

مدرسة هامبتون هايتس انترناشيونال
Hampton Heights
International School

Inclusive Education Policy

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Chapter 1: Introduction:

At Hampton Heights International School, inclusion is not merely a concept but a fundamental pillar of our educational philosophy. It transcends the promotion of equality by fostering a profound sense of belonging and connection for every teacher, staff member, and student within our vibrant community. Inclusion means that each student, regardless of their background, identity, or abilities, is seen, heard, and valued as an essential part of the school. It's about more than academic achievement—it's about ensuring that each child experiences a holistic sense of well-being, where they feel wanted, respected, capable, and genuinely happy in their learning environment.



We believe that inclusion is a continuous, active process that permeates all aspects of school life. It is not just about recognising diversity in terms of culture, ethnicity, language, or ability but about celebrating it fully and integrating it into the fabric of our school culture. At Hampton Heights, we take pride in going beyond token gestures of diversity by establishing deep, meaningful partnerships with other schools, community organisations, and local stakeholders. These collaborations enable our students to engage with a wide spectrum of perspectives and experiences, helping them develop into globally aware and socially responsible citizens.

Inclusion is embedded in every part of our school—from the curriculum to extracurricular activities, and from classroom interactions to whole-school events. Our "Learning without Limits" approach reflects our commitment to cultivating an environment where every student, regardless of their starting point, is encouraged to push beyond perceived boundaries and realise their full potential. This approach is underpinned by the belief that learning is not a one-size-fits-all process; rather, it is personalised, dynamic, and adaptive to the unique needs and strengths of each student. Through this, we focus on the development of vital life skills such as teamwork, empathy, problem-solving, and collaboration. These competencies are not only crucial for success in school but are also essential for future endeavors in higher education, the workplace, and personal life.

At the heart of Hampton Heights' inclusive philosophy is the understanding that every student thrives when they feel a genuine sense of belonging, where their individuality is celebrated, and their contributions to the community are valued. Inclusion is not just about providing access to education—it's about creating a rich, nurturing environment where students feel empowered to express themselves and engage actively in their learning journey. We believe that when students are part of a community that both honors their uniqueness and promotes shared responsibility, they develop into confident, compassionate, and resilient individuals.

At our school, inclusion ensures that every student has access to the same educational opportunities, resources, and support, regardless of their individual differences. This equal access helps close the achievement gap between students from diverse backgrounds or

those with special educational needs, ensuring that all students are given the opportunity to succeed. Our goal is to cultivate a school environment that nurtures emotional resilience, builds social awareness, and instills confidence. By fostering a space where students are not only prepared academically but are also encouraged to grow personally and socially, we prepare them to become leaders and change-makers in their future communities. Inclusion at Hampton Heights is a commitment to every student's success, ensuring that they are equipped with the skills, attitudes, and values necessary to make meaningful contributions to both their immediate school community and the wider world beyond.

Inclusive education reflects a commitment to equity, fairness, and social justice. Our school that embraces inclusion is actively working to dismantle barriers to learning and participation, creating a more just society where every individual is valued for their unique contributions. This not only benefits students within the school but also fosters a broader culture of inclusivity in the community and beyond.

Through this holistic approach, we aim to inspire students to embrace diversity, work collaboratively, and develop the emotional intelligence and global perspective needed to navigate the complex challenges of the 21st century.

Chapter 2: Policy Statement & Purpose:

2.1 Statement:

Hampton Heights International School is dedicated to providing a high-quality, inclusive education that meets the diverse needs of all our students. We believe that every child, regardless of whether they are identified as having special educational needs, disabilities, or are exceptionally gifted and talented, has a right to an accessible, broad, and balanced academic and social curriculum. Full participation in all aspects of school life is a priority for us, ensuring that every student feels included, valued, and supported in their educational journey. Our school's mission is to nurture the personal growth of each child by fostering a sense of responsibility, self-worth, and respect for others. We aim to create a compassionate environment that emphasises fairness, forgiveness, and sensitivity to the unique needs of every student. In doing so, we strive to cultivate a school culture where each individual is encouraged to reach their full potential while developing the skills and values needed to thrive in a diverse and interconnected world.

We are deeply committed to the principles of inclusion and equity. Hampton Heights International School seeks to maintain a warm, caring community where everyone students, staff, and families feels welcome, secure, and appreciated. This commitment extends beyond the classroom, encompassing close collaboration with parents, the local parish, and the broader community. We believe that a strong partnership with these stakeholders enhances our ability to provide a well-rounded, supportive educational experience for all students.

At Hampton Heights, we understand that inclusion is not about treating all learners the same way; rather, it is about responding to their individual experiences and needs. Inclusive education means providing equal opportunities for all students, regardless of their age, gender, ethnicity, disability, attainment level, or background. We are especially mindful of the needs of various groups of learners, including:

- Boys and girls.
- Learners who require support in learning English as an additional language (EAL).
- Students with special educational needs.
- Students with disabilities.
- Children who are exceptionally gifted or more able than their peers.
- Children in the care of the local authority.
- Students facing challenges such as illness, caregiving responsibilities, or family stress.
- Any learner at risk of disaffection, exclusion, or other barriers to learning.

This policy outlines our approach to supporting children who face obstacles in their learning. These barriers may arise from sensory or physical impairments, learning difficulties, emotional or social challenges, or external factors in their environment, including the school setting itself. We recognise that students learn at different paces and that various factors such as ability, emotional well-being, age, and maturity—affect their academic progress.

At Hampton Heights, we aim to identify students' needs as early as possible and provide personalised teaching and learning environments that empower every child to achieve their best. We recognise that difficulties in learning may be temporary or long-term, and we are committed to addressing these challenges through thoughtful intervention and support. Our commitment to inclusion extends to all areas of school life, including staffing policies, relationships with parents and carers, and engagement with the wider community. Through well-developed inclusive systems and programs, we actively work to raise awareness and understanding among all students, encouraging them to contribute to our inclusive ethos. The ongoing development and monitoring of our inclusion work will be overseen by our Inclusion Team, alongside the designated link governor for inclusion. Together, we will ensure that our school remains a place where diversity is celebrated, and all students have the opportunity to thrive academically, socially, and emotionally.

2.2 Purpose:

The purpose of the school inclusion policy is to ensure that all students, regardless of their individual differences, are provided with equal opportunities to succeed academically, socially, and emotionally. It serves as a guiding framework to create a supportive, respectful, and accessible learning environment where every child feels valued, accepted, and able to participate fully in all aspects of school life. The key objectives of the inclusion policy include:

1. **Promoting Equity and Equal Opportunities:** The policy aims to remove barriers to learning and participation, ensuring that every student, regardless of their abilities, background, or circumstances, has access to a quality education and equal opportunities for success.
2. **Supporting Diverse Learning Needs:** It acknowledges that students have different learning needs and ensures that appropriate support, resources, and interventions are provided to meet those needs. This includes support for students with special educational needs, disabilities, language barriers, and other challenges.
3. **Fostering a Sense of Belonging:** The inclusion policy seeks to create a school environment where all students feel a sense of belonging and are treated with respect and dignity. It promotes positive relationships among students, staff, and the community, fostering a culture of acceptance, empathy, and collaboration.

4. Encouraging Personal Development: By addressing the diverse needs of students, the policy supports their personal growth and development. It aims to build students' self-esteem, confidence, and resilience, helping them to develop the skills and values needed to succeed both in school and in life.
5. Engaging Stakeholders: The policy emphasises the importance of collaboration with parents, carers, staff, and the wider community in promoting an inclusive school culture. It encourages partnerships that enhance the educational experience and well-being of all students.
6. Ensuring Accountability and Monitoring: The inclusion policy provides a clear structure for the development, implementation, and monitoring of inclusive practices within the school. It outlines the roles and responsibilities of staff, inclusion teams, and governing bodies in ensuring that the policy is effectively put into practice and continually improved.

Overall, the purpose of the school inclusion policy is to ensure that every student, regardless of their individual characteristics or circumstances, has the opportunity to thrive in a positive, supportive, and inclusive school environment.

Chapter 3: Rational:

At Hampton Heights International School, we are unwavering in our commitment to providing a high-quality and inclusive education for all children. We firmly believe that every child, including those with special educational needs and/or disabilities (SEND), has a fundamental right to a comprehensive and balanced academic and social curriculum. This curriculum must be accessible to all students, enabling them to be fully integrated into every aspect of school life.



Our school's mission is to nurture the personal development of each child by fostering a sense of responsibility, building self-esteem, and promoting values such as fairness, compassion, and forgiveness. We are dedicated to creating a nurturing and inclusive school community where every individual feels welcomed, secure, and valued. Our commitment to inclusion is supported by strong collaboration with families and the broader community. We recognise that students come from diverse backgrounds and have varied life experiences that shape their learning needs. As such, we are dedicated to responding to these differences by providing equal opportunities for all learners, regardless of age, gender, ethnicity, ability, or background.

We pay particular attention to the educational provision and achievement of diverse groups of learners, including:

- Girls and boys, minority ethnic and faith groups, and travelers.
- Learners who require support in learning English as an additional language (EAL).
- Learners with special educational needs and/or disabilities (SEND).
- Children who are significantly more advanced than their peers.
- Children under the care of local authorities.
- Learners facing challenges such as illness, being young carers, or coming from families under stress.
- Any learner at risk of disaffection or exclusion.

This policy outlines our approach to meeting the needs of children who face barriers to learning. These barriers may stem from sensory or physical impairments, learning difficulties, emotional or social challenges, or environmental factors, including those within the school setting.

We acknowledge that students learn at different paces and that a range of factors can impact their academic performance, including cognitive ability, emotional well-being, age, and maturity. We recognise that many students may encounter learning difficulties at various points in their educational journey. These challenges may be temporary or more enduring. At Hampton Heights International School, we strive to identify and address these needs as they arise, providing teaching and learning environments that empower every child to reach their full potential. Our commitment to inclusion extends beyond the classroom, as we model inclusive practices in our staffing policies and our relationships with parents, carers, and the community. Through well-designed inclusive programs, we aim to foster awareness and understanding among all students, ensuring that they contribute to our vision of an inclusive school community.

