RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

Policy title	Special Educational Needs and Disabilities – Inclusion Policy
Policy number	GC_POL_SE_018
Policy Version	2
Effective date	September 2023
Scheduled review date	September 2025

Prepared by	Name
SLT / SMT	

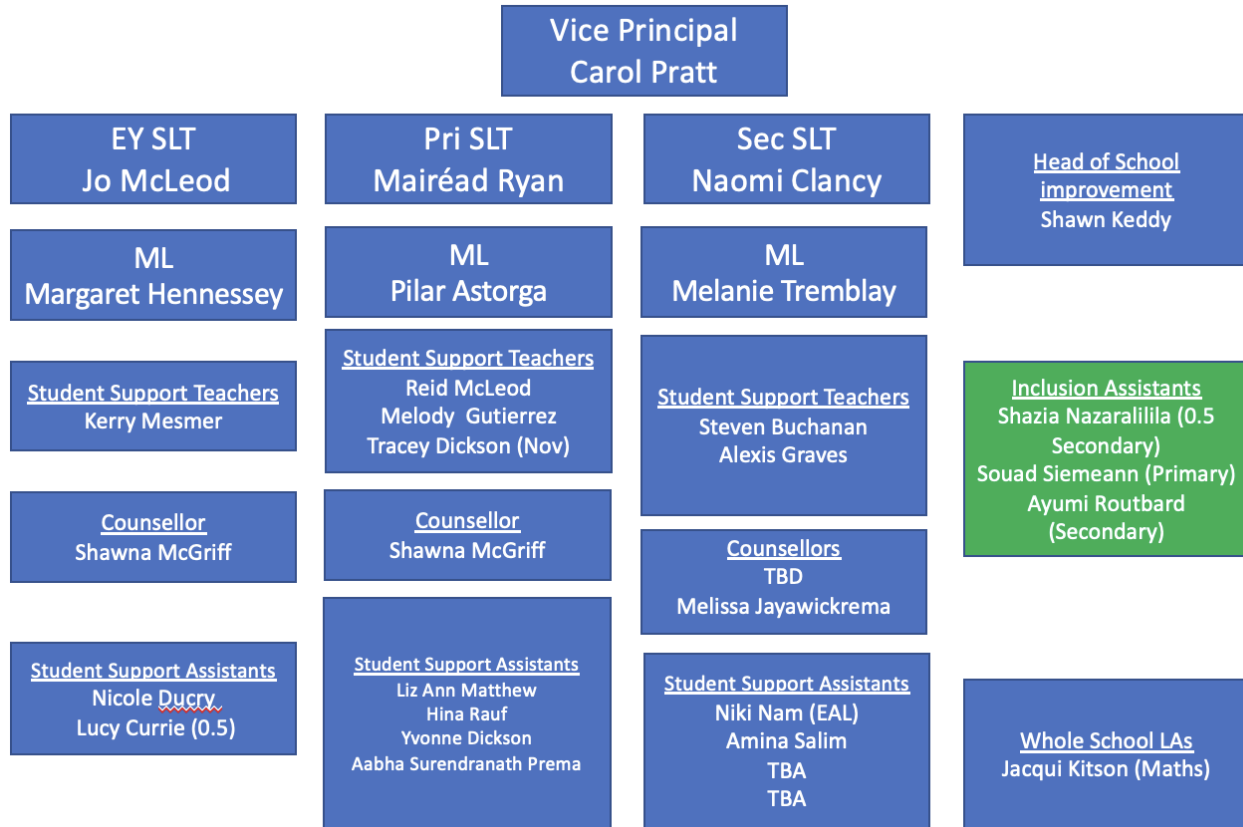| Approving Committee	Name	Signature
Vice Principal	Carol Michelle Pratt	

Table of Contents

RATIONALE

RIS aims to meet the learning needs of all students. However, the school recognizes that there will be some students whose needs might best be met in another educational setting. To identify these needs, RIS may require a Psycho-Educational Assessment as per admissions policy.

The school believes that all students can learn and make progress in different ways and at different rates. A continuum of provision is available to meet the range of needs. The learning requirements of most students can be met within the mainstream classroom by the use of flexible teaching styles and differentiated materials. Where necessary, intervention might include adaptation of the curriculum, inclusive (in-class) support, or withdrawal services. The Student Support Team (SST) which includes Special Educational Needs and Disability (SEND), English as an Additional Language (EAL), Counselling, and Gifted & Talented personnel, will become involved when a learning need has been identified.

