

Reference number	D4	Policy name	Inclusion Policy
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Person responsible	LBU	Date of next review	November 2026
Policy links	A1, A3, A4, D6 E2 and E3		

Vision, mission and values	The individual, through the achievement of outstanding qualifications, cultivating the learner profile, promoting wellbeing, and nurturing leadership, for all. A school for the whole of our international community, that delivers a world class education and achieves excellent student outcomes, by all measures, for all our students, in line with UAE National Agenda
Rationale	UIS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially. We believe that successful inclusion should result in every student feeling safe, confident and happy in school. At all phases of the school, there should be a clear understanding of what Students of Determination and other additional needs require to ensure they can be successful. Inclusive provision at UIS is seen as the responsibility of the whole school community, permeating in all aspects of school life and applicable to all our students. Inclusive education at UIS reflects the principles of diversity, personalisation, equity, respect, acceptance and enrichment. When we improve the quality of inclusion within our schools, we improve education for all. Uptown Staff have a responsibility to: • Ensure a commitment to identification and early intervention • Reducing and removing barriers to learning • Understand effective teaching practices which are based on personalised consideration of the strengths and needs of each student • Establish a balance between learning with peers in a common learning environment and focusing on individual learning goals

WSLT sign off		Date	November 2025
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AIMS

- To empower students through an inclusive, supportive and innovative learning environment that fosters independence, reliance and personal growth.
- To ensure that all students are valued as individuals. We are committed to deliver an education program that supports students with their academic, emotional and social development.
- We aim to encourage collaboration with families, students and staff to provide a supportive community where all students thrive.

THE INCLUSION SUPPORT TEAM

- Principal
- Inclusion Governor
- Whole School Deputy Inclusion
- Head of Inclusion Primary
- Head of Inclusion Secondary
- Student Support Counsellor
- Students of Determination Support Teachers: 3
- Students of Determination Learning Assistants: 9
- EAL Whole School Coordinator
- EAL Specialists for Secondary:1
- EAL Specialist for Primary:1

MEETING DIVERSE NEEDS

- At UIS we recognise that in order to achieve our aims we must actively seek to recognise and meet the very diverse needs of our students by:
 - Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered both inside and outside of the classroom
 - Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students
 - Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life
 - Providing accommodations and modifications as required
 - Developing and deploying our resources to best reflect the various levels of need experienced by students
 - Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported with personalised consideration
 - Sharing any concerns, we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student
 - Liaising closely with professionals from other student services or external agencies involved in the care and support of students
 - Ensuring that school has access to appropriately qualified and experienced staff
 - Providing teaching and non-teaching staff with the regular support and training they need in order that their work promotes the best outcomes for each student

POTENTIALLY VULNERABLE GROUPS

- There are a number of identified groups of students and families for whom this policy is particularly pertinent:
- Students with Special Educational Need and Disabilities (SoD/Students of Determination)
- Students whose home language is not English (EAL, ELL)
- Students who are indentified as Higher Ability & Talented (HA&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for whatever reason
- Students who are young carers
- Students whose family are in crisis or under great stress
- Students at risk of significant harm
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students with long term or temporary medical needs

ROLES AND RESPONSIBILITIES TO SUPPORT AND PROMTE INCLUSION

Senior Leadership Teams

- The Whole School Deputy Inclusion oversees whole school inclusion provision
- The responsibility for making UIS truly inclusive lies with the Principal and Senior Leaders of the school ensuring a common learning environment
- We aim to promote inclusion in UIS through all of our policies, systems and practices

