

Inclusion SEF

Al Resalah American International School

2024-2025

Key Questions

- 1) What is the percentage of students of determination accessing level 3 provision?

50.0% (51 students) of SEN students

- 2) What is the percentage of students of determination accessing level 2 provision?

40% (43students)

- 3) What is the percentage of students of determination accessing level 1 provision?

10.2% (13students) of SEN students

- 4) Does the school provide specialist services for students of determination?

- Autism spectrum disorder directly by the school
- Autisms spectrum disorder in partnership with an external provider
- Specific learning difficulties directly by the school
- Specific learning difficulties in partnership with an external provider
- Intellectual impairment directly by the school
- Intellectual impairment in partnership with an external provider

- 5) What difficulties are still considered challenging for the school to admit and support?

1. Elevator is not available to support physically challenged students and visually impaired students.
2. Most of our SEN Department staff do not have qualifications. They just have the experience.
3. Cases that the school does not have the resources to support.

- 6) What is the ratio of school funded support teachers (compared to all students on roll) employed in the school?

1:60

- 7) What is the ratio of school funded learning support assistants (compared to all students on roll) employed in the school?

1:20

- 8) How many students receive support for most of their time in school, from an LSA that is funded by the student's parent?

33

9) Does the school provide any alternative curriculum pathways to their students of determination?

Yes No

10) Does the school provide any vocational education and training programmes for their students of determination?

Yes No

1. Leadership & Governance

1a Commitment	Evidence Source
<p>Senior leaders guide the inclusion team on their role in developing a culture of inclusion within the school and in the community. They make sure that the school accepts all students, irrespective of the kind of disabilities/ barriers to learning they may have as long as the school is able to support those students. The principal and Vice principal contribute to the review of the inclusion policy and meet with the inclusion team to discuss progress and monitor the achievement of the targets. The Principal, vice principal and Head of Inclusion (HOI) are active members of the Inclusion support team. All teaching staff receive training on dealing with SEN students. Parent sessions are also organized to help parents understand the needs of their children and how to support them.</p> <p>As a result, the school the majority of teachers are qualified in dealing with supporting SEN students. Consequently, most SEN students are achieving good progress.</p> <p>Most of the shadow teachers appointed by parents are not qualified. We are ensuring that they receive adequate training from the inclusion department to ensure that they provide the students in their supervision with the right support.</p>	<p>Inclusion policy, Minutes of the meeting, SIP, Athena Meeting records</p>
1b Accountability	
<p>The principal and Vice Principal advise and mentor the Inclusion Team and make sure that the HOI conduct teacher training on best inclusive practices for capacity building. The HOI and SLT meet to discuss the working of Inclusion each term- tracing the progress of SEN students. All teachers are accountable for the progress of the SEN and G&T students in their classes.</p> <p>As a result, most SEN students are achieving good progress.</p> <p>A minority of teachers do not show the expected attitude towards SEN students and feel that they are the responsibility of the SEN department. Our focus is to change their attitude and increase their accountability.</p>	<p>Minutes of meetings, Athena's review report</p>
1c Policy	
<p>The Inclusion policy clearly lays out the provisions for SEN STUDENTS, G&T, ELL students and all students who may need support to attain their potential. The Inclusion Team is guided by the provisions within the policy for admission processes, identification and planning for intervention.</p> <p>As a result, the large majority of our students make good or better progress in all areas of development.</p>	<p>Inclusion policy, child protection policy, G&T Policy</p>

