مدرسة بيس سبرينق فيلد انترناشونال ذ.م.م

PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

INCLUSION POLICY

2026-2027

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1.1 POLICIES, PROCEDURES & LAWS

"An Educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment." PACE Springfield International School accepts and welcomes children of all abilities.

Vision: To provide quality education and help children to unleash their potential.

Mission: We value every learner as a unique individual. Hence our mission aims to meet the individual needs of students of determination (SOD). We believe that each child deserves a environment and experiences that promote growth in all the areas of his/her development. We respect and value input from parents and encourage them to be part of the decision making process for their child. A good foundation is the key to success. We ensure that our children have strong basics that will help them in their future behavior.

Federal law no. 29 of 2006 and 2009 and Dubai Law # 2(2014) demonstrates Dubai' commitment to ensuring the educational and social inclusion of all students, adults an families experiencing special educational needs and disabilities (SEND) {Ref: Dubai Inclusive Education Policy Framework-2017}

Students of Determination

A student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment 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.

Students of determination are identified through one or both procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay, or disorder

- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment, or disorder.

Ref: A revised categorization framework for students of determination(2019-20)

CATEGORIES OF DISABILITY AND BARRIERS TO LEARNING

The following framework is based upon the UAE unified categorization of disability.

Common barriers to Learning	Categories of disability (Aligned with the UAE unified categorization of disability)
Cognition and Learning	• Intellectual disability (including intellectual disability unspecified) • Specific learning disorders • Multiple disabilities • Developmental delay (younger than five years of age)
Communication and Interaction	• Communication disorders • Autism spectrum disorders
Social, Emotional, and mental Health	• Attention Deficit Hyperactivity disorder • Psycho - emotional disorders.
Physical, sensory and medical	• Sensory impairment • Deaf-blind disability • Physical disability • Chronic or acute medical conditions

Ref: A revised categorization framework for students of determination (2019-20)

✦ It is expected that most students who experience specific barriers will have most of their learning needs met within an appropriately differentiated classroom.

✦ Parents are also advised, and it is highly recommended that they take the child to the therapy depending on the severity level or the need of the child.

Purpose:

Inclusive Education provides an opportunity for collaboration

The main purpose of this policy is to ensure that all the stake holders including governing bodies and school leaders, staff and students are safeguarding the rights of students of Determination within the school community.

To include students of Determination, participate and learn together in the same classes with least restricted environment/class setting.

According to Article # 13 of Federal Law # 29 of 2006 -Ministry of Education shall be committed to secure the complete participation of students with special needs.

PACE Springfield International School has adopted these rules and has included Students of Determination with a wide range of individual needs in the mainstream classroom. A student with additional learning needs may receive individual support from the Learning Support Teachers & Counselor outside the classroom setting in the resource room catering to their individual needs.

Students of Determination (SOD) Levels of Category

Levels	Description
Tier 1- General Service of Support	Students who experience low-level barriers to learning benefit sufficiently from differentiated teaching and general support within the classroom. ○ Close monitoring be done by the Inclusion Team and teacher's observation and remarks to be recorded regarding student's performance ○ Need based accommodation & modification ○ No intervention plan/programs ○ No Provisions
Tier 2- Targeted Service of Support	Students who are achieving below age-related expectations within the curriculum, because of identified difficulty, condition, or disorder. ○ Need based accommodation & modification ○ Need based Intervention Plans/Programs (IEP/CSP/BMP) Need based Provisions (Push-in & Pull-out sessions) Students on it can be with or without Psychological Assessment
Tier 3- Individualized Service of Support	Students who experience the most significant barriers to learning. ○ Differentiation, Modification & Accommodation ○ Intervention Plans/Programs (IEP/CSP/BMP) ○ Provisions (Push-in & Pull-out sessions) ○ Support from a Learning Support Assistant ○ Students on it can be with or without Psychological Assessment

