



Horizon English School

Inclusion Policy

Updated: February 2025

Review date: February 2026

Accountability: Aislinn McCabe, Head of Inclusion

Rationale:

At Horizon English School we welcome children with a variety of academic backgrounds and abilities. The school strives to provide a safe, stimulating, supportive, happy and secure environment for all children, including those children with mild to complex Special Educational Needs and Disabilities (SEND).

We support our teachers to enable children with SEND to access all areas of the curriculum within the mainstream school environment and in the community, ensuring all areas of the school are accessible to everyone. We support our children to enable them to achieve their potential academically, socially and personally by recognising their individual differences, needs, strengths, weaknesses, experiences and interests. We support our parents as partners in the education of their child.

As teachers monitor children's progress and provide appropriate learning experiences to stimulate, challenge and reinforce learning, they will identify children of exceptional ability as well as those who display greater difficulties than their peers. We recognise that Gifted and Talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the SEND register for behavioural, social, physical, sensory or specific learning difficulties. The provision for these children will be in keeping with the school's policies and the specific requirements outlined in this policy.

Aims:

- To ensure children are accurately identified as Gifted and Talented and receive appropriate provision to allow them to reach their full potential.
- To ensure all children, regardless of need, have the same opportunity to access the admission procedures of our school.
- To ensure the school's identification and early intervention process allows for accurate identification of the type of SEND experienced by a student.
- To ensure the creation and use of personalised Individual Education Plans (IEPs) for students identified as requiring Wave 3 support and the use of targeted, evidence-based interventions accelerate learning, progress and development for all students who experience SEND.
- To ensure children who may attain significantly below curriculum expectations have access to alternative curriculum pathway options that enable them to access learning that is personalized to them.
- To ensure the school provides students who experience SEND with the academic learning, personal support, accommodations and curricular modifications required to enable equitable access to educational opportunities in a common learning environment.
- To ensure the academic and personal progress of children experiencing SEND is effectively monitored and tracked.
- To ensure the school supports children experiencing SEND effectively when transitioning into school, to new year groups and into different educational establishments.
- To ensure parents are consulted and are encouraged to collaborate with the school to ensure appropriate and adequate provisions, accommodations and services are provided.
- To ensure that a rigorous system of monitoring, evaluation and reporting ensures that progress towards achieving a fully inclusive education system is tracked.

- To ensure the roles and responsibilities of the Inclusion Champions, Inclusion Teachers and 1:1 Learning Support Assistants (LSAs) allow for outstanding provision for children experiencing SEND.

Sources and references

- This policy has been updated in line with the standards set out in the 2019 Dubai Inclusive Education Policy Framework.
- Furthermore, we are committed to complying with the mandatory provisions of Federal Law No. (29) of 2006 Concerning the Rights of People of Determination, Dubai law 2014 (no.2), Executive Council Resolution No. (2) of 2017 – Regulating Private Schools in the Emirate of Dubai Article 4(14), Article 13 (16,17,19), Article 23 (4)

STUDENTS OF DETERMINATION

1. POLICY

1.1 Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Horizon English School aims to promote spiritual, moral, social, cognitive, cultural, academic and physical development for all its pupils. We believe that Inclusion lies at the heart of everything we do and that children with SEND have a right to be educated alongside their peers in a mainstream setting, where appropriate. Inclusion is an unending process of increasing participation and providing learning opportunities for all pupils; early identification of a child's SEND is key to planning for their provision. Horizon English School is committed to continuous tracking and assessment of all pupils, with a view to early identification of a child's SEND and provision of appropriate support. We endeavor to monitor all pupils and identify those who are not making adequate progress. We aim to use careful formative assessment as a means of ensuring maximum pupil progress. The underlying principles, are that:

- a. provision for SEND pupils should match the nature of their needs, and
- b. there should be regular recording of a child's SEND, the actions taken and the outcomes, and that provision and outcomes need to be shared with parents.