<p>Currently our focus is to ensure accountability. The inclusion department is actively involved in capacity building of staff, and support programs for parents to ensure that all of them are providing the right support to students and hold them accountable for the progress of their students.</p>	
<p>1d Investment & Resources</p>	
<p>The school has invested in hiring qualified staff for the SEN department that comprises of the HOI, learning support teachers, and learning support assistants. All members of the Inclusion team are well-qualified in special education and experienced in dealing with students with special needs. The LSA's receive regular training on how to deal with the different cases of the SEN students. The Inclusion team has also attended various training programs held by Head Office. Most of our teachers are also trained well enough to deal with the students of determination.</p> <p>As a result, SEN students are receiving appropriate support which resulted in good progress.</p> <p>Currently, we are ensuring that all the resources that the inclusion team and teachers need to support SEN students are available, like a proper Sensory Room and learning aids.</p>	<p>Sensory room in use, resource list, Staff record JD SEN teachers' qualifications</p>
<p>1e Systems & Coordination</p>	
<p>The admission team and almost all teachers are trained to identify SEN students as early as possible and make a referral to the Inclusion Department. Most teachers are also trained in how to identify G&T students. The department maintains individual files for all students which include their case history, assessments, progress report and observation reports.</p> <p>As a result, most SEN and G&T students are identified at early stages and receive needed support.</p> <p>Some SEN parents do not disclose that their children have learning disabilities at admission time and this delays their identification. We are ensuring that all new students have an interview to identify their needs and whether they have any learning difficulties or any other disabilities.</p>	<p>Inclusion policy, Individual case files, training reports</p>
<p>1f Capacity to Improve</p>	
<p>The inclusion policy was developed by the Inclusion Department with the guidance from Principal. The policy specifies identification procedures, implementation, documentation, training, progress monitoring, and evaluation. The Inclusion Support team provides support for teachers and shadow teachers and models guidance to other</p>	<p>Inclusion SEF, Minutes of meeting, SIP</p>

<p>teachers. Some volunteer students help in creating awareness and acceptance for inclusion among students.</p> <p>As a result, most teachers and shadow teachers are showing improvement in their support of the SEN students which resulted in good progress of the students.</p> <p>Currently, we are targeting the minority of teachers who are still not providing adequate support for the SEN and G&T students. Additionally, we are ensuring to give parents roles in spreading awareness of inclusion in the community.</p>	
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2. Leadership and governance of provision for students of determination

2a Assessment for identification	
<p>Effective tools are used to identify SEN and G&T students. Teacher observations, checklists, internal and external assessment results and CAT4 results are used identify the students who have special needs. Then, students are referred to the Inclusion Department for assessments.</p> <p>As result, almost all students are identified at early stages and provided with needed support.</p> <p>Our focus currently is on supporting G&T students and providing them with opportunities to unleash their potential.</p>	<p>Screening checklists and tools</p>
2b Identification phases	
<p>Admission in charge and most teachers are well trained to identify students of determination. We believe in early intervention, so as soon as a student is identified, interventions are planned. After students are referred to the SEN department, the inclusion team administers relevant tests to screen them out for special needs. Parents are then called and a referral for external assessment is made.</p> <p>Almost all our teachers are qualified to identify students with special needs in their class and almost all SEN and G&T students are identified early in the academic year.</p>	<p>Admission procedures, Teachers' referral forms, External evaluation reports.</p>
2c Categories of identification	
<p>Students are categorized into 3 Levels (1,2,3). Level 3 students receive individual and specific targeted intervention. Level 2 students receive support through additional, specific and time-limited interventions that are provided to students who are falling behind age expected levels. Level 1 receive support through high quality differentiated teaching. The interventions provided for them aim at removing barriers to learning.</p>	<p>Inclusion register, Individual case files.</p>

<p>As a result, almost all of our students with special needs are showing good progress.</p> <p>Currently, we are ensuring that almost all teachers provide quality work that help them to achieve grade level objects as much as possible.</p>	
<p>2d Monitoring</p>	
<p>Regular monitoring is done by Inclusion team and SLT to measure the effectiveness and implementation of interventions in classes. Learning walks and teacher's tracking records provide a clear idea of the support provided to SEN students. The IEP tracking sheet is regularly maintained to review the targets of students which are achieved, and those which still need to be achieved. Regular meetings with teachers and parents give a clear idea of the student's needs and whether there is any change. The interventions are quickly altered to the needs.</p> <p>As a result, most of the SEN students are receiving effective support and consequently most of them are showing good progress.</p> <p>Currently, we are ensuring effective differentiation to meet the needs of all SEN and G&T students.</p>	<p>Observation records, Learning walks record, Teachers' tracking sheet, IEP tracking</p>

3. Parent Partnerships

<p>3a Reporting</p>	
<p>RAIS conducts regular Parent-Teacher meetings, and parents are also invited on a termly basis to discuss the IEP's targets and are involved in setting up the next targets. Parents who are not able to attend these meetings are contacted through different channels, like phone calls and WhatsApp messages. A copy of the IEP is then sent to parents so they can also work on the same targets at home. In some cases, reports from outside agencies are also shared by parents which are considered during targets setting.</p> <p>As a result, almost all parents are well informed about the intervention plans and progress of their children and are able to support their children at home which resulted in good progress for most students of determinations.</p>	<p>Email records, meeting records, IEP Meetings</p>
<p>3b Communication</p>	
<p>RAIS communicates with parents through TEAMS, phone calls and Parent-Teacher meetings. Regular meetings are conducted by the Inclusion team with all parents of SEN, G&T students and students with additional learning/behavioral needs. Open door approach for parents/students by Counsellors ensures quality support to all students including SEN students.</p>	<p>Records of TEAMS meetings, email records, meeting minutes, Parents communication log</p>

