



1. Policy Vision and Mission statement

It is the policy of Brighton College Al Ain to ensure that we recognise, support and make appropriate provision for those pupils who have been identified as having mild to moderate additional needs such as those listed below. It is also the responsibility of the Head Master and the Heads of School to ensure staffing, accommodation and resources meet the needs of such pupils and that appropriate adaptations of the curriculum allows equal access for all, allowing pupils to make progress in line with their ability wherever possible.

Support for additional needs may include provision for pupils who:

- Have an Additional Learning Need(s) or Disability and are identified as a pupils with additional learning needs (ALN)
- Have English as an additional or other language (EAL)
- Have been identified as having Higher Learning Potential (HLP) beyond what would be expected from a typical population

This policy is underpinned by the principles of UAE Federal Law No. 29 of 2006 which outlines the rights of People of Determination who have Additional Learning Needs and ADEK's Private Schools Policy and Guidance Manual as well as The School for All Policy (2010). All inform schools on the principles of Inclusion for Children with Additional Learning Needs within Al Ain and The United Arab Emirates. This policy and the provision of inclusive education at Brighton College Al Ain is also guided by UK practices for Inclusive Education in schools.

For the purposes of this Policy, the term 'Additional Learning Needs (ALN)' is used to describe the educational, physical, social and emotional needs of anyone with a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a pupil's access to learning and educational performance.

The term 'EAL' refers to any pupil for whom English is an additional language and where another language is spoken in the home and as a result, requires additional support to access the curriculum in line with their ability.

The term "Higher Learning Potential" refers to any pupil who, based on standardised ability tests or other identification, has abilities in one or more areas outside what one would expect from any given population. The areas for identification of HLP pupils are: Intellectual Ability, Subject Specific Aptitude, Psychomotor Ability, Visual and Performing Arts, Mechanical / Technical Ingenuity and Social Maturity and Leadership. These categories are aligned to those identified by ADEK for the identification of HLP pupils within schools.

2. Strategies and Target for Promoting Inclusive Education

All children have a right to be educated within their peer group. At Brighton College, we recognise the diversity amongst our community and endeavour to support children in their journey to achieve their full potential. We understand that in order to be fully inclusive, our teaching has to be adapted, flexible, dynamic; constantly changing to adopt innovative practices and adapt to varying learner needs.

All teaching and support staff should be familiar with the College's Inclusion Policy and work proactively to create a supportive and inclusive educational environment to promote learning for all our pupils with an additional need.

All teaching and support staff must be given any information about a pupil's needs and receive such training as is necessary for them to be able to support the pupil's learning, social and personal needs. This information and training is given at the start of the year during induction. The Inclusion department also hold regular briefings throughout the year in order to support staff.

2.1 Additional Learning Needs (ALN) - Inclusion

We recognise that some of the features of an Inclusive education requires the provision of alternative resources, teaching strategies and accommodation. As such, the headmaster is responsible for ensuring that there are adequate facilities and support in place to ensure the health, safety and welfare of any pupil with mild to moderate additional learning needs (ALN) and provide an inclusive environment that meets the needs of the child.

The Heads of School must ensure that all risk assessments for curriculum activities are adapted as necessary to ensure the safety of any pupil with ALN. No pupil should be excluded from an activity on health and safety unless this is unavoidable. Where it is considered essential to exclude a pupil from all or part of an activity, this exclusion must be authorised by the headmaster and discussed with the parents.

Risk assessments should be generated to address any additional needs a child may have where their needs present an enhanced health and safety risk to themselves or others.

2.2 English as an Additional Language (EAL)

The aim of this policy is to ensure that we meet the full range of needs of those pupils who are learning English as an Additional Language. For pupils for whom English is an additional language, we aim to:

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of the pupils for whom English is an additional language.
- To ensure EAL pupils reach their full potential.
- Provide a safe and welcoming, yet exciting environment.
- Demonstrate that both they and their culture are valued.
- Encourage pupils to develop a knowledge and understanding of their own cultural / ethnic background and language.
- Develop a pupil's social and academic language skills.
- Support curriculum access.
- Provide pupils with support and strategies to help them keep up with year group expectations.

2.3 Higher Learning Potential (HLP)

We aim to ensure that we:

- Recognise and support the needs of our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Challenge and extend the children through the work that we set them
- Encourage children to think and work independently

At BCAA, we employ a comprehensive approach to identify pupils with Higher Learning Potential (HLP). HLP pupils are characterized by their distinctly above-average potential in one or more of the following domains: intellectual, creative, social, and physical abilities

2.4 Dual or Multiple Exceptionality (DME)

Dual or Multiple Exceptionality (DME) refers to pupils who are educationally vulnerable and belong to both the Additional Learning Needs (ALN) and HLP groups. In these cases, the ALN characteristics are often more prominent, potentially concealing other exceptional abilities. Our identification process aims to ensure that these pupils receive the appropriate recognition and support.

2.5 Additional Fees

At BCAA, we believe that Inclusion support is essential and a right for all learners, therefore we do not charge additional fees for services provided by BCAA staff, nor an In-School Service admission fee.