2. IDENTIFICATION OF STUDENTS EXPERIENCING SEND

Horizon has a rigorous referral process which is known by all teachers at the school. Teachers have access to an Inclusion Kit Bag, which contains information about how to identify SEND and refer to the Inclusion Department.

There is a clear process of how teachers should refer a student to the Inclusion Department, which starts with collecting more information from the parents and sharing their concerns. Once parents have been informed of the teacher's concerns, the teacher will complete and submit a referral form to the Inclusion Department. Within two working weeks, the Inclusion Department will complete an observation of the student. The Head of Inclusion will determine if the student should be placed on the Monitoring list and re-assess after in-class intervention, or add to the Inclusion Register as Wave 1, 2 or 3 as explained in section 4.

3. ADMISSION ARRANGEMENTS

3.1 SEND Applications

- As with all children, students who experience SEND must receive "sibling priority".
- Children with SEND applying for a place must register as all new applicants to the school do.
- If a child is identified as having SEND from previous records or the application form, the Head of Inclusion is notified and all relevant documentation is passed on to her/him.
- The Head of Inclusion should then examine the student's records and ask to assess the child in the student's current environment (nursery, SEND center, school) or at Horizon, wherever is most appropriate.
- The Inclusion team will be looking to ascertain that the school is able to meet the needs of the child in our mainstream learning environment before offering a place.
- Where we feel the child's needs would be better met through a therapy based curriculum and we are unable to meet their needs, we must offer parents face to face feedback and advice moving forward.

3.2 Transition into school

- A personalized and bespoke transition plan must be created for all children experiencing SEND who are transitioning into our school.
- The transition plan may consist of a variety of activities including visits from the Inclusion team into their current settings, meetings with any external specialists involved with the child, an extended number of transition visits to school, an initial reduced timetable, etc.

4. PROVISION FOR STUDENTS OF DETERMINATION

The provision for children with SEND is assigned to three waves.

Wave 1

Students who require Wave 1 support can have their needs met by their Class Teacher. Wave 1 provision is what is on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This teaching should, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. These approaches reduce, from the start, the number of children who need extra help with their learning or behavior and who are then identified as having SEND.

Wave 2

Students who require Wave 2 support require support from an Inclusion Specialist. Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Wave 2 support includes sessions from an external professional such as Speech & Language Therapy or Occupational Therapy.

Wave 3

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. If the outcomes from the referral process suggest the child will need specialist one to one support and/or require a Learning Support Assistant (LSA) to access the curriculum then the child should be added to the SEND register under Wave 3.

5. TARGETS AND INDIVIDUAL EDUCATIONAL PLANS (IEPs)

- Students on the Inclusion register receiving Wave 2 support (unless only receiving speech therapy) will be provided with a Student Snapshot document containing SMART targets created by the class teacher, member of the Inclusion team and, when appropriate, the child themselves. These targets will be set in the first term of the academic year and shared with the parents. The class teacher will then be responsible for monitoring and reviewing the targets continuously, highlighting when targets are achieved. The targets must be updated at the end of each term and shared with parents.
- Students on the Inclusion register receiving Wave 3 support must follow an IEP. The outcomes and targets for the IEP will be agreed and set in the first term of the academic year, with the child, class teacher, parent, Learning Support Assistant, Inclusion Teacher and any specialists involved with the child. The class teacher will then be responsible for monitoring and reviewing the IEP continuously. There will be a termly IEP review meeting with all the above stakeholders invited to discuss progress towards targets and any amendments or adjustments to provision that need to be made.
- The students must be aware of their targets and what strategies they can use to help them achieve these goals. These targets may be printed and stuck in a visible place to the student or within an easily accessible location on Seesaw.

6. ACCESS TO HIGH QUALITY INTERVENTIONS

- Class and Specialist Teachers should collaborate with the Inclusion team to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings).
- Where appropriate, personalised small group or individual purposeful interventions should be organized by the Class Teachers and/or Inclusion team to enable acceleration of progress in the child's area of need.
- The interventions should be delivered by either the Class Teachers, Inclusion Teachers, Inclusion Assistants, Teaching Assistants or School Counsellor.
- Clear objectives and targets for these timebound interventions must be set and progress towards these monitored and reviewed at the end of the series of sessions.