Chapter 4: Key principles:

Inclusive education is a cornerstone of a modern, equitable educational system, ensuring that all students have the opportunity to thrive. As educators and school staff, it is crucial to understand and implement the core principles of inclusive education to foster a supportive environment where every student can reach their full potential. These principles not only shape individual student outcomes but also contribute to a more cohesive, empathetic, and just society. The key principles of inclusive education include:

1. **Embracing Diversity and Individual Differences as Strengths:** Inclusive education acknowledges that every student is unique, with their own abilities, backgrounds, and needs. Rather than viewing these differences as obstacles, inclusive education celebrates diversity as a strength. By valuing individual differences, educators can create a learning environment that fosters mutual respect, understanding, and empathy among students. This approach not only enhances learning but also promotes social cohesion and helps reduce biases and prejudices. In an inclusive classroom, diversity becomes a resource for enriching the educational experience for everyone.
2. **Ensuring Equal Opportunities for All Learners:** At the heart of inclusive education is the belief in equal opportunities for all students, regardless of their abilities, backgrounds, or circumstances. This principle calls for the removal of barriers to learning and participation, ensuring that every student has access to high-quality education. Teachers play a crucial role in providing tailored support, appropriate accommodations, and differentiated instruction that meet the diverse needs of their students. By creating an inclusive environment, educators enable all learners to engage fully in the curriculum, helping them to succeed academically, socially, and emotionally.
3. **Fostering Holistic Growth: Social, Emotional, and Academic Development:** Inclusive education goes beyond academic achievement; it also prioritises the social and emotional well-being of students. This holistic approach recognises that social and emotional growth is fundamental to a student's overall success. By incorporating social and emotional learning (SEL) strategies into their teaching practices, educators help students develop crucial life skills such as self-awareness, self-regulation, empathy, and

collaboration. These skills not only contribute to academic success but also build resilience, enabling students to navigate challenges both inside and outside the classroom. An inclusive educational environment supports students in becoming well-rounded, confident individuals who are prepared for future success.

4. **Collaborative Partnerships for Inclusive Education:** Effective inclusive education relies on strong partnerships between educators, parents, support staff, and the wider community. By working collaboratively, schools can better meet the diverse needs of their students. Inclusive education encourages open communication and shared responsibility, where all stakeholders are involved in creating a supportive and inclusive learning environment. This collaborative approach helps ensure that the specific needs of each student are understood and addressed, fostering a sense of belonging and engagement in the school community.
5. **Creating Flexible and Adaptable Learning Environments:** An inclusive classroom is one that adapts to the varying needs of students, rather than expecting students to conform to a fixed structure. This requires flexible teaching methods, accessible resources, and creative problem-solving. Teachers are encouraged to use a variety of instructional strategies and technologies to accommodate different learning styles and abilities. By being adaptable and responsive to the needs of their students, educators can create a more inclusive and dynamic learning environment where all students can participate and excel.
6. **Promoting Lifelong Learning and Empowerment:** Inclusive education is not just about meeting immediate educational goals; it is about empowering students for lifelong learning. By creating an inclusive environment that respects and values each student's contributions, educators help students develop a positive self-image and a sense of agency. This empowerment fosters a love for learning, encourages curiosity, and instills the confidence needed to pursue future educational and personal aspirations. Inclusive education ultimately equips students with the skills and mindset necessary to succeed in an increasingly diverse and interconnected world.
7. **Collaboration between Students, Teachers, Families, and Communities:** Building an inclusive educational environment is a collective effort that requires active collaboration among students, teachers, families, and the broader community. When all stakeholders are involved in the planning, implementation, and evaluation of inclusive education practices, the approaches used become more responsive to the diverse needs of students. This collaborative approach fosters a sense of shared responsibility for the success of every learner, promoting a culture of inclusion that extends beyond the classroom and into the wider community. By working together, educators, families, and community members can create a strong support network that enriches the learning experience and ensures that every student feels valued and included.
8. **Tailoring Teaching Methods for Inclusion:** Inclusive education demands flexibility and adaptability in teaching practices to address the unique strengths, challenges, and learning preferences of each student. Teachers can achieve this by employing strategies like Universal Design for Learning (UDL) and differentiated instruction. UDL focuses on providing multiple means of representation, engagement, and expression, allowing all students to access the curriculum in ways that best suit their learning styles. Differentiated instruction involves modifying teaching methods, materials, and assessments to meet the individual needs of students. By tailoring their instructional approaches, teachers can create a more inclusive classroom where every student has

the opportunity to succeed academically and grow personally, regardless of their abilities or background.

9. Professional Development and Support for Teachers: For teachers to effectively implement inclusive education, ongoing professional development and support are essential. This includes training in evidence-based strategies for inclusive teaching, such as UDL, differentiated instruction, and social-emotional learning. Professional development should also offer opportunities for reflection and collaboration with colleagues, enabling teachers to share best practices and learn from one another's experiences. In addition to formal training, access to resources, mentorship, and coaching can provide teachers with the guidance they need to refine their inclusive practices continuously. The school must also prioritise teacher well-being, recognising that a supportive environment for staff is crucial to sustaining engagement and resilience in fostering an inclusive culture.

In summary, inclusive education is about creating a learning environment that values diversity, ensures equal opportunities, and supports the holistic growth of every student. By embracing these principles, educators can help build a more inclusive and equitable society where all individuals have the opportunity to thrive.

Chapter 5: Objectives:

Our school is committed to being a fully inclusive environment that embraces and supports the diverse needs of all students, working in close partnership with parents and carers. We believe that collaboration with families is essential, and we aim to involve parents and carers at every stage of the process to meet their child's additional needs, ensuring a holistic approach to education and well-being.

Our goal is to make equality of opportunity a reality for every pupil by providing access to a high-quality, meaningful, and creative curriculum that is both engaging and appropriate for their individual needs. We recognise the importance of planning for the strengths and interests of each student, and we design learning experiences that encourage and nurture their unique abilities. By providing targeted support, we ensure that every pupil can access the resources and guidance necessary to thrive academically and personally.

We are dedicated to offering full access to the curriculum through differentiated planning, led by our Inclusion Manager, in collaboration with class teachers, learning support staff, and other educational professionals. While we strive to include all students in the full curriculum, we recognise that in rare cases, specific adaptations may be required due to an Education, Health, and Care (EHC) plan. Even in these situations, our aim is to provide as comprehensive and enriching an educational experience as possible.

Our school is committed to upholding the principles of equality and inclusion by effectively implementing current codes of practice and guidance. We are dedicated to eliminating prejudice and discrimination within our community and ensuring that every student is treated with respect and dignity. To achieve this, we continuously monitor the progress of all pupils, identifying needs as they arise and providing early interventions to address them. We believe that timely and proactive support is essential to helping students overcome challenges and reach their full potential.

As educators, we are committed to preparing our students for the future. We aim to equip every child with the essential skills of literacy, numeracy, and social independence so that they are well-prepared to meet the demands of secondary school life and beyond.

We also believe in empowering students to take an active role in their education, involving them in planning and decision-making processes that affect their learning and well-being.

Supporting our staff is key to our inclusive approach. We are dedicated to providing our teachers and support staff with the professional development opportunities they need to meet the diverse needs of our students. This includes access to ongoing training, the sharing of best practices, the provision of appropriate resources, and collaboration with external agencies when necessary. Achieving educational inclusion is an ongoing process that requires continuous reflection and improvement.

Chapter 6: Statement of intent:

At Hampton Heights International School, we are deeply committed to creating an inclusive and nurturing educational environment where every student, regardless of their abilities, backgrounds, or personal circumstances, can flourish. Our mission is to ensure that all students feel valued, respected, and fully integrated into every aspect of school life, reflecting our belief that diversity enhances our community.

We believe that each student has the right to equal opportunities for success, and this belief is at the heart of our inclusive approach. Our dedication to inclusion is demonstrated through our efforts to provide a broad and balanced curriculum that is carefully tailored to meet the unique needs of every learner. By removing barriers to learning and participation, we ensure that every child can reach their full potential—academically, socially, and emotionally.

True inclusion is a collaborative effort, and we place great importance on working closely with parents, carers, staff, and the wider community. We are committed to building strong partnerships that support our students' educational journeys and foster a deep sense of belonging for everyone. This collaboration is vital in creating an environment where all students are empowered to succeed.

Through ongoing reflection, professional development, and a commitment to best practices, we strive to cultivate an inclusive culture that champions the success of all students. We are dedicated to eradicating discrimination and prejudice, fostering mutual respect, and celebrating the unique strengths and contributions of every individual within our school community.

At Hampton Heights International School, inclusion is more than just a policy; it is a core principle that shapes our approach to education and community building. Our goal is to create a school where every student not only succeeds but also feels a profound sense of belonging, knowing that they are an integral part of our vibrant and diverse community.

Our inclusive school culture is one where all students, staff, and families feel welcome and valued. This sense of belonging contributes to a positive school climate where students are more engaged, teachers feel more supported, and the overall sense of community is strengthened. When everyone is committed to the principles of inclusion, the school becomes a more vibrant and supportive place for learning and growth.

Chapter 7: An inclusive environment for all:

The concept of inclusive education has evolved significantly over the years. No longer is it limited to the inclusion of students with disabilities; it has expanded to encompass a wide range of diverse learners, including English Language Learners (ELL), students from various racial, cultural, religious, and socioeconomic backgrounds, and those with differing learning needs and abilities. Inclusive education is now understood as recognising and embracing individual differences while actively working to prevent the marginalisation or exclusion of any group of students. This approach must be woven into the fabric of everyday school life—embedded in classroom management, curriculum design, assessments, and all aspects of teaching and learning. Every child should experience a school environment that is inclusive, welcoming, and supportive.

Given the ever-changing nature of our classrooms and the diversity of students we serve, educators must develop strategies and plans that celebrate and accommodate this diversity. This may include incorporating activities, research projects, literature, and classroom experiences that broaden the understanding of the varied backgrounds and identities present in the classroom. Here are five key ways educators can foster a more inclusive environment:

1. **Cultivating Positive Relationships:** Building strong, positive relationships with students is foundational to both effective classroom management and the creation of an inclusive learning environment. The more educators know about their students such as their likes, dislikes, learning styles, and personal motivators, the better they can connect with and support them. Understanding a bit about students' home situations can also help identify resources that benefit families. For example, in an innovative effort in Los Angeles, a team partnered with Motel 6 to provide emergency housing for unhoused families. By fostering positive relationships, educators demonstrate to all students that they matter, regardless of their differences. This models inclusivity and encourages students to treat each other with the same respect and care.
2. **Embracing Collaboration:** Collaboration is not just between teachers—it can also involve students. When teachers actively listen to their students, they can gain valuable insights into their needs, interests, and perspectives. Collaboration provides opportunities for mutual learning, where both teachers and students can contribute to a richer, more inclusive educational experience. It also encourages a culture of openness, where students feel comfortable asking questions, seeking clarification, and sharing their thoughts in a safe and supportive environment. Modeling collaboration teaches students the importance of working together and respecting diverse viewpoints, which are key components of an inclusive classroom.
3. **Ensuring Representation:** Representation is a vital aspect of inclusivity that is often overlooked. Every student should see themselves reflected in classroom materials, whether through graphics, videos, literature, or activities. Representation should extend beyond the classroom to include the entire school environment—hallways, assemblies, and school events. Incorporating diverse perspectives and experiences into the curriculum ensures that all students feel seen and valued. When students see their identities and backgrounds represented in their learning environment, it fosters a sense of belonging and helps create a culture of inclusiveness where differences are celebrated.