Students of Determination (SOD) Prouisions

Accommodation	○ Can help students learn the same material and meet the same expectations as their classmates
	○ For example, during spelling test, students might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult
Modifications	○ Students could be assigned shorter or easier reading assignments. Students who receive modifications are not expected to learn the same material as their classmates.
	○ For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words
Pull-Out/ Remedial Sessions	○ High Level of support provides on one-on-one basis in resource room to bridge the gap
	○ For example, during Library or Art (after taking consent form parents), student will not be going to Library instead in the Resource Room to be given individual sessions by the SEN Educator base on learning needs (CSP/IEP)
In-class support/ Push in sessions	○ Support is giuen inside the classroom during core subjects by SEN Educator to make an impact on the learning
	○ For example, during English lesson student will be provided with detailed explanation, scaffoldings, and manipulatives by the SEN Educator base on his/her learning needs (CSP/IEP)

Intervention Plans for Student of Determination (SOD)

1- Individualized Educational Plan (IEP):

- It is a personalized and skills-based plan to help a student meet individual outcomes or goals beyond his or her current skills. It includes all the academic and developmental areas (like Reading, Basic Math, Spelling, Writing, Social Behavior and Self-Help Skills)
- It is a collaborative team plan

2- Advance Learning Plan (ALP):

- It is a curriculum and educational pathway that supports the Gifted and talented learners to achieve their full academic, personal, and social potential in a conductive learning environment and to ensure their overall well-being.
- It is a collaborative team plan

3- Behavior Management Plan (BMP):

- It is a plan designed to change a particular undesirable behavior by using the system of reinforcement, a student learns the correct set of responses.
- It is a collaborative team plan

4- Classroom Support Plan (CSP):

- It is a subject base plan & interventions to support the child where it is given to students who have difficulty/is yet able to somehow work independently inside the classroom
- concerns/targets are based on the monthly targets given by the teacher approved by the HOD

Identification and Early Intervention

Ensure appropriate identification procedures are followed consistently in the entry of early years.

The school is committed to promoting high standards of education and aims to help all students to reach their best potential. It seeks to achieve this by:

- Teacher observation [structured and unstructured environment]
- SEN Educator and Counselor's Observation
- Head of Inclusion observations
- Information obtained from parents
- School Based Assessments
- Baseline Assessment
- Informal Assessment/Checklists
- Medical and Psycho-Educational Reports.

Use of information gathered by assessment upon entry and identification procedures to determine the type and level of support as required.

Support services as follows:

- To provide whole class differentiated instruction at an appropriate level
- To provide small group instruction as in targeted intervention procedures in prompting personal and social skills
- To provide individualized intervention for a student with significant learning difficulties specifically in speech and language, academics, or behavior.

- To design an individualized document which includes (SMART) specific, measurable, achievable and result oriented goal to be achieved within the given period
- To set clear and standardized procedures for medical and clinical assessments related to the provision of inclusive education for Students of Determination.

Ensure effective and timely tracking of students' progress.

An intervention plan is written in collaboration with Inclusion Department, class teacher, respective subject teachers, LSA and parents of the child. Progress towards targets made is discussed at Parent–Teacher meetings or by request at other times through discussions with the teacher, parents, and Inclusion Department. At the time of review, decisions are made about the future actions that may be taken to meet the child's needs. These may be to:

- Reduce the amount of help, thereby weaning the student to become an independent learner.
- Continue with the existing level of help with new targets being set.
- Increase the level of intervention if there has been little progress.
- The role of parents is crucial for the student's development and progress

ROLES & RESPONSIBILITIES

THE CLASSROOM TEACHERS:

- The classroom teacher should make daily and direct contact with the student of determination and their parent to ensure that connections between student's School-Home Provision and the most valuable elements of their typical learning experiences in school are maintained
- Learning tasks are connected to their assessed starting points in school, their attainment levels, their strengths, and their challenges
- Common learning themes and topics are connected to the student's School- Home Provision and promote opportunities to work and interact alongside their peers
- Social connections with peers are maintained.

THE HEAD OF INCLUSION:

The Head of Inclusion, or leader of provision for students of determination, is expected to quality assure and review the implementation and impact of School- Home Provision for students of determination. In particular, they should:

- guide the teacher in the design, adjustment, and delivery of the student's home- based learning experience
- provide the advice and support required for the parent to be successful in their role
- supervise and provide guidance to the learning support assistant in their coordination of the student's learning
- adjust the targets and strategies set out in the individual education plan so that they align with the new learning context
- review the student's progress in achieving the goals set out in their individual education plan

- liaise with and work alongside other specialists such as speech and language therapists or ABA practitioners to further enhance learning programmed

THE PARENT

Parents and other family members have unique and in-depth knowledge of their children. Therefore, they are important enablers of the development and delivery of the schoolHome Provision. Parents and other family members require direct and dedicated support from the school team.