3. Practice and procedure for ALN, EAL and HLP provision

3.1 Provisions

This section outlines the provision for pupils with additional needs such as ALN, EAL, and HLP regarding: **Identification Admissions, Support, Monitoring & Assessment and Exam Access Arrangements.**

3.1.1 Identification of students with Additional Learning Needs (ALN)

We consider a pupil to have Additional Learning Needs if they:

- Pupils who score 85 or below in at least two or more domains of the CAT4 assessments are identified as having additional learning needs
- Additionally, those pupils who are significantly behind their chronological age (18 months) in their reading age which is due to an additional learning need barrier

Teacher Referrals:

- Are experiencing significant difficulties achieving their learning goals, when compared with their peers (although it is acknowledged that this may be a developmental delay rather than a learning difficulty)
- Have a disability which may prevent them making use of our educational facilities
- Experience significant communication and / or social interaction difficulties
- Present persistent emotional and / or behavioural difficulties

We recognise that these needs may be long-lasting and require ongoing support or may be present for a short period of time and through effective intervention may not present an ongoing barrier to learning.

3.1.2 Identification of students with English as an Additional Language Need (EAL)

We consider a pupil to have an English as An Additional Learning Need if they:

- Pupils who are exposed to a language at home that is known or believed to be other than English

3.1.3 Identification of students with Higher Learning Potential (HLP)

We consider a pupil to have Higher Learning Potential if they:

- Pupils who score 120 or above in two or more domains of the CAT4 assessments are identified as having higher learning potential.
- Additionally, pupils who score 120 or above in one domain and exhibit exceptional abilities in other areas (creative, social, or physical) are also considered HLP.

Teacher Referrals:

- Teachers play a crucial role in the identification process. If a teacher believes a pupil demonstrates higher learning potential in any domain, they can refer the pupil to the Inclusion Team.
- This referral can be made regardless of whether the pupil's CAT4 data indicates HLP, ensuring that all potential is recognized, even if it is not immediately apparent through standardized testing.

This multi-faceted approach ensures that all pupils with higher learning potential, including those with dual or multiple exceptionalities, are identified and supported appropriately. Our goal is to provide an environment where all pupils can thrive and reach their full potential.

3.2 Admission to the College

To be read in conjunction with the College Admissions Policy:

An assessment is made on entry to the College, to ensure that new pupils have the potential to meet academic standards and that the College has suitable structures to cater for their educational needs. Additional assessments may be conducted where there is doubt over a prospective pupil's ability to achieve the College's typical academic standards. These additional standardised assessments are carried out by the Head of Inclusion or Inclusion Teacher. The College will request that any previous assessments of need such as those undertaken by Educational Psychologists or other health professionals be disclosed at the Admissions stage. The College will look for positive ways to overcome difficulties and if the child is of suitable academic standard and there is a space in the year group, the case will be discussed in school and with the parents. Prospective pupils may be invited in for a taster day to ascertain the case with which they can be effectively included in a mainstream environment.

3.3 Supporting pupils with ALN

We aim to provide a professional and ethical approach to the provision we make for children who have been identified as having a Additional Learning Need that ensures:

- We do not treat any pupils who have or may have an individual need less favourably
- Any individual's Additional Learning Needs and / or Disability are identified early
- Each pupil has his / her individual need met (where appropriate)
- Except in an exceptional circumstance, each pupil will remain in her / her chronological year and work will be differentiated to enable them to access the curriculum at their level and build relationships with their peers
- Action is determined in consultation with the parents and teachers
- The views of the child are taken into account
- A collaborative approach to challenges is adopted, using the experience and expertise of all the staff and the child's parents, plus outside agencies when appropriate
- Provision and progress are monitored and reviewed regularly culminating in an Annual Review of need and placement for pupils with significant additional needs
- Disciplinary procedures are not used inappropriately to deal with children whose behaviour may not fit the norm or who have congenital conditions (such as ASC, ADHD, Tourette's Syndrome)
- Provision aims to keep in line with ADEK recommendations.

3.4 The Inclusion process of identification, assessment and support

The College Inclusion Provision involves the following process:

Referral → Observation → Assessment → Inclusion Register / Provision Map → Additional Provision → Review

3.4.1 Raising a Concern

A teacher may become aware of a concern with a pupil's attainment following a whole school assessment which indicates a failure to make age-appropriate attainment and progress. In some circumstances, concerns may also be raised by parents, and these will be acknowledged and investigated through collaboration with teachers.

3.4.2 Referral

Class or subject teachers complete the Inclusion Referral Form and send it to the school's Director of Inclusion or SENCO

A record of academic attainment and achievement (or evidence of lack of achievement) including:

- A sample of written work, work completed over a period of time and completed under different conditions (e.g. APP assessment, prep, classwork, tests and observation notes)
- A summary of assessment data already on file for the pupil (e.g. progress data, CAT 4 data, etc)
- Examples of adapted learning strategies /Quality First Strategies already tried and the effectiveness of these strategies
- Concerns to be raised at Year meetings (Juniors) and Department meetings (Seniors)

Communication details including:

- Minutes of meetings with parents, parent conference notes, case conference notes, emails to and from parents, emails to and from staff
- Pupil's own views where appropriate
- Discussions between departments (where appropriate)
- Advice from Housemasters/mistresses in Seniors

3.4.3 Assessment

Inclusion staff will review the Referral Form and the submitted evidence.