7. PERSONALISED AND ALTERNATIVE CURRICULA

Where appropriate, personal flexible curricula pathways should be created to respond to the cognitive, cultural and linguistic backgrounds of children who experience SEND. The curriculum should be innovatively adapted and modified to meet the needs of children with more complex needs and should be supported by a variety of teaching methods to accommodate students' particular learning styles.

Our Wave 3 alternative pathway program, known as New Horizons, should be offered at KS1 and KS2. This should be taught for one hour daily by an Inclusion Teacher and must be centered around Horizon's Wave 3 curriculum which aims to teach skills in the following strands – Independence, Social Interaction, Expressive Language, Maths, Reading and Writing.

8. TEACHING AND LEARNING

8.1 Assistive technology

We must provide an effective learning environment and should be committed to providing appropriate and up to date technology in the classrooms to support students' learning. Class and Specialist Teachers should encourage the use of assistive technology to aid the learning of all children where appropriate. Training should be delivered by the Inclusion Department at least once per academic year regarding the employment of assistive technology in lessons for students of determination.

8.2 Continuous Professional Development (CPD)

Quality First Teaching

Regular in-class support for Teachers, LSAs and TAs, in year groups or whole school training must be provided by the Inclusion team, Subject Leaders and Senior Leadership Team to ensure Teachers use differentiated approaches that ensure high quality and personalized teaching for all children.

We must plan a broad and balanced curriculum with effective and inclusive opportunities for all children to learn. All teachers should be aware of their students' preferred learning styles and teach accordingly using appropriate learning: enrichment, extension and enjoyment. We take the following into account:

- All adults having high expectations for all pupils.
- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Special Educational provision

This is educational provision that is additional to or different from that made for others of the same age. Regular training on meeting the needs of the children on our SEND register must be planned for throughout the year. This should allow all staff members to have the skills and knowledge to appropriately pitch learning activities for all students of determination. We should regularly reflect on the needs of our children and staff and where appropriate ensure some of our staff receive specialist external training in order to enhance Special Educational provision at Horizon.

9. ATTAINMENT AND PROGRESS

We must have high expectations of all students and believe that every pupil, including those with SEND, can make better than expected progress.

9.1 Monitoring

Each student should be monitored daily by their Class Teacher, who sets regular targets and monitors the achievement of those targets. Students should be assessed through formative teacher assessment three times a year using OTrack. Students should also complete summative assessments each term, with ongoing weekly assessments occurring in class.

If there is clear evidence that the student is failing to make adequate progress and that the attainment gap between a student with SEND and their peer cohort is increasing, there is cause for concern. There is termly reviewing of targets and provision through Pupil Progress meetings. Where it is noted that progress is not being made, further investigations should be attempted to identify causal factors. These should be discussed in early/additional review meetings involving all concerned. New advice should be taken and acted upon and outcome of the interventions closely monitored. Governors should also conduct evaluation of progress and attainment by regular review of performance data.

9.2 Personal and Social

We should promote an ethos of provision for emotional, social and intellectual development; developing interpersonal and intrapersonal skills, emotional intelligence, creative development and self-esteem. There are several ways we should support children with social and emotional needs:

- Behavioural targets on Snapshots and Individual Education Plans (IEPs).
- Children requiring a quiet space throughout the school day in the Inclusion department.
- Social skills intervention programmes.
- 1:1 support from the school counsellor.

We monitor progress in this area through Snapshot and IEP targets.