4. **Presuming Competence:** A key principle of inclusive education is presuming that all students are capable, regardless of their cultural background, gender, or disability status. Addressing our biases is essential to creating an inclusive classroom, and one of the most powerful ways to combat bias is by assuming competence in all students. When educators presume competence, they avoid limiting a student's potential based on preconceived notions or labels. The moment we stop presuming competence, we risk creating an environment where certain students are excluded from opportunities to succeed. Believing in every student's ability to achieve is critical to maintaining an inclusive educational space.
5. **Celebrating Diversity, Uniqueness, and Culture:** Celebrating the diversity and uniqueness of each student goes hand-in-hand with representation. It's not enough to simply portray differences in the classroom; educators must actively engage in learning about the beauty and richness of those differences. By teaching students to appreciate and celebrate diversity, educators help them understand the value of inclusivity. This involves not only acknowledging different cultures and backgrounds but also taking the time to explore them, fostering curiosity, empathy, and respect among students. Celebrating diversity builds a stronger, more inclusive classroom community.

As our classrooms continue to evolve, we may not always know who our students will be or what challenges and opportunities they will bring. Therefore, it is essential to create a foundation of acceptance and inclusion from the moment students enter the classroom. By teaching values like safety, belonging, compassion, and understanding, educators lay the groundwork for strong relationships and a supportive community. These lessons will not only benefit students in the present but will also equip them with the skills and mindset they need to thrive in a diverse and interconnected world as they grow and learn.

Chapter 8: Definitions:

Special Educational Needs are defined as “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder” [KHDA, School Inspection Framework, 2015-2016, Dubai, United Arab Emirates].

A student has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Because of his/her disability/learning difficulty, He/ She can't achieve the educational objectives that might be achieved by their peers in the normal conditions. If a student has significant problems (physical, emotional, psychological, medical, etc.) that hinder or prevent him / her from benefiting from the normal education provided for the majority of his / her peers so we have to offer him special education through special teacher, modifying curriculum & special activities.

8.1 Main areas of needs:

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The “School Code of Practice” does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Area (1)

Communication & Interaction

This covers difficulty with different aspects of speech, language or social communication; most children/ Students with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

These children/ Students may require some, or all, of the following:

- Flexible teaching arrangements.
- Help in acquiring, comprehending and using language.
- Help in articulation.
- Help in acquiring literacy skills.
- Help in using augmentative and alternative means of communication.
- Help to use different means of communication confidently and competently for a range of purposes, including formal situations.
- Help in organising and coordinating oral and written language.
- Support to compensate for the impact of a communication difficulty on learning in English as an additional language.
- Help in expressing, comprehending and using their own language, where English is not the first language.

Area (2)

Cognition & Learning

This is where children and students learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Students & Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programs to aid progress in cognition and learning. Such requirements may also apply to some extent to children/ students with physical and sensory impairments and those on the autistic spectrum. Some of these children may have associated sensory, physical and behavioral difficulties that compound their needs.

These children may require some, or all, of the following:

- Flexible teaching arrangements.
- Help with processing language, memory and reasoning skills
- Help and support in acquiring literacy skills
- Help in organising and coordinating spoken and written English to aid cognition
- Help with sequencing and organisational skills
- Help with problem solving and developing concepts
- Programs to aid improvement of fine and motor competencies
- Support in the use of technical terms and abstract ideas
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

Area (3)

Social, Emotional & Mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behavior.

Children and Students who demonstrate features of emotional and behavioral difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviors arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements.
- Help with development of social competence and emotional maturity.
- Help in adjusting to school expectations and routines.
- Help in acquiring the skills of positive interaction with peers and adults.
- Specialised behavioral and cognitive approaches.
- Re-channeling or re-focusing to diminish repetitive and self-injurious behaviors.
- Provision of class and school systems which control or censure negative or difficult.
- Behaviors and encourage positive behavior.
- Provision of a safe and supportive environment.

8.2 Fundamental Principles:

The detailed guidance in this policy is informed by these general principles and should be read with them clearly in mind:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream classroom settings.

Area (4)

Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue.

Many of these children and young people will require some of the following:

- Flexible teaching arrangements.
- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinesthetic materials.
- Access to different amplification systems.
- Access to low vision aids.
- Access in all areas of the curriculum through specialist aids, equipment or furniture.

- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Students with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for EYFS and the national curriculum of England.

8.3 Conclusion:

Students have special educational needs if they have a difficulty, disorder and / or disability which calls for special educational provision to be made for them if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school within the area of the local education authority.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.
- A child is disabled if he / she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.
- A person has a disability for the purposes of this policy if he / she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

8.4 Categories for Disabilities / Special Educational Needs:

Hampton Heights International School is dedicated to supporting students of determination in alignment with the categories outlined in the KHDA School Inspection Framework (2015-2016). The school is also committed to implementing the revised categories of students of determination introduced in 2019. By adhering to these frameworks, the school ensures that all students receive the individualised support and resources they need to thrive academically, socially, and emotionally. Hampton Heights International School fosters an inclusive learning environment that embraces diversity and promotes equal opportunities for all students, regardless of their abilities or needs.

No.	Type of Need	Description
1	Behavioral, Social, Emotional	Behavior that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
2	Sensory	Visual impairment: is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment: deafness, or hearing loss refers to the inability to hear things, either totally or partially
3	Physical Disability	Disabilities arising from conditions such as congenital deformities, spinabifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary

		direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
4	Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
5	Speech and Language Disorders This does not include students with additional language needs	<ul style="list-style-type: none"> Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
6	Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.

General Learning Difficulties		
No.	Type of Need	Description
1	Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
2	Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
3	(PMLD)	Complex learning needs resulting in severely impaired functioning in respect of basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
4	Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down’s syndrome, Stickler syndrome and Williams syndrome.

Specific Learning Difficulties		
No.	Type of Need	Description
1	Dyslexia - reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
2	Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.-
3	Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
4	Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented	
	<p>The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.</p> <ul style="list-style-type: none"> ❑ The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve. ❑ The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Chapter 9: Provision for students of determination and those with gifts / talents:

At Hampton Heights International School, we are committed to delivering exceptional provision for students of determination as well as those who are gifted and talented. We achieve this through a strategic, well-coordinated approach that engages the entire school community. Below are the key steps we take to ensure high-quality provision:

9.1 Leadership and Governance:

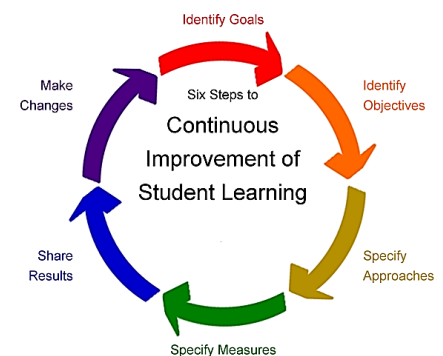
- a) **Strong Leadership Commitment:** At Hampton Heights International School, effective inclusive education provision begins with a strong commitment from the school's leadership team, including the Head of Inclusive Education & Pastoral Care. Leaders must prioritise provision as a core component of the school's mission, setting a clear and compelling vision for inclusivity that permeates all aspects of school life. Leadership must ensure that sufficient resources—both human and financial—are dedicated to provision. This includes hiring specialised staff, investing in assistive technologies, and ensuring that physical environments are accessible to all students. Budgetary decisions should reflect the importance of inclusion support, with a focus on sustainable and impactful investments. The school leaders must prioritise ongoing professional development for all staff, ensuring they are equipped with the knowledge and skills necessary to support students of determination and those who have gifts / talents. This includes sponsoring attendance at relevant workshops, conferences, and training sessions, as well as bringing in external experts to provide in-house training. Leadership should foster a culture of collaboration among all staff members, encouraging open communication and teamwork in addressing the needs of students of determination. This collaborative approach ensures that the expertise of various staff members is harnessed effectively to provide comprehensive support.
- b) **Clear inclusion Policy:** Our well-crafted inclusion policy is essential for guiding the school's approach to supporting students of determination. This policy should clearly articulate the school's commitment to inclusivity, outlining the principles, procedures, and goals that govern provision. The policy is comprehensive, covering all aspects of inclusion support, from identification and assessment to individualised planning and review processes. The inclusion policy is not be static as it is regularly reviewed and updated to reflect changes in legislation, educational research, and the evolving needs of students. Regular reviews ensure that the policy remains relevant and effective, providing a robust framework for provision. The development and review of the inclusion policy involve input from a broad range of stakeholders, including teachers, parents, students, and external specialists. This inclusive approach ensures that the policy reflects the diverse perspectives and needs of the school community. The inclusion policy is easily accessible to all members of the school community, including parents and students. Clear communication of the policy's content and objectives helps build trust and ensures that everyone is aware of the support available to all students.
- c) **Governance Oversight:** The school's governing body plays a critical role in overseeing provision for students of determination and those who have gifts / talents. Governors actively engage with inclusion issues, ensuring that they have a thorough understanding of the school's approach and the challenges involved. This involves regular briefings from the Head of Inclusive Education & Pastoral Care, as well as direct engagement with inclusion staff and students. The governing body establishes a clear process for regularly reviewing the effectiveness of inclusion provision. This includes monitoring compliance with statutory requirements, evaluating the impact of inclusive education strategies, and ensuring that the school's provision aligns with its



ethos and strategic objectives. Regular reports from the inclusion department are reviewed to track progress and identify areas for improvement. Governors ensure that the school allocates appropriate resources to inclusion provision. This includes scrutinising budgets to confirm that funding is being used effectively to support students of determination and that there is a sufficient allocation of resources to meet the school's inclusivity goals. The governing body members are well-informed about inclusion issues. This may require specialised training in areas such as legal responsibilities, understanding the needs of students of determination, and best practices in inclusion provision. Equipped with this knowledge, governors can make informed decisions and provide more effective oversight. The governing body plays an active role in setting and reviewing the strategic goals related to inclusion provision. They hold the school leadership accountable for achieving these goals, ensuring that the provision remains a priority within the broader strategic plan of the school.

9.2 Early Identification and Continuous Assessment:

- a) Proactive Screening: We are committed to design and implement a systematic screening protocol that is integrated into the academic calendar at various intervals throughout the year. This multi-faceted approach combines formal assessment tools with observational methods to detect early signs of special educational needs (SEN) and other barriers to learning. It is essential to create a collaborative environment where teachers, parents, and specialised staff work together to ensure comprehensive and early identification. The process includes training for staff to recognise potential signs of SEND and foster a culture of vigilance and support.
- b) Ongoing Monitoring: We establish a comprehensive, data-driven monitoring system that tracks student progress in academic, social, and emotional areas on a continuous basis. This system incorporates a variety of assessment methods, including formative assessments, standardised tests, and observational data, to provide a well-rounded view of each student's development. Regularly scheduled progress reviews, combined with real-time feedback mechanisms, enable educators to make timely adjustments to support strategies. The framework should also include clear criteria for evaluating the effectiveness of interventions, ensuring that they are tailored to each student's specific needs and promoting their overall growth and achievement. Additionally, foster an environment of open communication between all stakeholders to ensure that adjustments are well-informed and implemented effectively.