Heads of Inclusion

- UIS has a Head of Inclusion in Primary and Secondary. The Heads of Inclusion lead and coordinate and evaluate the provision for Students of Determination, students with identified needs and other vulnerable groups
- In partnership with the Principal, Inclusion Governor and Whole School Deputy Inclusion, the Heads of Inclusion monitor, advise, evaluate and plan for the development of inclusive practice and provision across the school
- Heads of Inclusion also ensure that the principles of inclusion are applied to all activities with which students engage at school or on educational visits; this includes the variety of ECAs, this includes but is not limited to:
 - Monitor ELL/SoD/HA&T data and lead the deployment of interventions required to promote progress and attainment
 - Ensure appropriate resources are made available to staff and students
 - Ensure any inclusion referrals are appropriately followed up, see Appendix 2
 - Ensure that the inclusion cycle is used as a tool to assess, plan, do and review
 - Line manage the inclusion staff to ensure students are provided with different ways to present information, different ways to express themselves and different ways to participate and engage in learning experiences
 - Ensure students receive the accommodations and modifications set out by their Learning Plans (Student Success Plan/Support Plan/IEPs) see Appendix I for further details.
 - Liaise with the DP Coordinator to ensure examination accommodations being applied for as appropriate.
 - Ensure parents are asked to review outside agency reports as appropriate to ensure the examination boards have the criteria met for application within timescale set out by examination boards
 - Ensure appropriate and timely Professional Development is given regularly to staff
 - Ensure appropriate and timely support is provided for parents
 - Make parents and students on the SoD/HA&T/EAL register, and others as appropriate,

- aware of local and national opportunities
- Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders
- Will ensure all paperwork, including KHDA documents, the SEN/Support Register is kept up to date
- Will ensure all recommendations for good practice are passed to the Governors and school community
- Communicate with the ELL/EAL Coordinator to ensure ELL/EAL provision is in line with Inclusion school practices and to co-plan support for dual identified SEN, EAL/ELL students.

Inclusion Teachers

- Under the direct line management of the Heads of Inclusion, Inclusion Teachers will:
- Ensure that the Learning Plans/Student Success Plans/Support Plans/IEPs are appropriately written and updated
- Ensure that the interventions carried out by themselves, and others are closely monitored and reviewed
- Ensure teachers of the students are receiving the differentiation and accommodations set out by the Learning Plans (Student Success Plan/Support Plan/IEP)
- Work together with staff and any outside agencies involved with students to ensure equitable access to appropriate provision, resources and curriculum
- Model appropriate differentiation and support where required to other staff so students have appropriate learning opportunities
- Have an open-door policy with any parent ensuring communication is timely and appropriate

Teachers

- Managing and creating an inclusive classroom environment
- Ensuring students receive differentiated instruction, and that specific needs of students are planned for, including SoD, EAL, ELL and Higher Ability and Talented students.
- Providing students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans. All Individual students have targets particular to their own specific needs in certain areas or aspects of the curriculum. This provision and outcomes are recorded by the teacher as part of the Learning Plan called a Student Success Plan/Support Plan/IEP. Parents/carers are informed of any additional or different provision being made for their child
- Taking the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews

Teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues

Learning Assistants

- Learning Assistants (LAs) are directed by the teacher to work with individuals or groups of students during lessons to support students' learning and promote their well-being
- Advice and training for specific work/interventions or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Heads of Inclusion. Where children receive support from outside specialists their goals are shared with all stakeholders
- To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all

- In order to best utilise their support for students' learning, the deployment of Learning Assistants within the school are strategically managed by the WS Depute Inclusion and Heads of Inclusion in consultation with other members of the Senior Leadership

Student Support Counsellor

The student support counsellor has a key role in promoting and supporting inclusive practice at UIS. The student school counsellors undertake a variety of tasks which include:

- Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns
- Helping to devise ways of best supporting the students he/she works with
- Observing the well-being of students within social settings and spending time within classes or working with individual students
- Taking a supporting role in working alongside external family support agencies
- Supporting parents and carers
- Being the point of contact and supporting all students including new students as required concern (specific to Wellbeing counsellor)
- Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes (role of Wellbeing counsellor)
- Undertaking individual or group work with students whose behaviour gives us cause for concern (specific to Wellbeing counsellor)
- Assisting secondary school students in making informed decisions about their academic and career paths (role of University and Careers Counsellor)
- Providing guidance, support, and resources to help students plan for their future after graduation (specific to University and Careers Counsellor)

School Nurses

The school nurse has a key role in promoting and supporting inclusive practice at the school. The nurse undertakes a variety of tasks which include:

- Keeping health records
- Informing SLT of medical conditions which impact on learning
- Promoting healthy lifestyles
- Ensuring students are sun safe
- Ensuring the Health and Safety of all students under their care

Learning Support Assistants

- Learning Support Assistants (LSA) offer 1:1 support for students who require a greater degree of support to access the curriculum who are directly employed by the parent. These LSAs are line managed by the Heads of Inclusion supported by the Inclusion Teachers
- LSAs are closely monitored to ensure appropriate training and strategies are provided weekly for the support of the students they work with
- Modifications, accommodations will be personalised for each student, and be put in place by the Inclusion Team and Teachers and facilitated by the LSA
- LSA support is mainly completed within the classroom but at times they may work within the inclusion rooms under the guidance of Inclusion Teachers
- The students supported by an LSA will be Level 3 and have individualized and specialised provision which is different to that provided to most other Students of Determination

STUDENTS OF DETERMINATION

What are special educational needs and/or disabilities (SoD)?

‘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 of the 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

Categories of disability and barriers to Learning

Common barriers to Learning	Categories of Disability (aligned with the UAE unified categorization 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 year of age)
Communication and interaction	5. Communication disorders 6. Autistic spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyperactivity Disorder 8. Psycho- emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

Identification of SoD may have occurred prior to a student’s enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at UIS.

When a concern is evident a referral will be made to the Head of Inclusion who will then liaise with the teacher and parents/carers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student may be deemed as having Special Education Needs.

Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

UIS uses a 'graduated approach' to identify and remove barriers to learning in order to put effective special education provision in place (see below).

‘Graduated approach’ provided by the school is as follows:

Monitor

- Students at the **Monitor level** are observed and tracked to ensure their needs are met without additional interventions.
- The purpose is to maintain awareness and identify early if further support may be required.
- Students who have exited formal support may remain on **Monitor** for one additional term to ensure continued progress before removal from the SEN/Support Register.

Level 1 – General Support.

All students will benefit from:

- Quality First Teaching. High quality learning through the provision of high-quality teaching; both formal and informal
- Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress
- On-going and timely assessments which inform any further provision needed
- Access to support at level 1 is inclusive to all students as part of the common learning environment

Level 2 – Targeted Support:

Some students may benefit from:

- Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention
- Interventions and progress are monitored by the Heads of Inclusion in consultation with other school staff. If a student has not made the required progress, then the appropriate referral may be made to outside professional support
- Some students accessing Level 2 support service may require enhanced support through a Learning Plan (Student Success Plan/Support Plan/IEP).

Level 3 – Individualised Support:

Specific students will benefit:

- Specific targeted intervention for individuals through a specifically designed Learning Plan. These students may have specific and/or exceptional needs that require the support from outside professionals. The school will provide appropriate advice and recommendations into any educational plans for the student
- Additional costs for outside school specialist support will be met by the parents if required
- This may in a few cases include a learning support assistant

Level 3+:

This has the same requirements as a Level 3 but applies to any student in our specialist provision, Thrive, as well as students who are on a fully or partially modified curriculum pathway.

MAKING A REFERRAL

Where concerns are identified by a teacher or parent - whether through classroom or home observations, or through the review of progress and attainment - the school will ensure that all such observations and concerns are discussed with parents or carers before any further action is taken. However, a inclusion referral form, see Appendix 2, is also required. Once the form is completed next steps will be discussed with parents or carers. This may include further school assessment and/or providing short-term intervention with careful tracking of progress. Feedback will be given to the parents/carers. After this a referral to an appropriate outside agency may be recommended to parents/carers.

An exception to this practice occurs when the school has information that indicates that a student may be at risk of harm (see Safeguarding and Child Protection Policy). The school then takes instruction from the

Principal and the Designated Safeguarded Leads on how to proceed.

The Pupil Support Group

Staff may also refer students to the Pupil Support Group, (PSG), when classroom or grade-level interventions have not led to sufficient progress, or where concerns span multiple areas such as academic performance, behaviour, social or emotional wellbeing, attendance, or safeguarding. The Pupil Support Group provides a structured, case management approach to coordinate support, ensure accountability, and promote improved outcomes. Referrals should be supported by relevant evidence and submitted within the designated timeframe each term.

