

Al Resalah American International School

Inclusion Policy, including G&T

2025-26

Vision

All students at Al Resalah American International School (RAIS), including the students with special needs and the gifted and students, are independent and confident learners who thrive to achieve within and beyond the curriculum, national and international standards. They are tolerant of differences, highly motivated, emotionally intelligent, and socially active learners who are proud of their culture, religion, and values.

Introduction

RAIS is an inclusive school that develops an environment where all children can flourish and feel safe. At RAIS, we are committed to giving all our children every opportunity to achieve highest standards. This policy is intended to ensure that this happens for all children in our school regardless of their age, gender, attainment, or background. RAIS provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

We believe that our children, including those identified as having "additional needs" have a common entitlement to academic, personal, social development and that they should be fully included in all aspects of school life. We pay particular attention to the provision for and the achievement of different groups of learners including:

- Learners with special needs.
- Gifted and Talented
- English Language Learners (ELL)

RAIS admits students irrespective of their gender, race, and disability or special educational needs provided that the school is able to meet the needs of the child, without unduly prejudicing the education and welfare of other students.

Inclusion provision

Senior and middle leaders alongside the Students Support Team across the whole school promote inclusion for all children through:

- Students requiring special support –Target Group (Subject intervention group –supported by respective subject teacher)
- English Language Learning
- Gifted and Talented –enriched, extended program.
- Behavioral management strategies.
- Learning Support Assistants.

We recognize that children learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age, and maturity. We identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve by:

- Continually monitoring the progress of all children to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated instruction and collaboration by class/subject teachers, inclusion team and learning support assistants as appropriate in conjunction with IEPs which give strategies for support and progress for the student.
- Meetings with teachers to discuss the specific learning needs of students and how to best support and challenge.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having special needs.
- Promoting positive perceptions of children with special needs within the school community, so that inclusive provision is positive valued and accessed by peers, staff, and parents.
- Enabling children to move on as well equipped as possible in the basic skills of literacy, numeracy, and social independence to meet the demands of life and learning.
- Forming strong partnership between all stakeholders so that the child's learning and emotional well-being are optimally supported.
- Giving the children where possible a voice in planning and in decisions that affect them.
- Having an open-door policy in support of staff and parents.
- Making information on special needs available to staff and parents.
- Enabling them to be independent and self-reliant.

Teachers and staff ensure that children:

- feel secure and know that their contribution is 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.
- have a common curriculum experience that allows for a range of different learning styles.
- are encouraged to participate fully, regardless of disabilities or medical needs.
- manage their behavior and emotions to take part in learning effectively and safely.
- have appropriate support in all their learning and experiences.
- know what steps to take to make progress in their learning.

Equal opportunities

In our school, we aim to offer excellent choices to all our children, whatever their ability or needs. Equality of opportunities must be a reality for our children. We make this a reality through the attention we pay to the different groups of children and each child within our school. We do this through:

- Responding to children's diverse learning needs.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Providing a broad, balanced, and relevant curriculum, which may be modified to meet the needs.
- Develop a close partnership with the whole school community.
- Providing a healthy, safe, and happy environment.

Data to instruction

We aim to give all our students the opportunity to maximize their potential to achieve and succeed. When planning their work, teachers consider the abilities of all children. Teachers use internal assessment data and international benchmark assessment data to adapt the curriculum and support their planning using identified strengths, areas to develop and recommended strategies. When the

attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and provide appropriate challenge

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

SEN Students

Identification and Provision

RAIS will identify any students with special learning needs (not so identified on admission) through screening strategies and on referral from school staff. The Head of Inclusion will play a direct role in coordinating such assessments and screenings.

Where students are identified, RAIS will amend and enhance the program to support the learning needs of these students with appropriate strategies that will enable them to make progress and achieve success. Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with special educational needs to complete certain activities. In their planning, teachers ensure that they give children with special educational needs the opportunity to develop skills in practical aspects of the curriculum and make provisions to best meet their learning styles and needs.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of their effort and concentration needed in oral/written work.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Uses assessment techniques keeping in mind their individual needs and abilities applying accommodations.