THE LEARNING SUPPORT ASSISTANT

Often, a learning support assistant will play a key role in facilitating and supporting the delivery of School-Home Provision for students of determination. They should provide frequent support to the parent and the child through:

- The implementation of the student's daily schedule of learning activities
- Enabling access to resources, information or support from the parent requires the submission of evidence of progress and achievements
- Providing feedback to the teacher and/or the head of inclusion.

(Ref: School-Home Provision-a collaborative approach to Distance Learning for Student of Determination-2020)

Monitoring the success of the Inclusion POLICY

Evidence of the effectiveness of this policy regarding progress in learning or improvements in behavior of SOD will be shown by.

- On-going teacher and Inclusion Department observations of the child in the daily classroom setting.
- Differentiated planning done by all teachers in collaboration with the LSA and Inclusion Department to ensure provisions are in place to support SOD in class.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the IEP/ALP/CSP reviews.
- Records and evidence of the child's progress towards improving behavior.
- Discussions at an appropriate level with the child about their progress.
- Discussions with parents about the child's progress.
- Discussions with outside agencies about the child's progress.

Evaluating the success of the Inclusion POLICY

The success of the policy will result in the needs of all students of determination being met by:

- Having the systems in place to identify students of determination as early as possible.
- Making use of good practice in planning for, teaching and assessing Student of determination
- Regularly reviewing the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Having a positive and effective partnership with parents.
- Encouraging a multidisciplinary approach whenever possible.

NOTE: This Policy is reviewed by the Senior Management Team. It will be reviewed next in September 2026

GIFTED & TALENTED POLICY

OUR MISSION:

To become a truly inclusive group which values quality learning for all students in a sustainable, healthy, and safe education environment

Athena Inclusion defines gifted & talented as students with a developed ability significantly ahead of their peers, or with potential to develop those abilities.

Able learners **are defined as those who have abilities in one or more subjects in the school curriculum, other than Art, Music, and PE. They have the capacity for or demonstrate high levels of performance in an academic area. This also includes children who are leaders or role models who display outstanding leadership and/or**

social skills.

Gifted students are defined as those with an innate ability who present a natural, outstanding aptitude or competence for exceptional performance.

A talented student is one who demonstrates high levels of achievement in one or more practical subjects including skills such as art, music, sports, or the performing arts.

The MoE (2015-2016) align definitions with international best practice:

- The term **giftedness** refers to 'a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social, physical abilities. In the

case of a gifted student, whilst exceptional potential will be present, they may underachieve.

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

- Identification should be based upon ability and not on achievement. Some children can under- achieve for a variety of reasons such as: peer pressure, behavioral issues, special educational needs, or reluctant learners. All staff need to be aware of this and look for 'Hidden talents. Both qualitative and quantitative information can be used for identification purposes.

- An able, gifted, and talented student should be identified using a variety of methods, including elements of the following:

  - Teacher nomination
  - Assessment results
  - Peer nomination
  - Parental nomination
  - Self-nomination
  - CAT scores Stanine 8-9
  - Map scores percentile 95 & above
  - External attainment scores results stanine 8-9
  - Identification by a previous teacher, previous school, external agency, or organization

It is worth remembering that able, gifted, and talented pupils can be:

- Good all-rounders
  - High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Very able but with a learning difficulty or disability that masks their skills

Expressing behavioral difficulties

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Provision

At PSIS we aim to ensure that daily teaching meets the needs of gifted & talented students through three approaches *accelerated, enrichment and extension*.

Accelerated consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year or through simply giving them work which would usually be given to older pupils. At Athena we focus on ***enrichment*** and ***extension*** as the two main strategies for meeting the needs of able, gifted, and talented pupils.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study or adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Classroom Provision

- All teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- There is access to higher level tests for assessment
- Pupils are encouraged to be independent
- Pupils have the opportunity to work with like-minded peers

The Inclusion Register

The Inclusion Department maintains a tiered list of students with identified gifts & talents, learning needs as well as Emirati students. Identification of needs requires sensitivity and discretion, ensuring effective relationships (with students and families) and maximum impact of support.

Signature of Principal:
Last amended: August 2026
Policy Review Date: September 2027

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