

# INCLUSION ADDENDUM

## 2023-2024

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This document covers the policy and procedures for Inclusion at Yas American Academy. It is an addendum to the Aldar Education Inclusion policy clarifying the key processes that are unique to Yas American Academy. Please ensure you read this in conjunction with the Aldar Education Inclusion policy.

## Yas American Academy Inclusion Team

Every member of staff in school is responsible for ensuring we have an inclusive culture at Yas American that embraces different levels of ability and performance. It is important we all work together to ensure this culture is embedded in our school environment, learning and classrooms by taking responsibility for ALL the students we work with or encounter in our school community.



The Inclusion Team at Yas American Academy is aimed at ensuring all students receive the support they need to ensure they can thrive at school. This can be through supporting staff to adapt the classroom environment, providing interventions to boost learning and supporting students and families with seeking further support.

The team supports students who:

- are Students of Determination (SoD)
- are Gifted and Talented (G&T)
- have limited English Language to access the curriculum

The Inclusion Team work closely with all departments to ensure a students needs are accommodated in the classroom and wider community. We also form close links with parents to ensure open communication between all parties. This enables us to work towards a common goal for students to enable them to achieve the best possible outcome when they leave school.

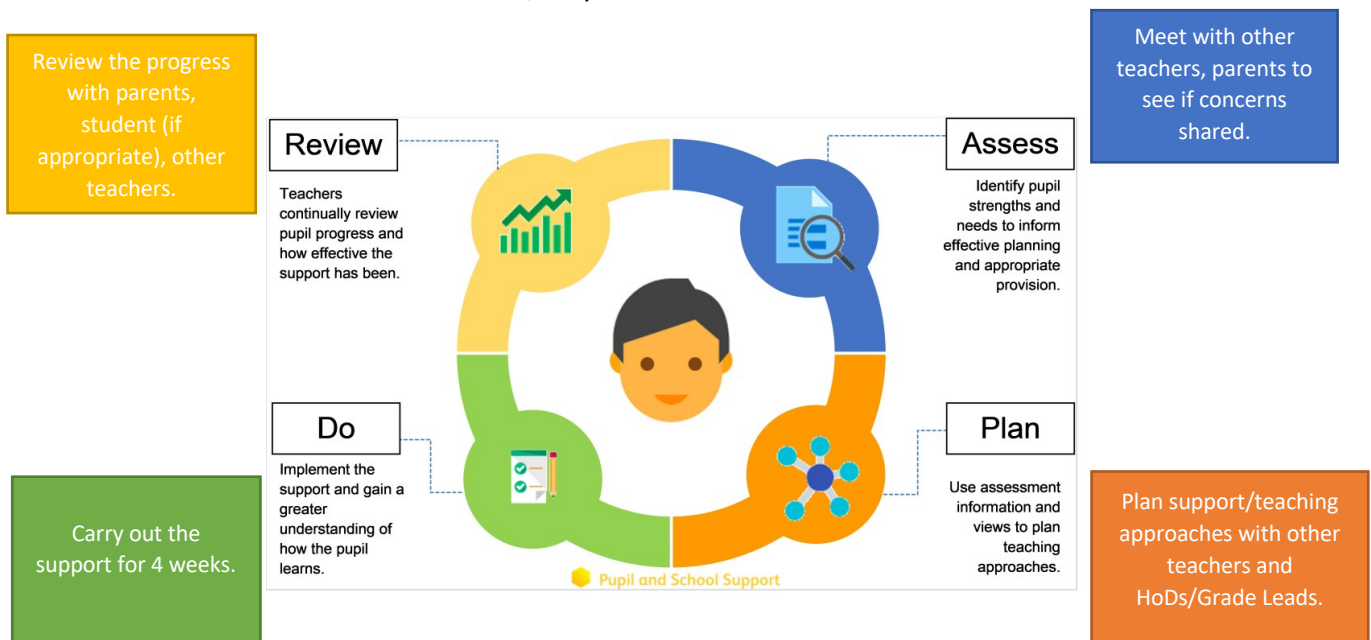
# Raising a Referral for Inclusion Support