Staff can refer students to the PSG once classroom-level or Stage 1–2 interventions have been exhausted and/or when Child Planning Meetings have shown limited progress over 6–8 weeks. To make a referral the [Pupil Support Form](#) should be completed attaching all relevant documents (e.g. CPM minutes, reports, assessments). The Whole School Deputy Inclusion will review and confirm whether cases meet the PSG criteria.

INDIVIDUALISED STUDENT SERVICES

Occasionally, a student may require more additional support than that given by the school due to complexity of need. If a student requires an individualized service, an enhanced level of provision will be registered through an individualized service agreement, including a stated individual service fee. This agreement provided to the KHDA and parents can only be applied when the required provision is not available through the standard school service. Staff providing this service must be appropriately trained, experienced and qualified Learning Support Assistant under the management of UIS. This agreement will be completed in collaboration with parents, the principal and other senior staff. This is to confirm that the service is essential. Associated fees will be no more than the actual cost of the service.

Provision is subject to termly review; the support is monitored by the school on behalf of the parent to ensure the level of support meets the needs of the Student of Determination.

Parents/carers and the student (as appropriate) are invited to an annual review meeting to discuss the student's progress and the support which they receive. The Head of Inclusion and teacher attend this meeting and we invite all professionals involved in supporting the student.

ENGLISH AS AN ADDITIONAL LANGUAGE/ENGLISH LANGUAGE LEARNING

Vision and Mission

- Our vision is to create an inclusive and dynamic learning environment where every multilingual learner's linguistic and cultural background is valued and leveraged to enhance their educational experience.
- Our mission is to ensure all multilingual learners achieve their full potential through tailored language learning, fostering both academic learning and language development.

Definition and Rationale

- The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English. The term ELL (English Language Learners) is used to refer to any student who is currently learning English. The term ML (Multilingual Learner) refers to students who speak more than one language.
- EAL/ELL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential.

- Therefore, our main aim is for all EAL/ELL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- The provision of this support seeks to promote equality of opportunity and to eliminate discrimination in the provision of education.
- Our philosophy aligns with Systemic Functional Linguistics and Content and Language Integrated Learning (CLIL), emphasizing the integration of language and content learning to enhance students' linguistic and academic skills. Both approaches are in line with the IB vision of Language Acquisition.
- EAL/ELL staff should hold a relevant degree and/or certification in the areas of TESOL, ESOL, EFL, ESL, EAL, ELL, English Language Teaching or Language Teaching to ensure skill for the role.
- EAL/ELL staff will be strategically allocated within or across the school, with a priority on supporting upper primary and secondary students. Staff mobility will ensure that resources are optimally distributed to meet the evolving needs of students
- Teachers and other adults utilise good EAL/ELL practices and differentiated approaches within a lesson and throughout school life
- Protocols for welcoming English learners will be implemented across primary and secondary with the purpose of easing the students' adaptation to new school life

Identification, Assessment and Exit

- Students who are ELL/EAL are identified prior to admission where possible. The Whole School Deputy Inclusion will communicate with the ELL/EAL Coordinator to inform of any recent admission with ELL/EAL reference.
- The ELL/EAL Coordinator will in turn plan the corresponding assessments and determine the type of support to be provided through:
 - Screener: a fast assessment to get an initial idea of the students' language performance
 - WIDA MODEL Online: a four-skills language proficiency assessment to determine placement in provision
- Students' growth will be assessed periodically and exit from the provision will be determined by documentation of growth using WIDA, NGRT, and student work.

