CROWN AMERICAN PRIVATE SCHOOL

مدرسة كراون الأمريكية الخاصة

INCLUSIONPOLICY

2025-2026

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"Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. The goal is to promote opportunities for all children to participate and be treated equally".

Crown American Private school is committed to providing meaningful, high-quality educational opportunities for all learners within their local community, learning alongside their friends and peers. We recognize and value every learner as a unique individual with their own strengths and needs.

This policy sets our approach to supporting students of determination by creating an environment that encourages growth in every aspect of development- academic, social, emotional, and personal. It provides clear guidelines to help the school build internal capacity to identify, reduce, and remove barriers to learning, ensuring that all students, including those with special education needs and disabilities, can access and achieve quality education

In implementation of the articles of Law No. 29 of 2006, as amended by Federal Law No. 14 of 2009, the **MOE** is working to achieve a high quality Inclusive Education that provides equal educational opportunities for students of determination in the educational institutions in the UAE and ensures that each one of them is enrolled in a program within a track that suits his or her needs to obtain the appropriate qualifications, through applying the following laws,
and policies applicable to the early childhood educational institutions, higher education, and public education:

Preparing the Inclusive Education policies in public and private education and higher education institutions, including early childhood educational institutions, developing the standards and frameworks for Inclusive Education programs.

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 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.

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

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ([1]including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. [2]*Chronic or acute medical conditions*

their learning needs met within an appropriately differentiated classroom. Parents are also advised, and it is highly recommended that they take the child to 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 stakeholders including governing bodies and school leaders, staff and students are safeguarding the rights of student of determination within the school community.

To include students of determination, and provide them with the opportunity to participate and learn together with their peers in the same classes with the 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.

Crown American Private 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 special needs teachers/counselors outside the classroom setting in the resource room catering to their individual need.

Special Educational Needs is defined as "Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognized disorder." Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they achieve the expected levels of progress given their starting point. A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific support to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

Students of Determination (SOD) Levels of Category

Category	Description
Wave 1- General Support Service	➢ Closely monitored by Inclusion Department and coordinates with the subject teachers regarding student's performance ➢ Teachers are given accommodations & modification strategies as per the need of the child ➢ Not pull out and no CSP or IEP made
Wave 2- Targeted Support Service	➢ Pull out by the SEN Educator in the Resource Room for individual instruction ➢ Teachers are given accommodations & modification strategies as per the need of the child ➢ CSP/IEP/BMP is made ➢ No formal assessment from the doctor or medical specialist
Wave 3- Individualised Support Service	➢ Pull out by the SEN Educator in the Resource Room for individual instruction ➢ Teachers are given accommodations & modification strategies as per the need of the child ➢ CSP/IEP/BMP is made ➢ With formal assessment from the doctor or medical specialist

Students of Determination (SOD) Provisions

Accommodations	➢ Can help student learn the same material and meet the same expectations as their classmates.
	• For example, during a spelling test, the student might benefit from having extra time to complete the spelling test or using typing technology if the physical act or writing is difficult.
Modifications	➢ Student could be assigned shorted or easier reading assignments. Students who receive modifications are not expected to learn same material as their classmates.
	• For example, in the case of the spelling test, if the class was given 20 word to study, the student with modifications might only have to study 10 of them. Or she/he might have a completely different list of word.

Pull-out	➢ Learning takes place in the resource room on a one on one basis.
	• For example, during Library or Art(only Library and Art),student will not be going to Library instead in the resource room to be given individual sessions by the SEN Educator based on his/her learning needs (CSP/IEP)

In-class support	➢ Support is given inside the classroom during core subjects by the SEN teacher make an impact on the learning.
	• For example, for English lessons the student will be provided with detailed explanation, scaffoldings and manipulatives by the SEN Teacher based on his/her learning needs(CSP/IEP)

Different Plans for Student of Determination (SOD)

1- **Classroom Support Plan (CSP):** - a subject based plan that it is given to students who have difficulty/are yet able to somehow work independently inside the classroom - concerns/targets are based on the monthly plan given by the teacher and approved by the HOD.

2- **Individualized Educational Plan (IEP):** - a skill/behavior-based plan that is given to students who have difficulty working independently and require more individual instruction - concerns/targets are area based like reading, basic math, spelling, writing, social behavior, and self-help skills.