10. ASSESSMENT/TESTING WITHIN THE SCHOOL FOR STUDENTS OF DETERMINATION

- The Inclusion team, Class Teachers and Specialists (where appropriate) should discuss the needs of each student before assessments to ensure students with SEND are accommodated for and given a fair test.
- Students with SEND may carry out tests in a small group situation with Inclusion department members and/or Teaching Assistants to reduce stress and allow for special accommodations such as: assistance with reading during numeracy tests, additional time, modified tests, short breaks during testing, scribing or use of assisted technology for longer writing tasks.
- Students with SEND working at a different grade level than their classmates may complete a test from a different year group.
- With on-going assessments, students should be assessed on their progress towards their individual goals or specific differentiated targets set for the activity and from starting point.

11. STUDENT PARTICIPATION

Students should be invited and encouraged to evaluate the effectiveness of their support on their confidence and independent learning. The school ethos should encourage and support student participation and access to all aspects of school life through:

- Including students in evaluating their own progress (encouraging them to know and own their own targets)
- Use of differentiated success criteria within lessons
- School Council and pastoral support systems
- Genuine commitment by all staff to actively support student participation
- Social and Emotional Aspects of Learning: whole school and small group activities

Where possible, SEND pupils are involved in discussions about their needs and provision at:

- IEP reviews
- Transition planning
- Intervention reviews

12. TRANSITIONS

Teachers must ensure that all transitions are supported through effective communication. This is important for all students but particularly so for vulnerable children who, either educationally or emotionally, will find the moves challenging.

Page Break

12.1 Yearly transitions

During the summer term, formal discussions should occur between the current Teacher and the Teacher of the following year group; these discussions should also involve the Inclusion department. This must allow for all areas of each individual child to be discussed and specific abilities or talents to be highlighted. SEND files must be handed over at this point to ensure continuity.

12.2 EYFS, KS1 and KS2 transitions

There is a structured programme of transition between Early Years Foundation Stage, Key Stage 1 and Key Stage 2 for all children, to minimise stress and enable continuity of provision. For vulnerable children or children with SEND, there must be a programme of extra familiarisation visits to provide the child with the links to their new setting during for their summer break.

12.3 Secondary transition

- Extra visits to secondary schools organised for vulnerable children and those experiencing SEND where appropriate.

- The Head of Inclusion and/or Year 6 Inclusion Teacher must meet secondary colleagues to discuss individual children and their specific needs.
- IEPs, therapy plans and specialist reports must be openly shared with the secondary schools.

13. PARENT PARTNERSHIP

Parents know their children best and the school must work in partnership with parents to establish children's needs. Great significance is placed on the personal responsibility of everyone to play their part in meeting the needs of the child. This is done through the IEP review system, termly meetings with external professionals (where appropriate), termly consultations both with Class Teachers and with the Inclusion team, or presentations to parents on specific Inclusion subjects such as Dyslexia or "Hosting a Neurodiverse-friendly Playdate". Parents of Wave 1 and 2 students should have the opportunity to attend designated Parents' Evening slots in which Inclusion Teachers will share the impact of their child's provision and discuss the next steps to support their child. Horizon English School should promote the following:

- Having positive attitudes towards parents, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures and being aware of needs parents might have in respect of a disability or communication and linguistic barriers (where known by the school).
- Recognising the pressures a parent may be under because of their child's needs.
- Acknowledging the importance of parents' knowledge and expertise in relation to their own child.
- Gaining parental permission before referring their children to others for support.

14. MONITORING, EVALUATING AND REPORTING ON INCLUSION

The school must collect and hold information on:

- The numbers of children who experience SEND, disaggregated by gender, age, nationality, type of disability, attendance levels, health status and location who attend our school.
- The numbers and characteristics of children who are not offered a place at Horizon after an assessment.
- The progression and outcomes of students who experience SEND at our school.
- School level data on accessibility, accommodation, teacher and student support (including number of support teachers and learning support assistants), IEPs, training, funding, assistive technologies and other types of support.

15. ROLES AND RESPONSIBILITIES

Inclusion Champions (Assistant Headteacher and Inclusion Governor)

The Assistant Headteacher and Inclusion Governor should both be Inclusion Champions for the school. Their role is to empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development and education.