<p>As a result, almost all parents are very informed about the IEPs and ALPs of their children and their progress.</p>	
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<p>3c Involvement</p>	
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<p>Parents are invited to attend IEP meetings and their inputs are taken while setting up the targets. Parents share their feedback about the progress made by their child as per their observation after the end of each term. Parents’ consent is also taken for screening at school or for referring them to an outside agency. Internal and external workshops are done to provide awareness and guidance to parents.</p> <p>As a result, almost all parents are aware of their children’s needs and are able to support them at home.</p> <p>A minority of parents rarely communicate with school and do not follow their children learning and progress. We are ensuring those parents are involved by calling them for one-to-one meetings.</p>	<p>Training reports, Feedback record from parents.</p>
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<p>3d Support & Guidance</p>	
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<p>Both the Inclusion Team and SLT’s maintain an open-door approach where parents are welcomed to share their concerns and discuss possible solutions. Parents receive training sessions and one on one support on how to deal with their children and provide them with appropriate support. Monthly progress reports are shared with parents.</p> <p>As a result, most parent are well-informed about their children needs and how to support them which resulted in good progress for most students.</p>	<p>Training records, parent meeting records, minutes,</p>
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4. Curriculum Modification

<p>4a Relevance & Meaning</p>	
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<p>The IEPs and ALPs clearly state the strengths and areas of concerns along with the accommodations and modifications required for the child in curriculum. Scaffolding material is used in almost all subjects to bridge the gap between their attainment and target grade. Depending on individual needs, accommodations are made to content, in the environment or in the assessment. High ability students in the school are challenged in lessons and beyond through enrichment activities and internal and external competitions.</p> <p>As a result, most students are making good progress.</p>	<p>IEP, ALP, Lesson plans with differentiation</p>
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<p>Currently, we are ensuring that almost all teachers are consistent in their application of the modifications and accommodations. A minority of teachers need more support and we are providing them with this support.</p>	
<p>4b Expectations</p>	
<p>While designing the IEPs, the HOI and team use triangulated assessment results, teacher observation and CAT4 results wherever available to set grade level targets. High expectations are maintained for all students. Students are given individual/group support inside and outside class so they access all areas of the curriculum and get the maximum time with peers for effective inclusion. The focus is on reducing learning barriers, not the learning content.</p> <p>Hence performance expectations are consistent with the curriculum expectations and drive the progress of the students.</p>	<p>IEP meeting, CAT4 data</p>
<p>4c Active Learning</p>	
<p>All teachers are trained on providing engaging lessons that meet the needs of the different performance levels of their students, including students of determination and the G&T. Students of determination will have hands-on activities in almost all lessons. For the G&T students, in addition to hands on activities, they will be doing online research in the large majority of lessons.</p> <p>As a result, lesson observations show that almost all SEN and G&T students are engaged in the lessons.</p> <p>Currently, we are training a number of student volunteers on supporting students with learning difficulties. They provide those students with academic support. The purpose is to accelerate their progress and develop a sense of responsibility among the students</p>	<p>Assistance records, pictures, videos, progress tracking records, email records.</p>

5. Personal Development Support

<p>5a Independence</p>	
<p>Inclusion ensures that personalized support is given in the classroom setting so that students of determination benefit from the interactions with peers as well as staff, both teaching and nonteaching. Teachers set high expectations in lessons and provide an equal opportunity for SEN students to participate actively.</p> <p>As a result, most students of determination are well adjusted and have access to all co-curricular opportunities for learning. They are less dependent on external support, and</p>	<p>Lesson observation records</p>