3- **Advanced Learning Plan (ALP)** - a curriculum/educational pathway that support the gifted and talented learners to achieve their full academic, personal and social potential in a conductive learning environment and ensure their overall well-being. - It's a collaborative team plan.

4- **Behavior Management Plan (BMP)** - a plan designed to change a particular undesirable behavior by using the system of reinforcement that enables the students to learn the correct set of responses. - It's a collaborative team plan.

5- **Home Program (HP) -** a plan designed to target the self-help skills or adaptive skills of a student which needs to be addressed at home so that he/she knows how to behave in school.

Identification and Early Intervention

Ensure that 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 reach their best potential. It seeks to achieve this by:

- Teacher observation [structured and unstructured environment]
- SENDCO, SEN Educator and social worker observation
- Information obtained from parents
- School Based Assessments

- Baseline Assessment (Core Subjects)
- Informal Assessment/Checklists
- Medical and Psycho-Educational Reports.

Inclusion Process Crown American Private School has a continuous cycle of identification, assessment, planning, teaching and provision making, that considers the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts. The following are the steps followed to ensure inclusion:

1. **Identification**
2. **Referral**
3. **Observation**
4. **Team meeting**
5. **Support**
6. **Review**

Identification

There are three main measures through which Students of Determination are identified:

1. During admission – parent referral/identified by teacher
2. Identified in class - due to behavior /academic concerns
3. Identified by screening- CAT4, GL, Screening Checklists

Admission of Student of Determination

Based on the Federal Law no:29/2006, article 12 of the second chapter on education, states that, "Special needs do not constitute in themselves an impediment in seeking affiliation or enrolment or admission to any educational institution, whether public or private". The Crown American Private
School makes all reasonable efforts to enroll children with additional learning needs. However, parents must mention the needs of the child so that interventions will take place prior to the start of the school if necessary.

Special arrangements for Examinations

The school follows the American curriculum, therefore extra arrangements are applied for the SOD for the check point exam with the California Boards.

- SOD's are considered in accordance with the regulations set by the Examinations board.
- These arrangements include extra time, prompts, a reader, a transcript, a scribe, modified paper, use of calculator/other assistive devices, colored or modified paper provided by the school.
- Pupils will be only considered in accordance with the Exam Board regulations and recommendations made for individual students in their psycho- educational reports.

• The arrangements sought should present the normal method of learning for the SOD.

• The final decision regarding these arrangements remains with the Principal.

• Once it has been agreed that a pupil qualifies for special arrangements, it is the responsibility of the examinations officer to ensure these arrangements are implemented.

Complaint procedures

Complaint procedures for the students of determination mirrors the other complaint procedures that are normally followed by the school.

Teachers' responsibilities

• Familiarize themselves with student's records and information regarding their special educational needs

• Support individuals in reaching their IEP/CSP/BMP/ALP/HP targets

• Provide modified activities or plan to address the needs

• Analyze assessment data and identify progress and attainment of individual students that are causing concern. Maintain baseline and progress data for delivered interventions

• Keep annotated notes and records to provide detail of success and challenges of students. Liaise with SENDCO on a day-to-day basis or as required

• Be alert to the possible need for monitoring students who are causing concern

- Consult and keep the SEN Teacher informed of any changes regarding the student's needs or circumstances
- Implement the teaching needs of students with statements, which may include the management of a special support assistant/teacher
- Assess in order to plan and devise specific strategies for managing SOD.
- Follow advice and support from SEN teachers to ensure that all Students with a variety of needs and learning barriers within school are included at all times.

Inclusion Personnel Responsibilities

- Liaise with the student's class teacher
- Familiarize themselves with student's records and information regarding their special educational needs
- Support in maintaining SOD files and paper
- Support individual and groups of students to achieve IEP targets through individual sessions and 'recognized' intervention schemes
- Maintain baseline and progress data for delivered interventions
- Keep annotated notes and records to provide detail of success and difficulties of students
- Liaise with SENCO on a day-to-day basis or as required
- Carry out their duties as stated in the job description
- Provide notes or attend meetings to inform parents of reviews about student support

Student and parent responsibilities

- Discuss strengths and difficulties with teachers and support staff
- Agree to the targets and review the dates during a meeting
- Agree to the activities and tasks that should be completed at home and at school to meet the targets, liaise and discuss progress towards these targets with teachers – ask for help or advice if needed

Head of Inclusion responsibilities

The Head of Inclusion plays a crucial role in the school's SEND provision. This involves working with the Principal and Heads of school to determine the strategic development of the policy.