Children with SEND are often vulnerable therefore we must ensure that they are safe at all times. At RAIS we monitor all students carefully, guide and educate them. Our staff support students and parents regularly. We provide an environment within its resources, such as changing classrooms, ramps and /or easy access to all areas of school. Health and safety consideration, which allows special educational needs children full access to all areas of learning.

Identification and Assessment arrangements

The school's system for regular observing, assessing, and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have special/advanced learning/language needs. The school's system includes reference to:

- Baseline assessment.
- International Benchmark, Progress Tests, MAP and CAT4, etc.
- Another educational organization which has identified or has provided for additional needs.

The IEPS

An Individual Education Plan (IEP) will be developed by the parent, teacher and the Head of inclusion and the student as appropriate. The IEP ensures that the needs of the child are met and the barriers to learning are removed.

Levels of SEN

Levels are needs led and are determined by the level of provision required to meet those needs.

Level 1

A student who has needs that can be met in class by the teacher. They would be of any profile of need that is identified as a special educational need, e.g. Dyslexia, Autism, EEL, Speech and Language needs.

Level 2

A student who has needs that cannot be met solely by the teachers. Characteristically these students will have either an IEP or an accommodation plan and will be a part of a time-limited withdrawal, intervention/enrichment group which addresses their specific needs.

Level 3

A student whose needs require one to one or a specialist support. These students will have a Shadow Teacher to support them in class and will have an IEP.

The Gifted and Talented

RAIS values all children equally and endeavors to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment. RAIS will have, at any time, a number of able, talented or gifted students, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning or extracurricular activities. We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognize the value and importance of identifying and celebrating their achievements and success.

At RAIS we follow a policy that ensures a consistent approach to the identification and support of the very able or gifted child thought. To ensure a consistent and accurate identification process, at RAIS, students with gifts and talents are identified using a variety of methods:

Students with Gifts:

- Internal Assessment results
- Standardized attainment tests such as MAP
- Standardized assessments of cognitive development and ability such as CAT4 tests
- Teacher nomination (Observation/Checklist/Survey)
- Previous teacher or previous school records

Students with Talents:

- Parental nomination
- Self-nomination
- Teacher nomination (Observation/Checklist/Survey)
- External agency or organization
- Previous teacher or previous school records

ALPs

An Advanced Learning Plan (ALP) is developed for each gifted and talented student. These ALPs will determine how the special needs of gifted and talented students, capable of high performance in one or more areas, will be met.

English Language Learners (ELL)

At RAIS, the English language learners who have language difficulties are considered students with a special need. Their language difficulties are considered a barrier to learning that we need to remove. ELL students are provided with a program that caters for their language needs and ensures that their language difficulties are overcome.

Role of Parents

RAIS works closely with parents in the support of those children with special needs. We believe that parents have much to contribute to the learning of their children. We encourage an active partnership through an ongoing dialogue with parents. We send monthly reports to the parent outlining progress in relation to targets.

Responsibilities

- The Head of Inclusion is responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met.
- The SEN staff are instrumental in supporting teachers involved in drawing up and carrying out the Individual Education Plans for children.
- School staff are responsible for ensuring the Inclusion policy and procedures are followed and they must ensure that they plan to meet the needs of the students they teach. This may involve working with other adults and support agencies.
- The Principal and SLT are responsible for the monitoring of the implementation of the Inclusion Policy and hold the Head of Inclusion, SEN staff and teachers accountable for the achievement and progress of SEN students.

Monitoring & Review

The SLT and Head of inclusion monitor the progress, attainment, and provision for the children with special needs. Continuous review of data to measure the progress on SEN students and inform instruction is conducted. We achieve education inclusion by continually reviewing what we do, by asking ourselves these key questions:

- Do all our children achieve as much as they are capable of?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Approval and Review	
Review date	May 25th 2025
To be reviewed on:	May 25th 2026
Approved as Policy by:	Principal: Mohannad Al Jayousi 