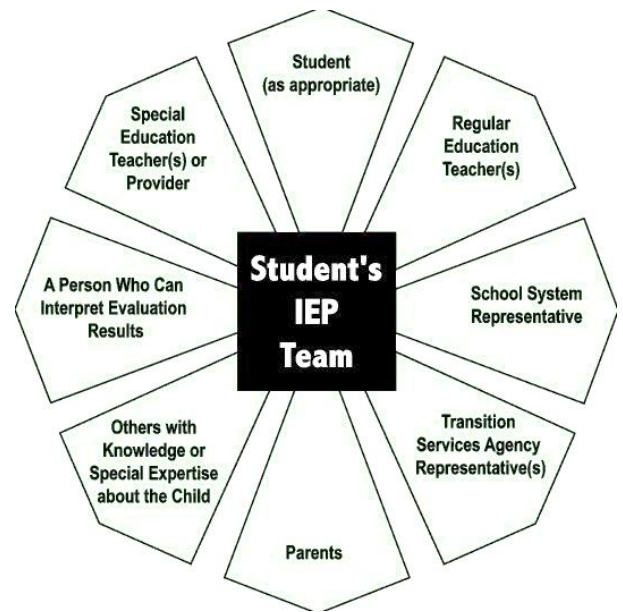
9.3 Personalised Support and Intervention:

9.3.1 Individualised Education Plans (IEPs):

- a) Effectiveness: Ensuring the effectiveness of Individual Educational Plans (IEPs) is paramount in supporting students with special educational needs and/or disabilities (SEND) to reach their full potential. At Hampton Heights International School, we take a holistic and collaborative approach to the design and implementation of IEPs,

recognising that each student is unique and requires a tailored plan that reflects their individual strengths, challenges, and learning preferences.

- b) **Comprehensive and Customised Planning:** Our IEPs are meticulously crafted to address the specific needs of each student. We ensure that every plan includes clear, specific, measurable, achievable, relevant, and time-bound (SMART) goals, providing a structured path for academic and personal growth. These goals are not only academic but also encompass social, emotional, and behavioral development, acknowledging the multifaceted nature of student success.



- c) **Collaborative Approach:** The development of an IEP is a collaborative effort involving educators, parents, specialists, and the students themselves when appropriate. This teamwork ensures that all perspectives are considered, and the plan is comprehensive and realistic. By working closely with families and professionals such as speech therapists, occupational therapists, and psychologists, we create a detailed roadmap that outlines the necessary accommodations, modifications, and support services tailored to each student's unique needs.
- d) **Ongoing Assessment and Feedback:** We believe that the effectiveness of an IEP is determined not just by its initial design but by how it evolves over time. Therefore, we implement a robust system of continuous assessment and feedback. Regular progress reviews are conducted, allowing us to monitor the student's development and adjust the plan as needed. These reviews involve not only academic performance but also social and emotional well-being, ensuring a comprehensive understanding of the student's progress.
- e) **Dynamic and Responsive Planning:** Recognising that students' needs can change, we commit to regularly updating and refining IEPs based on ongoing assessments, teacher observations, and input from parents and specialists. This dynamic approach ensures that the IEP remains aligned with the student's evolving needs and progress, providing a flexible framework that can adapt to new challenges and achievements.
- f) **Empowering Students:** Whenever appropriate, we involve students in the IEP process to empower them to take an active role in their learning journey. By encouraging self-advocacy and goal setting, we help students develop a sense of ownership over their education, fostering greater motivation and engagement.
- g) **Professional Development and Capacity Building:** To ensure the successful implementation of IEPs, we invest in ongoing professional development for our educators and support staff. Training focuses on best practices in differentiated instruction, inclusive education strategies, and the effective use of assistive technologies, equipping our team with the skills and knowledge necessary to support diverse learners.

- h) **Inclusive Culture and Community Support:** Beyond the classroom, we strive to create an inclusive school culture that embraces diversity and promotes acceptance. By fostering an environment where all students feel valued and supported, we contribute to a sense of belonging and community. This inclusive culture extends to our relationships with families and the wider community, as we work together to support the holistic development of each student.
- i) **Commitment to Excellence:** Our dedication to ensuring the effectiveness of IEPs reflects our broader commitment to educational excellence. We continuously seek to refine our practices, drawing on the latest research and innovations in special education to enhance our approach. Through this commitment, we aim to provide every student with the opportunity to succeed and thrive in a supportive and inclusive educational environment.

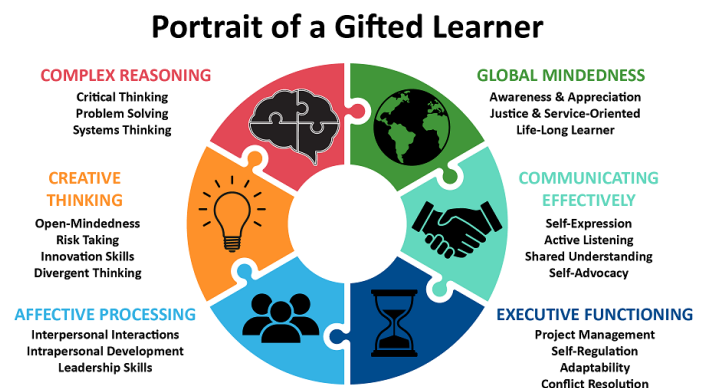
9.3.2 Behavior Intervention Plans (BIPs):

- a) **Collaborative Development of BIPs:** Involving a multidisciplinary team in developing the BIP, including teachers, counselors, psychologists, and the student's parents. The student should also have input if appropriate. We are committed to tailor the BIP to address the specific behaviors, triggers, and needs of the student. Ensuring that the plan is individualised, not a one-size-fits-all solution.
- b) **Clear Definition of Behaviors:** We clearly define the target behaviors that the BIP aims to address and using observable and measurable terms to ensure consistency in monitoring and reporting. We emphasise positive behaviors and skills that the student should develop, rather than solely focusing on reducing negative behaviors.
 
- c) **Implementation Fidelity:** We are committed to provide thorough training for all staff involved in implementing the BIP, ensuring they understand the strategies, goals, and procedures and ensuring that the BIP is implemented consistently across different settings (e.g., classroom, playground, and canteen) and by all staff members involved.
- d) **Monitoring and Data Collection:** We establish a system for regularly monitoring the student's behavior and the effectiveness of the BIP including the use of tools such as behavior charts, observation logs, and digital tracking systems. The inclusion department members collect and analyse data on the student's progress and using this data to make informed decisions about any necessary adjustments to the BIP.
- e) **Ongoing Support and Adaptation:** The inclusion team schedule regular review meetings with the other school teams to discuss the student's progress and make any necessary adjustments to the BIP. This could be done monthly or at the end of each grading period. We are open to adapting the BIP as the student's needs evolve. This might involve modifying interventions, changing rewards, or introducing new strategies.
- f) **Engagement with the Student and Family:** By engaging the student in the process by setting achievable goals and involving them in monitoring their progress, this increases ownership and motivation. Our school maintain open and regular communication with the student's family, providing updates on progress and involving them in reinforcing positive behaviors at home.

- g) **Positive Reinforcement and Motivation:** We are committed to using a system of positive reinforcement to encourage desirable behaviors. This can include tangible rewards, praise, or privileges. We focus on identifying what motivates the student and incorporate those elements into the BIP by ensuring that rewards are meaningful and accessible to the student.
- h) **Professional Development:** It is essential that we provide ongoing professional development for staff on behavior management techniques, data collection methods, and the latest research on effective interventions and also encouraging staff to engage in reflective practices, where they assess the effectiveness of their strategies and consider areas for improvement.
- i) **Crisis Management Plan:** We are committed to developing a clear plan for managing any crises or severe behaviors that may arise by ensuring that all staff members are trained on the steps to take during such incidents. Training staff on de-escalation techniques to prevent situations from escalating and to maintain a safe and supportive environment for the student, is one of our priorities.
- j) **School-Wide Positive Behavior Support:** It is important to integrate BIPs within a broader school-wide positive behavior support framework. This ensures consistency and creates a positive school climate that supports all students in addition to providing a continuum of support that ranges from universal interventions to more intensive, individualised plans for students with greater needs.

9.3.3 Advanced Learning Plans:

- a) **Collaborative Development of ALPs:** By Engaging teachers, counselors, gifted education specialists, and parents in the development of each ALP. If appropriate, include the student to ensure their voice and aspirations are considered and customising each ALP to reflect the student's unique strengths, interests, learning styles, and academic or social-emotional needs.



- b) **Clear Goals and Objectives:** By establishing clear, specific, and measurable academic and personal growth goals. These should be challenging yet achievable, guiding the student's learning throughout the year and including both short-term objectives for immediate progress and long-term goals that align with the student's future academic and career aspirations.
- c) **Personalised Learning Pathways:** By ensuring that teachers differentiate instruction to meet the needs of advanced learners. This may involve curriculum compacting, acceleration, enrichment, or independent study projects and using flexible grouping strategies within the classroom to provide opportunities for advanced learners to work with peers at similar levels and engage in higher-level thinking activities.
- d) **Implementation Fidelity:** By providing professional development for teachers on how to effectively implement and manage ALPs, including strategies for differentiation, assessment, and student engagement and ensuring that the ALP is implemented

consistently across different classes and learning environments, whether in the classroom, during extracurricular activities, or through special programs.

- e) **Monitoring and Data Collection:** By establishing a system for regularly tracking the student's progress toward their ALP goals in addition to using various assessment tools, including formative assessments, portfolios, and student self-assessments. Additionally, the school is committed to reviewing data regularly to determine if the student is making progress. Adjust the ALP as needed to address any challenges or to set new, more advanced goals.
- f) **Ongoing Review and Adaptation:** By holding regular review meetings with the ALP team, including the student and parents, to assess progress and make necessary adjustments. These could be held quarterly or at the end of each term. In addition to that, we are open to adapting the ALP as the student's needs, interests, and goals evolve. This may involve revising goals, introducing new challenges, or changing instructional strategies.
- g) **Student and Family Engagement:** By encouraging students to take an active role in their learning by involving them in setting goals, tracking progress, and reflecting on their achievements. This fosters a sense of ownership and motivation and by maintaining regular and open communication with parents to keep them informed about their child's progress and to involve them in supporting learning at home.
- h) **Use of Enrichment Opportunities:** By offering enrichment opportunities, such as advanced courses, mentorships, extracurricular activities, and competitions, to further challenge and engage advanced learners and connecting learning to real-world experiences through project-based learning, internships, or service learning, allowing students to apply their knowledge and skills in meaningful contexts.
- i) **Professional Development:** By providing ongoing professional development for teachers and staff on best practices in gifted education, differentiation strategies, and how to effectively implement ALPs and encouraging educators to engage in reflective practices to continuously improve their teaching strategies and the effectiveness of ALPs.
- j) **Inclusive Culture:** by fostering a school-wide culture that values and supports advanced learners, ensuring that they have access to the resources and opportunities needed to thrive and offering a continuum of services that includes in-class differentiation, pull-out programs, advanced classes, and dual enrollment options, providing a range of support to meet varying needs.
- k) **Crisis Management and Social-Emotional Support:** By recognising that advanced learners may face unique social-emotional challenges, such as perfectionism or social isolation. Incorporate strategies within the ALP to address these needs, including counseling or peer support groups and developing a plan for identifying and addressing any academic or social-emotional crises that may arise, ensuring that students receive timely support.