The school further believes that all students have a right to a broad and a balanced curriculum, that the curriculum should be relevant and differentiated and that it should demonstrate progression and coherence.

TERMINOLOGY

In reference to Inclusion, RIS uses "Student Support" to encompass the myriad ways that students are accommodated so that they can achieve at the level of which they are capable. The SST is in reference to the Student Support Team, who are represented in this organogram:

Vice Principal Carol Pratt			
EY SLT Jo McLeod	Pri SLT Mairéad Ryan	Sec SLT Naomi Clancy	Head of School improvement Shawn Keddy
ML Margaret Hennessey	ML Pilar Astorga	ML Melanie Tremblay	
Student Support Teachers Kerry Mesmer	Student Support Teachers Reid McLeod Melody Gutierrez Tracey Dickson (Nov)	Student Support Teachers Steven Buchanan Alexis Graves	Inclusion Assistants Shazia Nazaralilila (0.5 Secondary) Souad Siemeann (Primary) Ayumi Routbard (Secondary)
Counsellor Shawna McGriff	Counsellor Shawna McGriff	Counsellors TBD Melissa Jayawickrema	
Student Support Assistants Nicole Ducry Lucy Currie (0.5)	Student Support Assistants Liz Ann Matthew Hina Rauf Yvonne Dickson Aabha Surendranath Prema	Student Support Assistants Niki Nam (EAL) Amina Salim TBA TBA	Whole School LAs Jacqui Kitson (Maths)

AIMS

By implementing this policy the SST aims to:

- Ensure that all students have the same opportunity to experience and benefit from a broad and balanced curriculum;
- Encourage all teachers to see and value themselves as teachers of students that have SEND or require learning support;
- Foster different learning styles and flexible strategies which will be responsive to the needs of all students;
- Provide additional support, through liaising with outside agencies where needed, to provide for the individual student needs;

- Have carefully planned strategies to meet the varied needs of SEND students and students requiring learning support. Such strategies should be known, understood and practiced consistently by all staff.
- Provide support to teachers, Inclusion Assistants (IA), Learning Assistants (LA), and Individual Learning Support Assistants (ILSA).

PROCEDURES

1. SST teachers work collaboratively with the classroom/subject teachers to support all inclusion needs (academic, cognitive, social and emotional), however the primary responsibility for learning lies with the classroom teacher.

2. Specified Student Support staff are assigned to various grade levels throughout the school and will attend and actively participate in grade level collaborative meetings or department meetings on a regular basis to help ensure the needs of students with special educational needs are being met.

3. At the beginning of the academic year, the Head of Student Support in each section will inform teachers of the necessary referral procedures for students of concern. The referral process will be outlined in detail in the School Faculty Handbooks. Teachers will be able to access the referral forms from each section's area on Teams.

4. Homeroom teachers/subject teachers/Heads of Grade with concerns about a student, will make a referral (using the relevant Form on Microsoft Teams) to the relevant SST member who will make classroom observations and next steps will be discussed with relevant teachers as per the referral procedure.

5. All initial contact with parents of students in need of support will be made by the homeroom/subject teacher/Head of Grade.

6. The SST will determine whether RIS is able to provide the necessary in-school support or if a referral to an outside agency is more appropriate. All external providers who are providing services to RIS students on campus are required to adhere to all ADEK and RIS approval procedures.

7. The Student Support teacher in collaboration with the homeroom/subject teacher/Head of Grade will find appropriate resources to support learning needs, including choosing appropriate strategies and techniques for teaching and learning to access the curriculum.

8. Once a student has been identified as having a potential educational need, a formal assessment such as a Psycho-Educational Assessment, Speech and Language Assessment, Occupational Therapy Assessment, Audiology Assessment, and/or Psychological Assessment will be recommended according to need. Upon receiving documentation, a student passport will be created with the student's wider learning support team (teachers, Student Support teacher, student and parents). Assessment

informs teaching and learning interventions, therefore, if requested this report is required to receive Student Support services.

