related subject in order to enable relevant and appropriately challenging engagement.

14.1.4 The parents of the student are in agreement and consent to the Modified Assessment Framework.

14.2 In all cases where a student is being considered for a Modified Assessment Framework:

14.2.1 Senior Leadership must have reviewed and agreed to the proposal.

14.2.2 An appropriate, alternative assessment tool should be used to ascertain progress and attainment.

14.2.3 Clear records of the above information should be maintained by the school.

14.3 The school has identified appropriate alternative assessment tools as follows:

Teacher assessment will be made and reported against the developmentally appropriate curriculum level of the National Curriculum for England.

14.4 The End of Year Report will indicate whether performance has been measured against “Age Related Expectations” or a “Modified Assessment Framework”. The details of the modified framework will be included in the child’s Individual Education Plan.