Students are raised as a cause for concern by the class or subject teacher if they become aware that a student is experiencing academic, social, emotional or behavioural and/or physical difficulties. This may present in the following ways:

- Consistently working significantly below peers in academic studies
- Difficulty concentrating or staying on task
- Difficulty organising themselves
- Making no progress despite interventions and support in place
- Struggling to maintain friendships
- Persistently disruptive in class with little to no change after pastoral support

Referrals from the class/subject teacher are made following the below process ensuring they are using the Assess, Plan, Do, Review model at each stage (please see Appendix E for examples of what to do at each stage). Throughout this process, there will be regular communication between all involved with the student to gather evidence and build an accurate picture of their needs and possible further support that may be needed.

1. If a teacher has initial concerns, they will:



This will be recorded on the CC1 form as evidence (Appendix B).

2. If there has been little or no progress at the review stage, complete a CC2 form (Appendix C). If there has been progress, repeat the Assess, Plan, Do, Review model again to ensure progress continues.
3. The Inclusion Team will look at the Cause for Concern and will complete an assessment plan which will be completed within 4 weeks. This will be followed with a meeting with

teachers/parents to plan further support and interventions with the support of the inclusion team. The support will be carried out for 4 weeks and reviewed at the end with parents, teachers and students if appropriate.

During this phase, assessments may include:

- Classroom Observations
- Checklist questionnaires
- Screening for possible dyslexia/dyscalculia

The student will also be identified on the school Inclusion register as CC and a Pupil Passport created with the student.

4. If there continues to be no progress and regular interventions are needed from the Inclusion team, or a specific need is identified, the student will be moved to SA or SA+ on the Inclusion register. This will be done in discussion with parents and may include recommendations for specialist assessments by an external centre. Students identified as SA+ will have an IEP written with key targets and their identified area of need and IEP added to eSIS.
5. At any point in this process, parents can seek private assessments from medical professionals. The school will support in this area.
6. For students posing a significant risk to themselves or others in school, an UCC form (Appendix D) can be submitted to the Inclusion Team by Grade Leaders. Parents will be informed immediately in this instance. Observations and assessments will be completed within 1 week.

Please see the Cause for Concern Referral flowchart (Appendix A)

## **Support Offering**

Support comes in a variety of ways and we aim to ensure support is tailored to the needs of the student. Support can be offered in the following ways:

- In-class support through classroom adaptations
- Push-in support through classroom assistants supporting small groups to access the classroom learning
- Pull-out support through small group and 1:1 interventions delivered out of the classroom to targeted academic areas
- Counselling support for support with Social, Emotional and Mental Health concerns
- Weekly check-in meetings to review target areas and provide advice and strategies to support in class
- Accommodations for exams and assessments

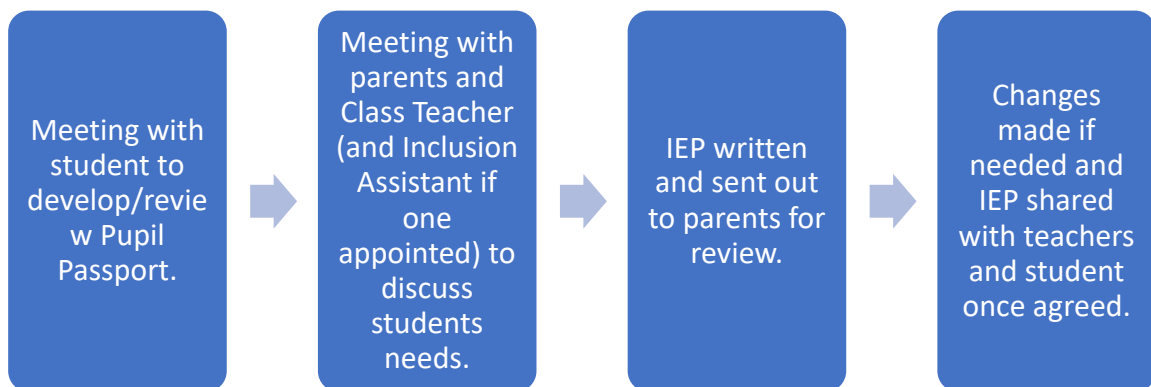
From medical reports, in school assessments, meetings and observations, we will work closely with parents and staff to ensure the support that is needed is put in place. The above list is not limited and the team will always look to provide what each individual student needs