9. Students will be required at minimum one formal assessment (refer to Number 8) in the Primary Years Programme (PYP) and again in the Middle Years Programme (MYP) to access Student Support services, including access arrangements during external examinations. An updated formal assessment is required for students entering the Diploma Programme to access exam accommodations in accordance with IB policy.

10. The student passport will outline in-class accommodations/strategies to support learning targets and goals.

11. Students with passport goals will be monitored by the classroom/subject teacher and Student Support teacher. Passports are reviewed throughout the year by the student's wider learning support team (teacher; SEND teacher; student and parents). At these meetings changes will be discussed.

12. All passports for SEND students are accessible on the school's database, ISAMS and submitted to ESIS as per ADEK requirements.

13. Student SEND passports will be updated 3 times per year.

14. In the case of identified Gifted and Talented students, the passport, also known as the Advanced Learning Plan, will be written in collaboration with the student's learning support team (teacher, SEND teacher, student and parents) and will focus on devising an enriched program to supplement the curriculum.

15. Updates to student passports will be shared by the SST with the student's learning support team.

16. The SLT, in consultation with the Principal, make decisions regarding resources and programming required to deal with defined needs.

17. Some students with additional learning needs may require an ILSA or IA support. The ILSA or IA must be approved by the Vice Principal and Principal. The ILSA is the financial responsibility of the parents. The Student Support teacher will work collaboratively with the ILSA and the classroom teachers to ensure that passport goals are met. Parents will incur an additional cost of 50% of the calculated school fees to fund an IA hired by RIS who works part-time with students in need of such support.

18. Collaborative meetings between the SST and grade level teachers will take place at the end of the school year or the beginning of the next school year, in order to ensure a smooth transition for students receiving support from the SST, in Early Years (EY) moving to PYP and in PYP moving to MYP.

19. Student Support teachers are encouraged to seek professional development opportunities to further develop their present level of expertise.

20. The school has the capacity to:

a. Assist in the identification of specific learning needs.

b. Counsel parents on available options.

c. Make suggestions regarding outside agencies that can assess and support specific needs.
d. Support teachers in differentiating the curriculum.
e. Provide ongoing support for teachers who have students on a student passport.
f. Prepare, monitor, adjust and evaluate the student passport in consultation with the parents and teachers once a student has undergone formal assessment and has been accepted into the program.
g. Support parents in finding an ILSA.
h. Provide individual intensive or small group support.
i. Provide individual or small group support in a paid programme with an IA. Following "The Private Schools Policy and Guidance Manual" of ADEK, fees for special educational needs may be assessed up to 50% of the basic school tuition fee. See admissions/accounting for more details.
21. The school reserves the right to approve all personnel that will be based on campus including ILSAs and IAs. All ILSAs and IAs must have a current police check and they must abide by all school rules and regulations despite not holding the rights of a RIS Employee.

FLEXIBILITY

1. There may occasionally be circumstances relating to the individual student and their needs which necessitates a flexible approach to implementing this policy. These circumstances shall be discussed where necessary by the SST and the final decision regarding support resting with the respective Heads of School.
2. Occasionally, there may be children with specific learning needs that require support that is not possible for RIS to provide. Such cases will be discussed by the respective school management teams, but it may also involve discussions and decisions being finalised by the Heads of School and the School Principal. In these circumstances the School Principal may decide that the School is unable to support these children and alternative education outside our school will be suggested.
3. It should not be assumed that the Secondary School will be able to support children that have had their educational needs met in Primary School. The nature of Secondary School is such that it may no longer be possible to support the child's inclusion in the school. Discussions will be held in Grade 5 with parents if concerns about a student's success in Secondary School are evident, so that parents are fully aware and can make informed decisions regarding whether they want their child to continue in the IB program.

RESOURCES

The educational needs of students are not always immediately apparent. As a school we may need to reallocate resources within the school to support students with special educational

needs. As a school we are committed to providing qualified personnel to support these students. However, given issues of equity it is not possible to fund the extra support required from the school's own budget. Therefore, it is an expectation that parents may be asked to fund additional support if required in line with ADEK regulations. Resources will include personnel, educational materials and physical space.

Revision Log

Date	Changes	Reviewed By
09.2023	Procedures – following identification (consistent among all sections Clarification of communication points in the procedure Update terminology to include SST and Student Support in place of inclusion	SST
09.2024	Full Policy Review	SST