<p>more confident of their abilities. Consequently, most of them are actively engaged in lessons and willing to take bigger steps.</p> <p>Currently, we are ensuring that capable students of determination have less pull-out sessions and remain in class as much as possible with their peers.</p>	
<p>5b Learning Skills</p>	
<p>All students receive need-based support from the Inclusion Specialist, teachers and peers and this allows them to develop independent learning skills. Teachers ensure that the students are also given responsibilities and roles within their groups and challenged with adequate “why and what if” questions to develop their critical thinking.</p> <p>As a result, most of the students participate in classroom activities and extracurricular activities.</p>	<p>Support records, tracking sheets, pictures and videos</p>
<p>5c Graduation</p>	
<p>Teachers are well guided to provide need-based support and adjust instruction based on students’ progress. Students are trained by the teachers, inclusion team and parents to be independent in most aspects of their school life and at home. School slowly reduces the adult support when the child is ready and replaces it with scaffolding materials and other resources which can be used by the students themselves for their learning. Need-based counselling sessions are also provided</p> <p>As a result, most of the SEN students know their next steps in learning and life. For example, most of the eleventh and twelfth grade students, when asked about the college they like and want to join, their answer is clear.</p> <p>Currently, we are creating more links with universities and colleges that provide leaning opportunities for the students of determination.</p>	<p>Counseling record, scaffolding materials, students’ work samples</p>
<p>5d Personal & Social Needs</p>	
<p>The use of collaborative and cooperative learning strategies in class across the school has facilitated the development of skills needed for clear communication and teamwork. Clear instructions with specific roles and responsibilities assigned during group work make sure that students with determination are engaged and involved in activities. Teachers use students’ assessment data, CAT4 results, their observations to inform their grouping of students and choice of appropriate tasks, rubrics and rules for group work.</p>	<p>lesson plans, classroom observation records, teachers’ input, students’ work samples</p>

Currently, we are creating links with outside entities to provide our SEN students with opportunities to engage with people from outside their environment and comfort zone so as to increase their engagement with the community.	
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6. Progress & Outcomes

6a Assessment	
<p>Varied formative and summative assessment strategies are used during and at the end of the lessons and at the end of the semesters to measure students' progress towards the set targets, plan for next steps and modify the curriculum. Peer and self-assessment are used to help the students monitor their individual learning and give feedback to their colleagues. The progress tracker at the end of each IEP helps teachers to assess the progress monthly.</p> <p>As a result, the next steps for students are clear for them, their teachers and parents and all work towards the same objectives.</p> <p>Currently, we are monitoring closely how teachers differentiate based on assessment results and making sure that the large majority of teachers differentiate effectively.</p>	Assessment record sheet, Inclusion register, result analysis
6b Monitoring & Tracking	
<p>The school has effective systems to track and monitor students' progress. Data from internal and external exams are collected and analyzed which helps teachers in modifying the curriculum and creating the IEPs as well as differentiation in lessons. Also, feedback is collected from teachers and parents through forms and surveys to get a better understanding of the students' progress and any barriers to learning. Additionally, the Inclusion team also keeps a track of the progress in lessons through learning walks and classroom observations.</p> <p>As a result, most students are making good progress and showing positive attitude to learning.</p> <p>Currently, we are ensuring that the lesson observations are consistent and a one on one meeting is held between the teacher and the inclusion team to discuss the lesson and not only receive an email feedback.</p>	Inclusion register, graphical representation, end of term progress reports, CAT4
6c Progress overtime	
All students' performance is measured at specific check points and results are compared to measure over time across the school year and from year to year. Teachers and the Inclusion team are held accountable for students' progress over time. One-on-one meeting is held with them to discuss previous targets, whether the targets have been achieved, and next steps.	Data record

<p>As a result, all teachers show commitment towards students' progress which resulted in good progress for most students.</p>	
<p>6d Age-related expectations</p>	
<p>Curriculum modifications and accommodations ensure learning is scaffolded learning barriers are reduced/removed without affecting the age-related/ grade level expectations. Accommodations are provided as per the need. The IEP ensures teachers are provided with adequate guidance on how to reduce barriers to learning.</p> <p>As a result, most of our students are making progress as per their potential and age level expectations.</p>	<p>Data record sheet, lesson plan</p>
<p>6e Self-reliance</p>	
<p>Most students make age-appropriate contributions to the making of their IEPs, and almost all G&T students take part in the making of their ALPs. Their interests and suggestions are incorporated into planning.</p> <p>As a result, most SEN students positively voice their opinions and have a sense of ownership. They display positive attitudes and cooperate with peers and teachers in following the IEP. Most of them display a positive approach to schoolwork, seek help when needed, and are capable of independent work in most curriculum areas.</p>	<p>Evidence: Students' voice in IEPs</p>