9.3.4 Skill Enhancement Plans (SEPs):

1. Collaborative Development of SEPs:

By Including teachers, specialists (such as learning support staff or counselors), parents, and, when appropriate, the student in the development of each SEP. This ensures the plan is tailored to the student's specific needs.

- Identify Strengths and Needs: Begin by assessing the student's current skill levels, strengths, and areas that need improvement. Use data from assessments, observations, and input from the student and parents.

2. Clear and Specific Goals

- Set Measurable Objectives: Establish specific, measurable, attainable, relevant, and time-bound (SMART) goals that address the identified skill gaps. These goals should be clear enough to guide instruction and allow for accurate monitoring of progress.
- Focus on Skill Development: Goals should focus on enhancing specific skills, whether academic, social, emotional, or practical. Each goal should be designed to progressively build the student's competence in the targeted area.

3. Targeted Instructional Strategies

- Personalised Interventions: Design interventions that are tailored to the student's learning style and needs. This could include differentiated instruction, one-on-one tutoring, small group work, or the use of specific tools and resources.
- Integration into Daily Activities: Ensure that the skill development activities are integrated into the student's regular school day. This helps reinforce the skills in different contexts and makes learning more relevant.

4. Implementation Fidelity

- Provide Adequate Training: Ensure that teachers and support staff are adequately trained in the specific strategies and tools required to implement the SEP. This training should include both the theoretical understanding and practical application of the techniques.
- Consistency Across Settings: The SEP should be implemented consistently across different environments, including the classroom, extracurricular activities, and any specialised programs or sessions.

5. Regular Monitoring and Assessment

- Ongoing Assessment: Use formative assessments, observations, and progress monitoring tools to track the student's development regularly. This data should be collected systematically and analysed to inform decision-making.
- Adjustments Based on Data: Be prepared to make adjustments to the SEP based on the data collected. This might involve changing the instructional approach, setting new goals, or providing additional resources.

6. Engage the Student and Family

- Student Involvement: Encourage the student to take an active role in their SEP by setting personal goals, tracking their progress, and reflecting on their achievements. This fosters self-motivation and accountability.
- Parent Communication: Maintain regular communication with parents to keep them informed about their child's progress and to involve them in reinforcing skill development at home.

7. Use of Resources and Tools

- Access to Specialised Resources: Ensure that students have access to the necessary resources, such as assistive technology, specialized software, or additional learning materials, to support their skill development.

- Utilise External Expertise: Where appropriate, bring in external experts or specialists, such as speech therapists, occupational therapists, or educational psychologists, to provide targeted interventions.

8. Ongoing Review and Adaptation

- Scheduled Review Meetings: Hold regular review meetings with all stakeholders involved in the SEP to assess the student's progress and make necessary adjustments to the plan.
- Flexibility: Be flexible and ready to adapt the SEP as the student progresses or as new challenges arise. This ensures that the plan remains relevant and effective.

9. Focus on Motivation and Engagement

- Incentives and Recognition: Use positive reinforcement and recognition to motivate the student. Celebrate small successes to build confidence and maintain engagement.
- Engaging Learning Activities: Design activities that are engaging and relevant to the student's interests. This increases motivation and helps the student see the value in developing the targeted skills.

10. Professional Development

- Continuous Training: Provide ongoing professional development for teachers and staff on best practices in skill enhancement, including the latest research, strategies, and tools.
- Reflective Practice: Encourage teachers to engage in reflective practice, where they regularly assess and improve their own instructional strategies based on the outcomes observed in students.

11. School-Wide Support

- Create a Supportive Environment: Foster a school culture that values skill development for all students, ensuring that resources and support are available to help every student succeed.
- Continuum of Support: Offer a continuum of services, from universal supports for all students to targeted interventions for those who need more intensive assistance, ensuring that SEPs are part of a broader framework of support.

9.4 Skilled and Knowledgeable Staff

- **Professional Development:** Provide ongoing training for teachers, support staff, and SEN coordinators to ensure they are equipped with the latest knowledge and strategies in SEN education.
- **Specialist Staff:** Employ or have access to specialists, such as educational psychologists, speech and language therapists, and occupational therapists, to support students with more complex needs.

9.5 Inclusive Teaching and Learning Environment

- Differentiated Instruction: Ensure that teaching methods and materials are adapted to meet the diverse needs of students, allowing them to access the curriculum effectively.

- Accessible Learning Environment: Make physical adaptations to the school environment to ensure accessibility for all students, including those with physical disabilities.

9.6 Parental and Community Engagement:

- Effective Communication with Parents: Maintain open, regular communication with parents about their child's progress, involving them in decision-making processes related to their child's education.
- Community Partnerships: Collaborate with local organisations, specialists, and other schools to provide additional resources and support for SEN students.

9.7 Use of Data and Technology:

- Data-Driven Decision Making: Utilise data analytics to track student progress, identify trends, and make informed decisions about interventions and resource allocation.
- Assistive Technology: Integrate assistive technology tools that can support students with SEN in their learning and communication, such as text-to-speech software or communication devices.

9.8 Whole-School Approach to Inclusion:

- Foster an Inclusive Culture: Promote a school-wide culture of acceptance and inclusion, ensuring that all students feel valued and supported.
- Peer Support Programs: Encourage peer mentoring and buddy systems to support students with SEN, fostering a sense of belonging and community.

9.9 Regular Review and Improvement:

- Continuous Improvement Cycle: Regularly review and evaluate the effectiveness of SEN provision, using feedback from staff, students, and parents to identify areas for improvement.
- Adapting to Change: Stay informed about the latest research and best practices in SEN education, and be ready to adapt policies and practices to reflect new insights.

9.10 Transition Support:

- Planning for Transitions: Provide robust support for students with SEN during key transition periods, such as moving between year groups, transitioning from primary to secondary school, or preparing for post-secondary education or employment.

9.11 Emotional and Social Support:

- Focus on Wellbeing: Provide emotional and social support, such as counseling services, social skills groups, and mental health programs, to help students with SEN develop resilience and self-esteem.

Chapter 10: Equal Opportunities:

At Hampton Heights International School, our commitment is to being a fully inclusive learning environment that meets the diverse needs of all students. We strongly believe in building partnerships with parents and carers, involving them at every stage of planning to address their child's unique requirements. Our goal is to make equality of opportunity a tangible reality for all pupils by providing access to a high-quality, meaningful, and appropriate creative curriculum that fosters both academic and personal growth. We focus on individual needs, encouraging students' strengths and interests, while also providing targeted support to enhance their learning experiences.

To ensure every student has full access to the curriculum, we employ differentiated planning led by our Inclusion team, class teachers, learning support assistants, and support staff. By following current codes of practice and guidance, we actively work to eliminate prejudice and discrimination, ensuring equality of opportunity for all. We consistently monitor each student's progress, identifying any emerging needs and offering support as early as possible to promote positive outcomes.

Our aim is to equip all children with the essential skills in literacy, numeracy, and social independence, enabling them to transition confidently to secondary school. We also value student voice, involving them in the planning and decision-making processes that affect their learning and development. In supporting our staff to meet individual needs, we provide continuous professional development, foster the sharing of good practice, and offer resources in collaboration with external agencies. This ensures that our inclusive approach is comprehensive, ensuring all students thrive academically and socially.

10.1 How do we support inclusion?

Class Teachers and support staff ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

10.2 Whole school actions support inclusion by:

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment.
- Achievable targets in English and maths and for all students.
- The regular tracking of pupil attainment and the highlighting of any underachievement.
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management.

- The use of intervention programmes to support pupils with learning difficulties.
- The targeting of underachieving pupils and EAL.
- Induction of pupils new to this country.
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions.
- Addressing racism, sexism and bullying.
- The involvement of parents and carers at parents meetings, curriculum meetings and through regular informal contact.
- Involvement of outside agencies and specialists.
- Sharing information about pupils, including health issues, with all staff.

10.3 How will we monitor inclusion?

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used:

- Regular tracking of pupil attainment through termly target setting meetings.
- Monitoring and assessment schedule.
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions.
- Review of targets in English and maths.
- Lesson observations.
- Talking to children and parents.
- Teacher assessment.
- Monitoring teacher's plans and children's work

Chapter 11: Roles and responsibilities:

11.1 Governing board:

All maintained governing bodies have important statutory duties towards Children and Students with special educational needs. Governing board is, with the Principal & SENCO, approach to meet students' special educational needs for those with and without statements. They set up appropriate staffing and funding arrangements and oversee the school's work. They do their best to ensure that the necessary provision is made for pupils with SEND. The School Standards and Framework during the academic year (2019/2020) require governors to conduct the school with a view to promoting high standards relate to those with SEND. The governing board make sure that:

1. They are fully involved in monitoring & carrying out the school's SEND policy.
2. All governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
3. Do its best to ensure that the necessary provision is made for any student who has special educational needs
4. Ensure that, where the 'responsible person' – the Principal, SENCO or the appropriate governor – has been informed that a student has special educational needs, those needs are made known to all who are likely to teach him/her.
5. Ensure that teachers in the school are aware of the importance of identifying and providing for, those students who have special educational needs.

6. SEND provision is an integral part of the school development plan; the quality of SEND provision is continually monitored.
7. Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
8. Report to parents on the implementation of the school's policy for students with special educational needs.
9. Have regard to this policy when carrying out its duties toward all students with special educational needs.
10. Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

11.2 Head of Inclusion / SENCO:

The SEN Coordinator (SENCO) takes the lead in further assessment of the children/student's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO ensures that appropriate records are kept including a record of children/students at Early Years Action and Early Years Action Plus and those with statements. The SENCO, in collaboration with the head teacher, SLT school members and governing body, plays a key role in helping to determine the strategic development of the inclusive education policy and provision in the school to raise the achievement of students with SEND. The SENCO takes day-to-day responsibility for the operation of the inclusive education policy and co-ordination of the provision made for individual students with SEND, working closely with inclusion department staff members, other school staff members, parents and whoever concern to the students of determination.

The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. With the support of the head teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The SENCO collaborates with Heads of Departments to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect. In addition to the above mentioned roles, the SENCO has to:

1. Oversee the day-to-day operation of the school's SEND policy.
2. Liaise with and advising fellow teachers.
3. Manage the SEND team of teachers and learning support assistants.
4. Coordinate provision for pupils with special educational needs.
5. Oversee the records on all pupils with special educational needs.
6. Liaise with parents of pupils with special educational needs.
7. Contribute to the in-service training of staff.
8. Advise on use of delegated budget/ other resources.
9. Liaise with parents of children with SEND.
10. Link with other education settings and outside agencies.
11. Liaise with potential next providers of education.
12. Ensure that SEND records are up to date.

13. Contribute to and, where necessary, leading the continuing professional development (CPD) of staff.
14. Assuring that each SEND Student has his/her own IEP.
15. Reviewing & Evaluating the IEP's.