## **Individual Education Plan's and Advanced Learning Plans (IEPs/ALPs)**

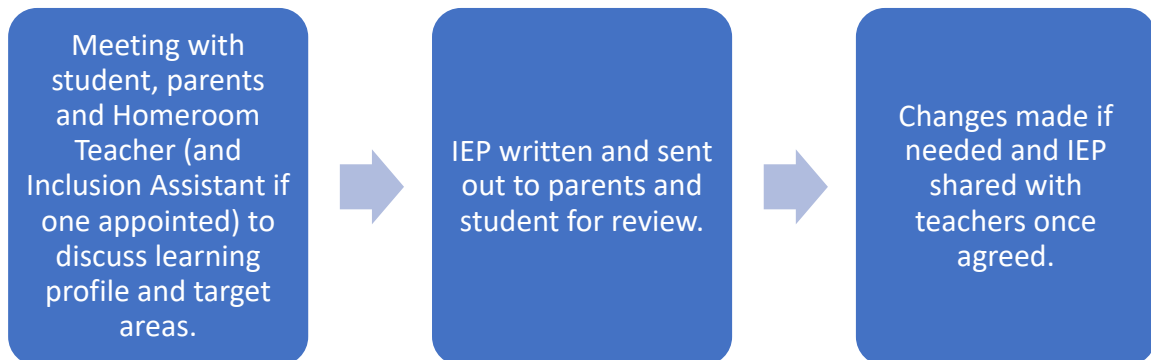
At Yas American Academy we develop IEPs and ALPs in conjunction with teachers, parents and students. We strongly believe that working as a partnership where all views are considered is key to making the most progress towards students targets.

IEPs are put in place for students of determination who have a diagnosis from an external centre. During the meeting, strengths and areas for development for the student are identified and targets on areas they need to develop further are written. The IEP is reviewed each term and new targets set as appropriate.

### **Elementary IEPs**



### **Secondary IEPs**



### **ALPs**

ALPs are personalised plans for students identified as Gifted and Talented. These are designed to identify how the school are providing further opportunities to enhance the students identified gift or talent. ALPs will be developed with the teacher, student and parent and reviewed termly.

### **Progress Monitoring**

Students progress towards their IEP/ALP targets will be monitored in a variety of ways including:

- Baseline assessments
- Mid/End of Intervention assessments
- Observations in class
- Looking at classwork
- Meetings with teachers
- Monitoring grades
- MAP assessments
- Record notes from interventions

This information will be monitored and an central tracking sheet will enable the Inclusion team to have a constant overview of progress throughout the year to identify gaps and analyse the impact of interventions for students. This will enable the team to adapt the support provided as needed to ensure the students have the best support.

### **Exam Accommodations**

Some students may require specific accommodations to be made for them to enable them to succeed in their exams or formative and summative assessments. These exam accommodations are identified on their IEPs and must be provided to them during any formal exams. It is also important that these accommodations are replicated in class as much as possible.

For example:

- If a student receives a reader, ensure for any reading tasks alternative options are considered for the student i.e. text to speech, paired with strong reader
- If a student receives extra time, they are given extra time for assignments, in class tests/quizzes etc

For any formal exams/assessments, these accommodations will be provided for by the Inclusion Team. Anyone supporting with accommodations during exams will be provided with specific CPD on the different accommodations and how to provide these accurately.

For formative and summative assessments in class, the Inclusion Team are happy to support during these assessment periods for students who receive accommodations if prior notice is given to be able to adjust timetables.

For students who will sit SATs or AP exams, these accommodations will be applied for through College Board.

### **Inclusion Assistants**

Some students may require daily 1:1 support to enable them to access school and the curriculum. This support is provided through an Inclusion Assistant (IA). At Yas American Academy, Inclusion assistants are hired and paid for by the parents.