- Support and advise colleagues in mainstream classes
- Support individual and groups of students with resources and strategies
- Advice and support for writing CSP/IEP/BMP/ALP
- Support and consult subject area coordinators for the targeted plan
- Mainstream classes
- Follow procedure guidelines for documents and paperwork
- Write annual review / interim review reports and attend meetings for statement of special educational needs students
- Write reports and initiate/attend meetings with parents
- Complete paperwork and assessments for statutory assessments
- Manage day to day SOD lessons

- Liaises and discusses SOD's concerns with line manages, special education teachers, and staff
- Has an overview of mainstream SOD
- Conduct training for the LSA
- Contributes to the School Development Plan and School Self Evaluation form in preparation for MOE Inspection
- Maintains the SOD register and reviews provision mapping termly
- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to SOD
- Liaises, monitors and co-ordinates the completion and the implementation of intervention plans
- Oversees the records of all SOD
- Liaises with parents ensuring that they are actively involved in their child's learning
- Liaises with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the VP & Principal
- Manages a range of resources, human and material, to enable appropriate provision for students with special educational needs
- Contributes to the continuing professional development of all staff
- Reviews the Inclusion policy in consultation with the Senior Management Team

LSA Assignment by Garde Level

- The Learning Support Assistants (LSAs) are arranged and funded directly by the parents. While the school facilitates the allocation and supervision of LSAs to ensure compliance with school policies and student support requirements, all LSA assignments must adhere strictly to the following guidelines:

Grade Level	LSA Assignment
KG to Grade 4	Students of Determination (SOD) who require Learning Support Assistant (LSA) support must be assigned a Female Learning Support Assistant (LSA).
Grade 5 onwards	Students will be segregated by gender. Male students will be assigned a Male LSA, and Female students will be assigned a Female LSA.

- The LSA assignment as outlined above is strictly non-negotiable and will not be subject to change under any circumstances.
- No exceptions or special requests for LSA gender reassignment will be entertained or approved.
- Parents and guardians are responsible for arranging and funding the LSA and are required to acknowledge and accept this policy as a condition of enrollment and continued attendance.
- All LSAs arranged by parents must comply with the school's Inclusion Policy, safeguarding requirements, and LSA Assignment Guidelines.
- The school reserves the right to enforce this policy without exception to maintain consistency, fairness, and the well-being of all students across all grade levels.

Role of Learning Support Assistants

• Works together with SENCo, Class teacher, SEN educator or Social Worker, Psychologist, Assistant teacher and parents in the development of the child's individual goals and objectives.

• Helps class teacher in conjunction with the SENDCO to plan, develop and implement recommended strategies and accommodations [instructional environmental, assessment] of working with the child.

• Works to improve the child's quality of learning and overall classroom experience by helping the child to focus, socialize, show courtesy to others and control their behavior.

• Helps the student be prepared for class, reminds him/her to be a responsible and committed student.

• Alerts Class teacher and SENDCO to any problems arising from regular interaction within the school.

• Performs daily classroom activities such as reading and playing as well as other activities that are appropriate for the child's needs, in addition to organizing the physical space around the child.

• Performs other appropriate duties and responsibilities assigned by the SENDCO like accompanying students on field trips, school assemblies, outdoor activities etc.

• Actively participates in required training sessions, meetings etc.

• Maintains accurate communication logs, daily progress notes, data collection, attendance records and updates all paperwork in timely manner.

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 that 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 in the CSP/IEP/ALP/HP reviews.

• 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 IEP goals/plans as well as teaching and assessing students of determination.

• Regularly reviewing the child's progress against target sets and Providing additional intervention if progress is not adequate.

• Having a positive and effective partnership with parents.

This Policy is reviewed by the Senior Leader Team.