11.3 SEND / Support Teacher:

The roles of SEND / Support teachers are likely to vary hugely on a day to day basis. The tasks which SEND / Support teachers carry out include:

1. Preparing materials, equipment and lessons.
2. Assessing the individual learning needs of pupils.
3. Evaluating and reporting pupils' progress to teachers, SEND staff, and anybody else who helps them.
4. Assisting with the personal care needs of students.
5. Coping with challenging behavior and dealing with difficult situations
6. Liaising with parents, SEND staff members and other professionals who work with the SEND students.
7. Supervising activities.
8. Assuring that the SEND students achieve the educational objectives.
9. Participating in preparing the IEP's.
10. Carrying out the SEND students' IEP's.
11. Evaluating the SEND students periodically.
12. Tutoring and class teaching: SEN teachers teach special programs for specified periods of time; they teach these classes using the SEND classes inside the school.
13. Providing consultancy support: Learning support staff, teachers from specialist advisory services and teachers from special schools advise the management team and colleagues on ways of improving the quality and effectiveness of learning and teaching throughout the school and on particular areas or subjects in the curriculum.
14. Giving advice and guidance on the learning needs and programs of individual pupils.
15. Providing specialist services: Learning support teachers use their unique position to provide exceptional services to individual pupils.

11.4 Learning Support Assistant:

1. Supporting a SEN pupil on a 1:1 basis in the classroom.
2. Providing targeted support outside of the classroom.
3. Work on differentiated activities with groups of students.
4. Liaise with the SENCO/Inclusion head to deliver SEND provision.
5. Developing social/emotional skills (depending on individual need).
6. Working with teachers to monitor progress of pupils.
7. Accompanying pupils to relevant therapy sessions (depending on individual need).
8. Establish a supportive relationship with the students concerned.
9. Encourage acceptance and inclusion of the child with special needs.
10. Develop methods of promoting/reinforcing the child's self-esteem.
11. Become a Learning Mentor for individual students.

11.5 Counselor/Social Worker:

1. Participate mainly in the identification of students with additional needs.
2. Be an effective member of IEP / BIP development.

3. Assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy.
4. Be an effective member of the school SST (Students Support Team).
5. Conduct parent interviews to acquire socio-developmental information as needed for SEN referrals.
6. Analyse information gained through record reviews and interviews to determine environmental impacts and appropriate resource needs.
7. Interview students and parents to discuss issues related to non-attendance and develop a plan of action.
8. Attend student support team meetings and court intervention.
9. Develop and implement professional development training for educational staff and parents, as requested.
10. Provide individual and/or group counseling in response to school-wide crises.
11. Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive school social work services.
12. Conduct home visits as a method to access the family and conduct interviews in response to school referrals.
13. Maintain an ongoing liaison with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate.
14. Participating in carrying out the school child protection policy.
15. Listen to students' concerns about academic, emotional or social problems.
16. Help students process their problems and plan goals and action.
17. Mediate conflict between students and teachers.
18. Improve parent/teacher relationships.
19. Assist with college applications, jobs and scholarships.
20. Facilitate anti-bullying school programs.
21. Organise peer counselling and leadership programs.
22. Refer students to psychologists and other mental health resources.
23. Work on academic boards to improve learning

Chapter 12: Partnership with parents and community:

We believe that partnership with parents plays a key role in promoting a culture of co-operation between parents and the school. This is important in enabling children and students with SEND to achieve their full potential. Parents hold key information and have a critical role to play in their students' education. They have unique strengths, knowledge and experience to contribute to the shared view of students' needs and the best ways of supporting them. All parents of children with SEND are treated as partners. They are supported so as to be able and empowered to:

1. Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
2. Have knowledge of their child's entitlement within the SEND framework.
3. Make their views known about how their child is educated.
4. Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school works in partnership with parents on the basis of positive attitudes, user-friendly information and procedures and awareness of support needs. There should be no presumption about what parents can or cannot do to support their children's learning.

In order to make communications effective, the inclusion team is going to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.
- Represent workshops for all parents in order to increase the awareness of the way they deal with their kids.

To effectively meet the special educational needs (SEN) of individual students, statutory agencies must adopt a flexible and collaborative approach. Our school actively works in partnership with external agencies, parents, and the students themselves to ensure that all parties involved fully understand the roles and responses of the professionals supporting the child. This collaborative effort leads to a higher quality of provision for students with special educational needs and disabilities (SEND).

All services aimed at supporting SEND students focus on identifying and addressing their needs, with the goal of empowering them to improve their situation. This is achieved through:

- Early identification of needs, ensuring timely support.
- Continual engagement with the student and their parents, fostering open communication.
- Focused interventions designed to target specific areas of need.
- Sharing of effective practices and strategies across the team.

Our objective is to deliver integrated, high-quality, and holistic support that remains centered on the student's needs. To achieve this, provision is based on a shared understanding and agreement among all stakeholders, promoting mutual respect and cooperation. The services provided are child-centered, with flexibility built in to accommodate the evolving needs and priorities of the student and their family.

In terms of service delivery, the SENCO and class teachers play a pivotal role in ensuring that the right expertise is engaged. When it is determined that the school's internal resources do not cover the necessary expertise, external specialists are sought for additional support. However, even with the involvement of outside professionals, the SENCO maintains primary responsibility for coordinating all aspects of special educational provision. This includes overseeing the implementation of interventions and ensuring that any decisions made are in the best interest of the student. By working together with transparency, a clear understanding of roles, and a commitment to the student's success, we aim to provide the most comprehensive and effective support possible.

Chapter 13: Curriculum Balance, Adaptation and Modification for SOD's:

Ensuring an inclusive and equitable education for Students of Determination (SODs) requires thoughtful planning of the curriculum. The school must strike a balance between maintaining the integrity of the curriculum and making necessary adaptations and modifications to meet the diverse needs of these students. The goal is to ensure that all students have access to a meaningful, personalised education that fosters their academic, social, and emotional development.

13.1 Curriculum Balance:

Ensuring curriculum balance for Students of Determination (SODs) means providing them with a comprehensive, diverse, and engaging curriculum that mirrors the subjects and experiences of their peers, while making necessary and reasonable adjustments to meet individual needs. This approach ensures that all students, including those with special educational needs and disabilities (SEND), can fully participate in the curriculum without sacrificing key learning objectives.

Key aspects include:

- **Inclusive Participation:** SODs should be actively involved in general classroom activities to the fullest extent possible. This involves implementing personalised support, differentiation, and adaptive strategies to facilitate their engagement in both academic and extracurricular pursuits.
- **Equity and Access:** The curriculum must be inclusive by design, allowing all students to access learning content that is appropriately tailored to their abilities. Equity here means providing the necessary accommodations, such as assistive technologies, adapted materials, or modified instructional strategies, to create a level playing field for all learners.
- **Balanced Goals:** While maintaining academic rigor, there should also be a strong emphasis on the development of personal, social, and life skills that are critical for each student's long-term independence and well-being. These goals should reflect the student's unique strengths, fostering growth in areas like emotional regulation, communication, and problem-solving.
- **Collaboration and Support Systems:** Curriculum balance is best achieved through collaboration among teachers, support staff, and external specialists, where needed. Regular communication with parents and caregivers ensures alignment on educational goals and individual progress, creating a cohesive support system.
- **Flexibility and Adaptation:** The curriculum should be flexible enough to adapt to the evolving needs of SODs, recognising that their learning journeys may require periodic adjustments in pace, focus, or content. Continuous assessment and reflective practices are essential in ensuring that these adaptations support growth without diminishing the challenge and engagement in learning.

By adopting a balanced approach, our school can create an environment where SODs not only thrive academically but also gain the functional skills and confidence needed for future success and inclusion in wider society.

13.2 Curriculum Adaptation:

Curriculum adaptations involve modifying how the curriculum is delivered to cater to the diverse learning styles, strengths, and needs of students with special educational needs and disabilities (SEND). These changes ensure that all students, including Students of Determination (SODs), can access the curriculum on equal footing with their peers without lowering the overall learning expectations or outcomes.

Key examples of curriculum adaptations include:

- **Differentiated Instruction:** Teachers employ a variety of teaching strategies, materials, and assessment methods to address individual learning needs. This ensures that SODs engage with the same core content as their classmates but in ways that are personalised to their abilities. Differentiation may include adjusting the complexity of tasks, offering choices in how students demonstrate their understanding, or using multiple modes of representation for instruction.
- **Flexible Grouping:** Students may be grouped in different ways depending on the activity, task, or learning objective. Flexible grouping allows students to collaborate with peers at their ability level or in mixed-ability settings that promote inclusion. This approach ensures that each student can work at a suitable pace while benefiting from peer interaction and teamwork.
- **Alternative Formats:** Offering learning materials in a variety of formats, such as audio recordings, visual aids, tactile tools, and digital resources, helps meet the diverse sensory and cognitive needs of students. This ensures that students who learn best through different modalities (e.g., auditory, visual, or kinesthetic) can effectively engage with the content.
- **Modified Instructional Pace:** Teachers may adapt the pace of instruction, providing additional time for students to process information or complete tasks. This ensures that students are not overwhelmed by the speed of delivery and have the time needed to fully comprehend and engage with the material.
- **Scaffolded Support:** Gradually reducing the level of support as students gain confidence and mastery is an essential adaptation strategy. This could include offering step-by-step guidance initially and then encouraging more independent work as students' progress. Scaffolding helps build skills while maintaining high expectations for achievement.
- **Technology Integration:** Leveraging assistive technologies, such as speech-to-text software, interactive learning platforms, or apps that support organisation and focus, can be a powerful way to accommodate diverse learning needs. Technology allows for personalised learning experiences and can break down barriers to accessing the curriculum.
- **Environmental Adaptations:** Modifications to the classroom environment, such as adjusting seating arrangements, providing sensory-friendly spaces, or minimising distractions, help create a learning atmosphere that supports students' comfort and focus. This is especially crucial for students with sensory processing difficulties or attention-related challenges.

By incorporating these curriculum adaptations, educators can ensure that all students, regardless of their individual needs, can actively participate in learning, achieve their academic potential, and feel included within the school community. These adaptations promote not only access to the curriculum but also a sense of belonging and confidence in students' learning experiences.

13.3 Curriculum Modification:

When the standard curriculum does not adequately meet the unique needs of a student, more substantial changes—known as curriculum modifications—are implemented. Unlike adaptations, which adjust how content is delivered, modifications alter the expectations for what a student will learn or how they are assessed. These changes ensure that students with special educational needs and disabilities (SEND) can achieve meaningful progress aligned with their individual abilities and future aspirations.