If a student is supported by an IA, the IA should have no responsibility passed onto them other than to support the student they work with.

At Yas American, the Inclusion Team supports them through:

- Offering regular CPD sessions
- Supporting them with resources, advice and guidance
- Monitoring the support and providing feedback to enhance the support

## **Working with Therapy Centres**

Where a student requires additional therapies from specialist centres, we aim to work closely with these centres to ensure we can implement some of the necessary strategies within school where possible.

As a school we have partnered with 3 centres who offer Occupational Therapy and Speech and Language Therapy within our school during the school day. We work closely with these centres to monitor progress of the students and ensure they are receiving the best service for their needs. We ensure careful timetabling for the students to have the least impact on their school day as much as possible.

If we identify a student who may benefit from therapy services, we will speak with parents and share information of the centres we work with for parents to select the centre they feel is most suited for their child. Some of the centres will offer an initial short observation to see if a full assessment would be recommended which they will discuss with parents and share with school.

## **Transition**



Transition is about students moving from one stage of education to another. This could be starting a new school, moving from elementary to secondary school, changing grade or finishing school. Transitions are hard but can be even harder for some students. To support students with these transitions, we can offer a range of support depending on the student and the phase of transition they are going through.

These are some of the things we can offer at Yas American Academy to support students transitioning to a new phase of their education:

Change of School	Grade 5 to Grade 6	Grade 12	Other
<ul style="list-style-type: none"> <li>•Additional visits to the school</li> <li>•Meet new teacher (where possible)</li> <li>•Liaise with current/new school</li> <li>•Social story</li> </ul>	<ul style="list-style-type: none"> <li>•Additional visits to secondary</li> <li>•Taster lessons</li> <li>•Visits to work with secondary inclusion team</li> <li>•Meeting homeroom teacher (where possible)</li> <li>•Meeting current G6 students to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>•Close work with College Councillor</li> <li>•Regular meetings</li> <li>•Communication with next phase of education (where possible)</li> </ul>	<ul style="list-style-type: none"> <li>•Social stories</li> <li>•Meet new homeroom teacher (where possible)</li> <li>•Question/answer session with students from next Grade</li> </ul>

## Admissions

Our aim is to be able to accommodate the needs of all students who wish to attend Yas American Academy. However, we need to ensure we build a full picture of each students needs to ensure we are able to meet those needs fully to ensure they succeed in their educational journey – we want our students to succeed in a setting that is right for them.

As part of the admissions process, we request medical reports with recommendations for schooling and will carry out additional assessments, parent meetings and student interviews with our Inclusion Team to ensure we make the right offer for the student.

Depending on the needs of the student, a conditional offer may be made. This is to ensure that we are all in agreement to provide the support needed for a successful place at Yas American Academy. We want to ensure the best success for students and a conditional offer allows us to ensure the right support offering is in a place and we are able to meet the students needs. This offer will be reviewed each year to ensure we can continue to meet the needs of the student as their needs change or until we feel a conditional offer is no longer needed because we are able to fully meet the students needs without the additional conditions.

Please see the admissions policy for a full description of our admissions process regarding Students of Determination.

## **Support for Staff**

The Inclusion team work very closely with staff to ensure they have the necessary skills to support all students no matter their need. The Inclusion team work closely to plan and deliver inclusive lessons with homeroom and subject teachers through planning sessions, team teaching, coaching etc.

As part of the school CPD cycle, CPD sessions during the school timetable are allocated to developing staff skills and understanding of different student needs and how these can best be supported in the classroom.

The Inclusion team also work closely with other schools in the network to utilise the strengths and experiences of other schools as needed. The HoI also attends regular network meetings to build on their experience and knowledge and share best practice amongst other professionals.

## **Support for Parents**

Parental support and communication is key to ensuring students achieve the best possible outcomes. As a school we aim to ensure we listen and respond to parents to ensure we are providing the best support for the whole community.

We offer termly parent workshops on different topic areas. These are identified through seeking parents feedback on topic areas they feel they need support with. As part of these workshops, where we can, we will invite expert guest speakers to talk to parents as well.