Provision for ELL/EAL students

- If the student is in the early stages of language acquisition with a WIDA score of ≤ 4 , they will be placed in an EAL/ELL small group intervention led by a member of the ELL/EAL team for a specific period of time
- in-class support will be arranged in the core subjects as per ELL/EAL teachers' availability
- English Language learning targets will be set for each child in the ELL/EAL provision. The targets will be addressed in the ELL/EAL interventions and reviewed termly
- EAL/ELL learners will be involved in their progress by being presented with their language targets, WIDA student friendly rubrics, etc.
- Permanence in the ELL/EAL provision will be determined by considering relevant data such as WIDA scores, NGRT scores, subject grades, and photos of student work.
- ELL/EAL students on lower levels of English acquisition can be buddied with a more confident student who speaks the same language or with an English-speaking student as appropriate

EAL/ELL Coordinator

Under the direct line management of the Whole School Deputy Inclusion, the EAL/ELL Coordinator will:

- Oversee the ELL/EAL provision across Primary and Secondary schools.

- Align the ELL/EAL curriculum with overall school curriculum goals and standards.
- Assist in developing and updating school policies related to ELL/EAL provisions.
- Establish and maintain protocols for ELL/EAL assessment and the identification of student needs.
- Ensure accurate and up-to-date documentation for ELL/EAL students, including assessment records, interventions, and parent communications. Track and analyse ELL/EAL student progress data to inform instructional decisions and program adjustments.
- Report on student performance to school leadership, highlighting areas for support or intervention.
- Ensure that student English Learning Plans are appropriately written, updated, and shared with relevant stakeholders.
- Support students in their transition from ELL/EAL to mainstream classes by coordinating with classroom teachers and monitoring their progress.
- Provide exit criteria and monitor students after they leave the ELL/EAL program to ensure continued success.
- Work with subject teachers to integrate language support within content areas, ensuring students receive comprehensive support across subjects.
- Provide Continuous Professional Development (CPD) in EAL/ELL instructional strategies, translanguaging, and language teaching, in line with the IB philosophy of Language Acquisition. CPD strategies may include workshops, peer coaching, and coaching cycles.
- Promote ELL/EAL learning growth within the team through collaboration, support strategies, language assessment, translanguaging, Content and Language Integrated Learning, and other best practices.
- Regularly hold team meetings with ELL/EAL Specialists for co-planning and discussing ELL/EAL-related initiatives, lesson planning protocols, appraisal, etc. Minutes should be kept.
- Develop and curate ELL/EAL resources, including assessment tools, instructional materials, and language supports tailored to student needs.
- Keep an open line of communication with parents and co-plan workshops to support their involvement in their child's language learning.
- Communicate ELL/EAL procedures clearly and transparently, providing communications in parents' home languages whenever possible.

EAL/ELL Specialist Teachers

- Under the direct line management of the ELL/EAL Coordinator, the EAL/ELL Teachers will:
- Ensure that the student English Learning Plans are appropriately written, updated and shared with relevant stakeholders
- Ensure that the interventions carried out by themselves and others are closely monitored and reviewed
- Keep student's data (Context Sheets, English Learning Plans, WIDA reports) organized and annotated to feed their instructional planning.
- Ensure teachers of EAL/ELL students receive the assessment and instructional differentiation and accommodations appropriate to student's language proficiency levels.
- Model appropriate differentiation and support where required to other staff so students have appropriate learning opportunities
- Have an open-door policy with any parent ensuring communication is timely and appropriate and record such communication in the ELL/EAL Tracker
- Show commitment to continuous professional growth by engaging in regular PD sessions, networking events and pursuing relevant certifications to stay current with best practices in ELL/EAL education.

HIGHER ABILITY AND TALENTED

UIS is committed in its mission to support the needs of all students so that they may realise their full potential.

At UIS, we maintain a dedicated policy for identifying students with Higher Ability and those who are Talented. This policy details the procedures for identifying such students, the process for making referrals, and the provisions and support systems we have established. Refer to D6 Continuum of Ability Policy.

IDENTIFICATION/ADMISSION

At UIS we ensure that admission into all educational settings, including early years will not be conditional upon the submission of a medical diagnosis. Students will not be refused admission based only on their experience of SoD.

The entry assessment process for Students of Determination focuses on identifying strengths and challenges to learning as well as the strategies that will contribute to the student's success.

The function of the entry assessment process for Students of Determination is to inform UIS provision planning and enable the student to be enrolled in school.