Examples of curriculum modifications include:

- **Altered Learning Outcomes:** In cases where the standard academic goals are not suitable, learning objectives may be adjusted to focus on realistic, personalised outcomes. For example, a student may work toward developing functional skills, such as communication, social interaction, or daily living tasks, instead of mastering more abstract academic concepts. These modifications aim to promote independence, self-sufficiency, and practical skills relevant to the student's future life.
- **Modified Assessment Methods:** Assessments may be customised to reflect the student's abilities, offering alternative formats or approaches to evaluating their progress. For instance, a student may provide oral responses instead of written ones, use open-book exams, or complete a portfolio of work over time rather than traditional tests. The goal is to assess learning in ways that are accessible to the student and reflective of their strengths, without compromising the rigor of evaluation.
- **Reduced Curriculum Scope:** In some cases, students may require a reduced or modified curriculum, where certain subjects or topics are omitted or replaced with more relevant content. For example, a student might focus less on abstract mathematics and instead engage in life skills development or vocational training aligned with their future goals. This ensures that learning is meaningful and practical, equipping the student with the skills necessary for real-world success.
- **Individualised Support Programs:** For students whose needs extend beyond the general curriculum, tailored educational programs may be developed. These can include personalised schedules, one-on-one instruction, or specialised interventions in areas such as social-emotional development or behavioral support. The focus shifts from standard academic achievement to holistic growth, ensuring that the student's emotional, social, and cognitive needs are met.
- **Alternative Pathways to Success:** In some cases, students may follow alternative academic pathways that still allow them to achieve recognised qualifications. For example, they might complete a modified version of the general curriculum leading to certifications in vocational or practical skills rather than traditional academic diplomas. These pathways provide students with a sense of accomplishment and clear goals tailored to their future aspirations.
- **Incorporation of Assistive Technology and Tools:** For students whose disabilities affect their ability to engage with standard learning content, modifications may include the integration of specialised technologies. These can range from speech-generating devices for non-verbal students to adaptive physical tools for those with mobility challenges. Such technologies allow students to access the curriculum in a way that suits their individual needs and enhances their learning experience.
- **Life Skills and Community-Based Learning:** In certain cases, curriculum modifications may focus more heavily on life skills, vocational training, and community-based learning. For example, students might engage in work placements, internships, or community service projects that build independence, employability, and social skills.

These experiences are tailored to the student's capabilities and provide practical learning opportunities that prepare them for adult life.

By implementing curriculum modifications, educators can create individualised learning pathways that empower students to achieve success based on their unique strengths, needs, and future goals. This approach ensures that every student, regardless of their abilities, is given the opportunity to learn, grow, and contribute meaningfully to society.

Chapter 14: Monitoring Progress:

The way our school addresses the needs of all its students has a direct impact on the additional support required by those with special educational needs and disabilities (SEND). The key to successfully meeting these needs lies in the teacher's understanding of each child's individual skills and abilities, and their ability to translate this knowledge into strategies that ensure appropriate access to the curriculum for every child.

Hampton Heights International School has recently developed systematic approaches to carefully monitor the progress of Students of Determination (SODs). The school's system for observing and assessing individual progress provides crucial insights into areas where a student may not be progressing satisfactorily, even when teaching methods have been differentiated. Over time, these observations are enriched by an in-depth understanding of the child's strengths and challenges, allowing for a more tailored approach.

When a class teacher feels that current strategies are not enabling a student to learn as effectively as possible, they consult with the Special Educational Needs Coordinator (SENCO) to explore alternative options. The starting point is always a review of the strategies currently in use, with a focus on identifying ways to further develop and adapt them. If this review reveals that a student needs support beyond what is typically available in the classroom, the school considers additional interventions through targeted support, often referred to as School Action.

At Hampton Heights International School, adequate progress for students with SEND is defined in several ways. Progress may be considered adequate if it:

1. Closes the attainment gap between the student and their peers.
2. Prevents the attainment gap from widening further.
3. Is similar to that of peers starting from a similar baseline, even if it is at a slower pace.
4. Matches or exceeds the student's previous rate of progress.
5. Ensures full access to the curriculum.
6. Demonstrates improvements in self-help, social, or personal skills.
7. Leads to better behavior and emotional regulation.

14.1 Approaches to Maximising Achievement for Students of Determination:

The school employs a variety of strategies to maximise the achievement of all SODs. Special approaches have been embedded across the curriculum to ensure that SODs have access to a well-rounded education. These strategies include modifications designed to raise learning outcomes and expectations while enhancing the overall learning experience. The modified curriculum, available to all SODs, aims to reduce the need for individualised

interventions by addressing common learning challenges at the group level. A particular emphasis is placed on literacy across the curriculum to ensure consistency in handwriting, spelling, punctuation, and presentation. This approach creates a common set of expectations across all subject areas, ensuring that students of determination benefit from a cohesive learning experience. In cases where students have difficulty meeting these expectations, additional support is provided to help them overcome challenges.

14.2 Upgraded Systems for Monitoring Progress:

Hampton Heights International School has upgraded its departmental systems for observing and assessing the progress of SODs. These enhanced systems not only highlight areas where students may struggle despite differentiated teaching methods but also offer solutions for addressing these challenges. Based on this evidence, subject teachers may conclude that the current strategies in place are not enabling the student to reach their full potential. In such cases, they work closely with the SENCO to consider alternative interventions.

The starting point is always a review of existing strategies, with the aim of developing them further or introducing new ones. The evaluation of these strategies may lead to the conclusion that the student requires additional support beyond what is normally available in the classroom. The key indicator for further action is evidence of inadequate progress. It is important to note that progress expectations should be individualised—students do not progress at the same rate, and reasonable judgments must be made based on each student's unique circumstances.

14.3 Key Test for Learning Needs:

The primary measure of whether a student's learning needs are being effectively met is the adequacy of their progress. Adequate progress is not solely about academic performance; it also encompasses personal growth, social skills, and emotional well-being. If a student's progress is found to be insufficient, this signals the need for a change—either through additional interventions or modified strategies—to support the student's learning more effectively. This principle applies regardless of the severity of a student's challenges, with the goal always being to facilitate ongoing improvement and development.

When determining whether a student is progressing adequately, several factors are considered. These include their ability to close the attainment gap with peers, prevent the gap from widening, maintain consistent growth in relation to their previous performance, and demonstrate improvements in key areas such as behavior, self-regulation, and social interaction. The focus is on individualised progress rather than uniform benchmarks, recognising that each student's journey is unique.

If progress is deemed inadequate, the next step is to reevaluate the support in place and adjust it as necessary. This may involve reviewing the teaching strategies being used, the learning environment, or the specific interventions being applied. Additional help could take the form of specialised teaching methods, tailored resources, or increased support from the SENCO and inclusion team. The goal is to ensure that every student, including Students of Determination (SODs), can access the curriculum in a meaningful way and experience success on their own terms.

14.4 Commitment to Inclusive Education at Hampton Heights International School:

Hampton Heights International School is deeply committed to fostering an inclusive, supportive learning environment where every student, including those with special educational needs and disabilities (SEND), is given the opportunity to thrive. The school recognises that each student has unique needs and talents, and it takes a proactive approach to ensuring that all students are equipped with the tools they need to succeed. To achieve this, the school employs a comprehensive system of continuous monitoring, assessment, and intervention. Teachers are trained to observe not only academic progress but also personal and social development. Regular reviews ensure that any gaps in learning are identified early, allowing for timely intervention and support.

The school's approach to inclusion is centered on flexibility and responsiveness. If a student is not making adequate progress, the school quickly adapts, offering tailored solutions to ensure that no student is left behind. This could involve modifications to the curriculum, alternative assessment methods, or differentiated instruction. The SENCO works closely with teachers to provide guidance on best practices and to develop individualised education plans (IEPs) when necessary.

14.5 Whole-School Commitment to Progress:

Inclusion at Hampton Heights International School is not confined to the classroom. The school's ethos emphasises the importance of creating a whole-school culture that supports diversity, equity, and inclusion. This means that all staff members, from classroom teachers to administrative personnel, play a role in ensuring that students with SEND are supported holistically. Staff are equipped with the necessary training and resources to recognise and respond to the diverse needs of students.

Parents and caregivers are also considered key partners in the learning process. The school works closely with families to ensure that there is a consistent approach to supporting students both at school and at home. Open communication channels allow for ongoing collaboration, ensuring that parents are kept informed of their child's progress and involved in decision-making processes related to their education.

14.6 Pathways to Success for Every Student:

Hampton Heights International School understands that success looks different for every student. Some may excel academically, while others may show remarkable growth in social or life skills. The school ensures that each student's achievements, however they are defined, are recognised and celebrated. This holistic approach to education empowers students to develop confidence, resilience, and a strong sense of self-worth.

By creating a dynamic and responsive learning environment, Hampton Heights International School enables all students, including those with SEND, to reach their full potential. The school's commitment to inclusion, its focus on individualised progress, and its dedication to continuous improvement ensure that every student has the opportunity to succeed and thrive, both within the school and in their broader life journey.

Chapter 15: Inclusion Model:

To meet the demands and expectations of high quality inclusive education, students at Hampton Heights International School are taught various learning strategies for acquiring, retaining, and expressing content knowledge. The Inclusion Department plays a key role in teaching an expanded set of strategic approaches specifically designed for Students of Determination (SODs). These students often face additional learning challenges, such as difficulties with processing information, and benefit from coping techniques that involve the use of one or multiple strategies in combination. By employing these strategies, students can better navigate the academic demands placed upon them, equipping them with tools to engage meaningfully with the curriculum and succeed in their secondary classes.

The school's inclusion model is embedded into the general education classroom, aiming to improve instructional routines for all students. This enhancement involves the use of graphic organisers, activating prior knowledge, and previewing new content before instruction begins. These strategies ensure that learning is accessible and engaging for all students, particularly those with additional needs.

A final wave of intervention focuses on developing social interaction skills and motivation. This includes a specific strategy called "Share Behaviors," which prepares students to actively participate in team meetings and conferences about their own education. Students are encouraged to inventory their strengths and actively contribute to their individual education planning, fostering self-advocacy and ownership of their learning journey.

15.1 Human Rights-Based Model:

At Hampton Heights International School, inclusive education is viewed as an ongoing transformation of the school's culture, systems, and attitudes, rather than a temporary initiative or project. This approach reflects the principles set forth in the *Dubai Inclusive Education Policy Framework (2017)*, ensuring that inclusive practices are embedded within the daily life of the school community. The school is dedicated to adopting a *Human Rights-Based Model of Disability*, which emphasises the inherent dignity and rights of every student, regardless of their abilities. This model shifts the focus away from viewing disability as a limitation within the student and instead acknowledges the societal and environmental barriers that must be removed to foster full participation. The core principles of this model include:

- **Equal Access:** Every student, including Students of Determination (SODs), has the right to the same quality of education as their peers. This principle is rooted in fairness, ensuring that all students are provided with equitable opportunities to engage with the curriculum, access learning resources, and participate in school activities. The school actively works to remove barriers to learning, making accommodations and providing resources that meet individual needs.
- **High Expectations:** The school upholds high expectations for all students, including those with disabilities. While recognising the unique challenges that SODs may face, Hampton Heights International School believes in the potential of every student to succeed. By fostering an environment where these high expectations are maintained, students are encouraged to achieve their personal best, whether academically, socially, or emotionally.

- **Social Model of Disability:** Shifting away from the traditional medical model, which views disability as a personal deficit or limitation, the school embraces the *Social Model of Disability*. This model recognises that many of the challenges faced by students with disabilities are due to external factors, such as societal attitudes, inaccessible environments, and inflexible systems. The school strives to eliminate these barriers through inclusive policies, positive attitudes, and accessible learning environments. By creating an atmosphere of acceptance and understanding, the school fosters a culture where diversity is celebrated, and all students can participate fully.
- **Inclusive Curriculum:** The school is committed to continuously improving its teaching, learning, and curriculum development processes to ensure that they cater to the diverse needs of all students. An inclusive curriculum is one that adapts to the needs of the learner, rather than expecting the learner to adapt to the curriculum. This includes differentiated instruction, the use of assistive technologies, flexible assessments, and personalised learning pathways. Through these practices, the school ensures that every student, regardless of their abilities, is supported in achieving their full potential.