Head of Inclusion

The Head of Inclusion works full-time across all year groups, FS1 - Year 6. They should be supported by the Inclusion Teachers, Learning Support Assistants, ELL Coordinator and the School Counsellor. Responsibilities must include: planning, assessment, monitoring, co-ordination, communication, record keeping, liaison and staff development (including personal CPD) to deliver additional provision for students of determination in close partnership with the Senior Leadership Team, Class Teachers, Teaching Assistants, children and parents. The Head of Inclusion must have a standing weekly agenda item in SLT meetings to discuss current and on-going issues in the school. The Head of Inclusion reports termly to Governors on progress of SEND children and gives information on provision and support. The Head of Inclusion must seek to keep colleagues abreast of best practice initiatives through regular INSET and CPD opportunities.

Inclusion Teachers

Inclusion Teachers' responsibilities include assisting Class and Specialist Teachers, Teaching Assistants and LSAs in the provision of instruction to students who experience SEND by spending the majority of their time engaged in activities that directly assist individual teachers. A detailed breakdown of their responsibilities can be found in the Inclusion Teacher job description.

1:1 Learning Support Assistants (LSAs)

Children experiencing SEND who have more significant needs may require one to one support. This is funded by parents. The school is responsible for the recruitment, training and employing of the LSAs. Please see School-employed LSA contract for full terms and conditions. In exceptional circumstances where parents employ the LSA, a memorandum of understanding (MOU) clearly sets out the terms and conditions of employment within the school.

Inclusion Support Team

The Inclusion Support Team consists of: the Headteacher, the Assistant Headteacher (Champion of Inclusion), Head of Inclusion, Inclusion Support Teachers, Occupational Therapist, EYFS Inclusion Specialist, Learning Support Assistants (LSA), School Counsellor, ELL Coordinator and the Gifted and Talented Leads. The Inclusion Support Team must meet regularly to support the education of students experiencing SEND by providing coaching and support to class teachers, assign LSAs to individual students and groups of students as needed, develop partnerships with special centres and professionals who work with individual students.

GIFTED AND TALENTED

At Horizon English School we use the terminology of Gifted and Talented (G&T) for children working significantly above their peers. We identify G&T pupils through internal and external assessment data as well as teacher recommendations. We put an emphasis on creating opportunities for pupils to harness their talents and this is facilitated by two coordinators – one for core subjects and one for specialist subjects. Wherever possible we promote areas for these to be nurtured both through the curriculum and in ASAs. Although class and specialist teachers are aware of the children highlighted as Gifted and Talented, we do not necessarily share this information with the children. The provision for Gifted and Talented pupils must be monitored through work sampling, classroom observation and the analysis of test results.

1. IDENTIFICATION

EYFS – Year 2

Class and specialist teachers should nominate children who they feel may have a gift or talent in a specific area. These nominations are supported by evidence from Teacher Assessment and any recorded learning. Teachers should also refer to the identification checklist.

Years 3-6

Children who achieve a mean score of 121+ in the CAT4 assessments will be flagged to the Gifted and Talented leads. We typically identify children as being G&T when achieving a mean score of 125+ in CAT4, however Class Teacher judgement is always taken into account. We also analyse data from internal assessments such as End of Unit/Term assessments, and analyse other external assessments consist of GL Progress Tests and CAT4. Class and Specialist teachers are also able to proactively nominate children to the Gifted or Talented registers with evidence that is supported by data. We have two Gifted and Talented Leads – one for core subjects and one for non-core subjects. These leads have the final say on whether a student is added to the register.

2. PROVISION

The following provisions should be available for children on the Gifted and Talented register, should they be relevant to the individual need.

- A challenging curriculum enabling pupils to work at high cognitive levels. All staff should be aware of Blooms Taxonomy - Teachers use Blooms to structure the delivery of higher order questions within their lessons.

Blooms should also be used to support the design of differentiated Learning Objectives for Gifted and Talented students.