In exceptional circumstances where UIS is unable to provide a place for a Student of Determination, the criteria and rationale for the decision will be clearly described through the completion of the KHDA's non-admission notification procedure for students of determination. This must take place whether the student is identified as a student of determination prior to the application or as a result of the entry assessment procedure

The method and tools used for the entry assessment process will be age appropriate and reflect on the student's stage of development

Priority admission is provided for a student of determination with a sibling already on role in the school

A Learning Plan (Student Success Plan/Support Plan/IEP), will be implemented with six weeks of a student being admitted into UIS. This will be created in a collaborative meeting, led by the leader of provision for the Student of Determination. The team must include where possible, the student, their parents and their teacher. With additional professionals being invited where it is of benefit to the process

Information included in the Learning Plan (Student Success Plan/Support Plan/IEP), such as learning profiles, and/or classroom accommodations, will also be used by teachers to enhance lesson planning and guide staff to support students.

THE SCHOOL REGISTER

Students who are identified by the school as being Students of Determination (Monitor, Level 1, Level 2 and 3), EAL/ELL and/or students with Higher Ability and Talents are recorded in the school's SEN/Support Register.

The register will be reviewed at least once a term at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made. Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

STAFF DEVELOPMENT AND TRAINING

The Inclusion team provide regular additional training to all staff to ensure a clear understanding of SoD/EAL/HA&T and particularly how they can adapt their learning environment and teaching to ensure the removal of barriers learning. The school makes use of local training providers and whenever possible staff attend local courses and conferences.

Learning Assistants and Learning Support Assistants are trained to use specific interventions such as: The SNIP Programme, 5 Minute Box for Literacy and Mathematics, Catch Up Literacy, Catch Up Numeracy, RWI individual coaching, IDL, Nessy and Plus1.

PERSONALISING THE CURRICULUM

School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the students who attend the school and where required alternative frameworks such as the ASDAN programme are utilized to support students' needs.

UIS currently uses bespoke versions of recognised national and international curriculums to support the staff, at all levels, in planning the curriculum

UIS has long term curriculum maps which are used by grade-level and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. Staff ensure appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs

All members of the school community are expected to:

- Support the school's inclusive ethos and take a key role in working alongside external family support agencies and providing support for parents and carers.
- Be the point of contact and supporting all students including new students as required concern (specific to Wellbeing counsellor)
- Work alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes (role of Wellbeing counsellor)
- Undertake individual or group work with students whose behaviour gives us cause for concern (specific to Wellbeing counsellor)
- Assist secondary school students in making informed decisions about their academic and career paths (role of University and Careers Counsellor)
- Provide guidance, support, and resources to help students plan for their future after graduation (specific to University and Careers Counsellor)

APPENDICES

Appendix 1 Learning Plan

All Learning Plans (Student Success Plan/Support Plan/IEPs) will contain the following:

Student Information

- Category of need
- Main barriers to learning
- Additional barriers to learning

Student Learning Profile

- Performance level (CAT4 and NGRT)
- Aspirations
- Areas of strength
- Areas of difficulty
- Extra-curricular activities the student is involved in both in and out of school

Classroom Accommodation

- How to help
- Things to avoid
- Access arrangements

Individualised Targets (SMART)

- Specific
- Measurable
- Achievable
- Relevant
- Timeframe

Development Team

- Parents
- Student
- Teacher
- Leader of Learning Provision
- Other Professionals

Appendix 2 UIS Whole School Inclusion Student Referral Form

Student Full Name:	Teacher/ Grade:
Attached Documents	○ Student information ○ Teacher-parent / teacher-child discussion notes ○ Teacher / Inclusion Head discussion notes ○ Data tracking of progress ○ Other observation notes ○ Other
Area of Concern (including evidence):	
Outline interventions/strategies used to date (including impact): Which other staff have been informed?	
Have parents been informed? What needs to happen next and why?	
Any other comments?	
Date of referral:	
Teacher's name:	
To be completed by Head of Inclusion Parent/career meeting date:	

Completed form and supporting documents should be emailed to: Primary Head of Inclusion or the Secondary Head of Inclusion