15.2 Building a Culture of Inclusion and Belonging:

In practice, the *Human Rights-Based Model* at Hampton Heights extends beyond the classroom. It is reflected in how the school builds an inclusive community, where students, staff, and families work together to create an environment that values diversity and fosters a sense of belonging for everyone. This commitment to inclusion includes:

- **Inclusive Policies and Practices:** The school continuously reviews its policies to ensure that they promote inclusion at all levels. This involves everything from admissions and curriculum planning to extracurricular activities and student support services. By ensuring that policies align with the principles of the human rights model, the school ensures that all students, including SODs, are given equal opportunities to participate and succeed.
- **Whole-School Approach to Inclusion:** Inclusion is not the responsibility of one department or a select group of teachers; it is a whole-school commitment. All staff, from administrators to teachers to support personnel, are trained in inclusive practices and are active participants in fostering an inclusive environment. This collaborative approach ensures that the needs of all students are considered in every aspect of school life.
- **Active Participation and Voice:** Students of Determination are encouraged to actively participate in decisions that affect their learning and well-being. The school promotes student self-advocacy, allowing SODs to express their preferences, set goals, and be involved in planning their educational pathways. This empowers students to take ownership of their learning journey and builds their confidence and self-esteem.
- **Parental and Community Engagement:** The school recognises the importance of involving families and the wider community in the process of inclusion. Regular communication with parents and guardians, along with opportunities for them to be actively involved in their child's education, strengthens the support system around the student. Additionally, partnerships with external specialists and community organisations provide access to resources and expertise that enhance the school's capacity to meet diverse needs.

15.3 Formal and Informal Diagnoses:

Students at Hampton Heights International School may have formal diagnoses of disabilities or special educational needs, but not all students with learning difficulties have been formally diagnosed. The school takes a comprehensive approach to understanding the barriers to learning for all students, regardless of whether they have a formal diagnosis. This approach includes:

- **Whole-School Assessment Systems:** An incremental assessment system is integral to evaluating and identifying the special educational needs of students. These assessments, both formal and informal, are used to gather a complete picture of a student's abilities without delaying necessary educational provisions.
- **Ongoing Monitoring:** Regular teacher assessments, benchmarking, and internal monitoring systems provide valuable insights into a student's progress and areas for further support.
- **Collaborative Approach:** The inclusion team, including teachers, parents, and specialised staff, work together to assess and support students, using data from observations, behavior analysis, and attendance patterns.

This comprehensive understanding ensures that each student's needs are addressed through tailored interventions and support strategies, regardless of formal diagnoses.

15.4 Shifting from the Medical Model to the Human Rights-Based Model:

Hampton Heights International School has fully embraced the shift from the outdated *Medical Model of Disability*, which views disabilities as problems to be fixed, to a *Human Rights-Based Model*, which focuses on equality and empowerment. Upon admission, students are assessed academically and non-academically. If a student is identified as likely having a special educational need, an eligibility meeting is held with parents to discuss the student's needs. Based on the level of support required, the following interventions are implemented:

- **Wave 1 (RTI):** A 504 Plan is developed for students requiring minimal accommodations.
- **Wave 2 (RTI):** An Individualised Education Plan (IEP) and/or Behavior Intervention Plan (BIP) is created for students needing moderate support.
- **Wave 3 (RTI):** Students requiring intensive intervention receive an IEP and/or BIP, with tailored academic and behavioral goals.

The *Response to Intervention (RTI)* framework at Hampton Heights International School is a tiered system used to support students struggling with academic or behavioral challenges. RTI is a structured, research-based process that provides systematic instruction and interventions starting from kindergarten and continuing through the school years. The process includes:

- **Academic RTI:** Designed to support students with academic difficulties, helping them to succeed through targeted interventions within the general education classroom.
- **Behavioral RTI (PBIS):** Focuses on helping students with behavioral challenges that may impact their academic performance. This system aims to create a positive learning environment, ensuring that students receive the behavioral support they need.

RTI allows for early intervention in a familiar and supportive environment, preventing students from falling behind and offering timely, tailored support. Hampton Heights International School's inclusive model, grounded in the Human Rights-Based Model of

Disability, emphasises equal access, high expectations, and a proactive approach to meeting the diverse needs of all students. By adopting the RTI framework, the school ensures that students, whether facing academic or behavioral challenges, receive the support they need at every stage of their educational journey. The school's commitment to inclusion is reflected not only in its policies and practices but also in the everyday experiences of its students, ensuring that all have the opportunity to thrive.

Hampton Heights International School's commitment to the *Human Rights-Based Model of Disability* is forward-thinking. The school not only seeks to support students during their time at school but also prepares them for life beyond the classroom. By promoting independence, self-advocacy, and resilience, the school equips SODs with the skills they need to navigate future challenges, whether in higher education, the workplace, or in their personal lives. This holistic approach to inclusion ensures that all students are empowered to lead fulfilling and successful lives.

In summary, Hampton Heights International School's adoption of the *Human Rights-Based Model* ensures that inclusion is not simply an educational requirement but a core value that shapes the entire school experience. Through equal access, high expectations, the removal of social barriers, and an inclusive curriculum, the school fosters an environment where all students, including those with disabilities, are empowered to thrive.

Chapter 16: Multi-Tiered System of Support (MTSS):

The *Multi-Tiered System of Support (MTSS)* is a comprehensive and systematic framework designed to integrate assessment and intervention with the goal of maximising student achievement while reducing behavioral challenges. MTSS encompasses academic, behavioral, social, and emotional aspects of student development, ensuring that each student receives the necessary support to thrive. It is based on data-driven decision-making, where student performance and progress are closely monitored to guide the appropriate interventions at varying levels of intensity. By addressing a wide range of student needs, MTSS helps the school foster an inclusive and supportive environment where all students can succeed.

16.1 Key Features of MTSS at Hampton Heights International School:

1. **Data-Driven Decision-Making:** Central to MTSS is the use of reliable data to inform every step of the intervention process. Teachers, specialists, and administrators use student data from assessments, progress monitoring, and behavioral observations to identify learning gaps and behavioral challenges early on. This information helps to tailor interventions, ensuring they are targeted and effective for each student's specific needs.
2. **Tiered Levels of Support:** MTSS operates on a three-tiered structure, which provides differentiated levels of intervention based on student needs:
 - **Wave 1:** Universal instruction and supports are provided to all students in the general education classroom. This includes high-quality teaching that aligns with grade-level standards, differentiated instruction, and proactive behavior management strategies. The goal of wave 1 is to meet the needs of the majority of students through effective classroom practices.

- Wave 2: For students who struggle to meet grade-level expectations despite wave 1 supports, additional interventions are introduced. These are often provided in small groups and are more focused, targeting specific areas such as reading comprehension, math skills, or behavior management. wave 2 interventions are typically evidence-based and designed to help students catch up to their peers.
 - Wave 3: Students who do not show significant progress after receiving wave 2 interventions are provided with intensive, individualised support in wave 3. This may involve one-on-one instruction or small-group work, often with specialists, to address the student's most pressing academic or behavioral challenges. If students continue to struggle, they may be referred for further evaluation and possible special education services.
3. **Academic and Behavioral Integration:** Unlike traditional models that separate academic and behavioral interventions, MTSS integrates both into one unified system. This holistic approach recognises that academic performance and behavior are often interconnected and that addressing both simultaneously can lead to better outcomes. The school using MTSS develop strategies to support not only students' academic achievement but also their social-emotional well-being and behavioral growth.
 4. **Early Identification and Intervention:** One of the greatest strengths of the MTSS framework is its emphasis on early identification of learning and behavioral challenges. Through regular assessments and progress monitoring, students who show signs of difficulty can be identified early, allowing for timely interventions before problems escalate. This proactive approach prevents students from falling behind academically or developing entrenched behavioral issues.
 5. **Collaboration and Teamwork:** The success of MTSS relies on the collaboration of a range of professionals, including general education teachers, special education staff, school counselors, and administrators. These teams work together to analyse student data, design interventions, and monitor progress. By pooling their expertise, the school ensure that every student receives the support they need, and educators are equipped to provide high-quality, targeted instruction.

16.2 Response to Intervention (RTI) within MTSS:

The *Response to Intervention (RTI)* approach, a key component of MTSS, focuses specifically on supporting students with academic difficulties through a tiered intervention model. Originally developed to identify and support students with learning disabilities, RTI has evolved into a broader process embedded within the MTSS framework. It operates using three main tiers of intervention, with increasing levels of intensity:

- **Wave 1 (Universal Support):** All students receive high-quality, differentiated instruction within the general education classroom. Teachers use evidence-based instructional strategies and classroom assessments to meet diverse student needs. Most students will progress adequately with this level of support.
- **Wave 2 (Targeted Support):** For students who struggle with wave 1 instruction, targeted interventions are provided, typically in small groups. These interventions are more focused on specific skill deficits, such as reading fluency or math computation.

Progress is monitored regularly to ensure that students are responding to the interventions.

- Wave 3 (Intensive Support): Students who do not make sufficient progress with wave 2 interventions receive more individualised and intensive support in wave 3. This level of support is highly specialised and may involve one-on-one instruction or smaller, more frequent group interventions. For students who continue to struggle, wave 3 often leads to further assessments to determine eligibility for special education services.

16.3 Benefits of Implementing MTSS:

The implementation of MTSS offers numerous benefits for the school, students, and teachers:

- Early Identification: MTSS allows the school to identify learning and behavioral challenges early, enabling timely interventions that prevent more serious issues from developing.
- Personalised Support: By using data to inform decisions, MTSS ensures that interventions are tailored to the unique needs of each student. This personalised approach maximises the likelihood of success for students at every tier / wave.
- Integrated Academic and Behavioral Support: The framework's holistic approach means that students receive support across both academic and behavioral domains, ensuring that no aspect of their development is overlooked.
- Increased Collaboration: MTSS fosters collaboration among educators, specialists, and parents, creating a more cohesive and supportive learning environment for students.
- Flexibility and Responsiveness: MTSS is a dynamic system, meaning that students can move between tiers of support as their needs change. This flexibility allows the school to be responsive and adapt interventions based on each student's progress.

In conclusion, MTSS provides a structured, evidence-based approach to addressing the diverse needs of students. By integrating assessment, intervention, and progress monitoring, MTSS ensures that all students—whether they struggle academically, behaviorally, or both—are provided with the right level of support to succeed. The framework's tiered approach, combined with its emphasis on collaboration and early identification, makes it a powerful tool for enhancing student outcomes and promoting a positive, inclusive school culture.

Chapter 17: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
December 05, 2024		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
June 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
December 05, 2025		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
March 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	
December 10, 2026		<ul style="list-style-type: none"> <input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor. 	