- Enrichment Class – some students who have been identified as Gifted and Talented in a core subject are invited to join the Enrichment Class which takes place before the start of the school day one session per week. This aim of the class is to give children the opportunity to work with similarly able peers towards a shared goal.
- Project Based Learning – Subject dependent, Gifted and Talented students should be provided with the opportunity to collaborate, work independently and problem solve through open ended projects.
- Enrichment League – Gifted and Talented students should be provided with opportunities to compete against other Gifted and Talented students through the Dubai Enrichment League.
- Access to a relevant, differentiated and challenging curriculum. This must provide the opportunity for pupils to identify and develop a unique profile of learning dispositions.
- Opportunities to develop specific skills and talents through inter-school competitions must be evident.

ENGLISH LANGUAGE LEARNERS (ELL)

This policy sets out the aims, objectives and strategies of Horizon English School (HES) with regard to meeting the needs and celebrating the skills of learners with EAL and ELL needs and helping them to fulfil their potential.

The term ELL in this policy is used when referring to students who:

- are new arrivals to school who have limited to no English
- have spent less than two years in an English speaking educational setting

The term EAL in this policy is used when referring to students whose:

- first language is not English
- can access most of the school curriculum
- have been learning English in an immersive environment for at least two years

The purpose of this policy is to clearly set out our approach and delivery of ELL provision so that all stakeholders are aware of our overall strategy, that relevant framework guidelines are being followed and that practices are up-to-date and relevant.

The aims and objectives of this policy and the schools' ELL provision are to:

- Welcome and value the cultural, linguistic and educational skills and experiences that ELL students bring to HES.
- Ensure that we meet the full range of needs of those children who are learning English as an additional language.
- Help ELL students to become confident and fluent English speakers, listeners, readers and writers in order to be able to fulfil their academic potential.
- Encourage and enable parental support to further assist the learning needs of the child.
- Equip staff with the knowledge, skills and resources to be able to effectively assess, teach, support and monitor students with ELL.
- Monitor and track the progress of students and then use this data to adjust strategies when necessary.
- ELL – New English Language Learners
- Provide ELL support to enable those students to become proficient in English at an accelerated pace and access the curriculum.
- Assess the skills and needs of students with ELL needs and to implement appropriate support throughout the school.

IDENTIFICATION

ELL needs are identified through:

- Liaison with the School Registrar when the child enrolls initially.
- Referrals from Class Teachers
- Referrals from parents

The ELL Specialist assesses the ELL students to determine their needs and supports required to access school life and learning. A programme of learning, including education plan and teaching are then implemented.

PROVISION

In-class provision

- Planning for learners incorporates both curriculum and ELL specific objectives.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable ELL students to participate in lessons.
- Key language features of each curriculum area are identified, e.g. key vocabulary, structures and text types.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Students have access to effective staff and peer models of spoken language.
- Students will be encouraged to speak in pairs and small groups to encourage language fluency and development of critical thinking.
- Additional visual support is provided including posters, lanyard instructions, pictures, photographs, objects, demonstration and use of mime and gesture.
- Additional verbal support is provided including repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation. Discussion is provided before, during and after reading and writing activities.
- Specialist programmes including Nessy Reading and Spelling and Read, Write Inc. and Numicon are also used to assist learning.

ELL Specialist provision

For students in Phase 2, 1-3 sessions per week for ELL children will be provided by the ELL Specialist. These sessions are 30 minutes in duration and will occur on a regular basis until children reach Proficiency Level D in their stages of acquisition. Once Level D has been achieved, ELL students will still receive weekly check-in intervention sessions for the duration of that Term. Children should be taken for ELL intervention at the least disruptive times possible (i.e. not in core subjects). Teaching programmes include:

- Learning Village (online)
- Linguascope (online)
- Let's Learn English (book)

Both Learning Village and Linguascope log-in details should be shared with parents so that they can be used at home.

TA interventions in phonics, reading and writing is administered by Teaching Assistants under the guidance of Class Teachers.