Inclusion staff may seek further information, including but not limited to:

- Conducting class observations
- Meeting with teacher(s)
- Requesting further information from teacher(s)
- Conducting standardised assessments
- Further information from Admissions
- Progress will be assessed on a regular basis through various means including both formative and summative assessments and also through ongoing observations of learning
- Progress data will be reviewed at each data collection point to evaluate and inform planning or specific learning targets and to also direct intervention programmes according to need

3.4.4 Levels of Action

As a result of a referral to the Inclusion Department and analysis of assessment and other data, the Inclusion Teacher will assign a pupil to one of the three tiers of action. It should be noted that tiers do not identify pupils rather identify the types of support they require based on their personalised needs. The tiers of action are identified as:

Tier 1

The College will ensure that high quality teaching, adapted for individual pupils, is in place with support from the Head of Inclusion, Inclusion Teacher, SLT and Pastoral teams.

- Staff regularly monitor the pupil's progress
- Teachers take account of the pupil's needs and adjust their planning accordingly
- High Quality First Teaching Strategies
- High Impact relationship building with pupils to understand their preferred ways of learning so appropriate adaptations can be consistently implemented.

Tier 2

Targeted provision is established and adhered to regularly, delivered by the class teacher, subject specific teacher or TLA. Parents and pupils understand and agree on intervention, support and expected impact. An individual Pupil Profile with Inclusion Support Plan (ISP) is created which outlines classroom strategies and specific targets. Training is also provided by the Inclusion team for the whole College staff involved in delivering and monitoring targeted provision. It is envisaged that:

- The pupil is finding it difficult to meet expected attainment and/is below the expected level
- Teachers consider the pupil may require greater support and adjust their planning accordingly

- The pupil, staff and parents work collaboratively on the Pupil Profile targets to ensure progress and are reviewed during Parent Consultations.
- This may include small group interventions in addition to QFT
- If after consistent monitoring, there is still a lack of expected progress, the pupil's learning team may consider tier 3 support.

Tier 3

Pupils are withdrawn from timetabled lessons to follow a specific intervention program delivered by a member of the Inclusion Team. Pupils will follow an individualised education plan (IEP) with specific targets. It is envisaged that this level of support might mean that:

- Attainment is considerably below the expected standards and standardised tests and informal assessment show the pupil has below average ability in one or more areas
- Teachers take into account of the pupil's needs and adjust their planning accordingly
- Support is required and provided by Inclusion staff. This can take place in class, or pupils might be withdrawn for one or more small group sessions
- Parents may be asked to provide an external assessment report e.g. Educational Psychologist Report at their own expense
- The pupil may require additional specialist support beyond the College provision (e.g. Occupational Therapy, Speech Therapist, and Counsellor). These must be arranged and funded by the parents. Such external support will be defined in the Pupil Profile. Please refer to the College In – School Specialists Service Policy for more details.
- The pupil, staff and parents work collaboratively on the IEP targets to ensure progress
- Pupil may require a 1:1 support from an Individual Assistant (IA)

Parents should note that, in the event of a Specific Educational Need or Disability becoming apparent during the course of the pupil's time at the College, the Headmaster may deem it necessary to request parents to remove their child from the school. Nevertheless, the College will do all we can to cater for our pupils' needs. The College has a duty to provide pupils with mild to moderate needs and will not discriminate on the grounds of Specific Educational Needs or Physical Disability, however there may be cases in which we are unable to support a particular need. It must be acknowledged that the mainstream environment may impede the progress of an individual with significant additional needs and alternative educational provision may be necessary.

In accordance with the Abu Dhabi Disabilities' Classification Guide – 2020 pupils are identified using one or more of the following classifications to ensure appropriate provisions are provided.

Neuro-developmental Disorders	<p>Autism Spectrum Continuum (ASC)</p> <ul style="list-style-type: none"> • T1- Requires minimal support • T2 –Requires substantial support • T3 – Requires very substantial support <p>Intellectual Disability</p> <ul style="list-style-type: none"> • Mild intellectual disability • Moderate intellectual disability • Severe intellectual disability • Global developmental delay • Unspecified intellectual disability <p>Communication Disorders</p> <ul style="list-style-type: none"> • Speech and fluency disorders • Language disorders • Social (pragmatic) communication disorder <p>Specific Learning Disorders</p> <ul style="list-style-type: none"> • Mild learning difficulties
-------------------------------	---

	<ul style="list-style-type: none"> • Moderate learning difficulties • Severe learning difficulties Attention Deficit Hyperactivity Disorder (ADH/D) Attention Deficit <ul style="list-style-type: none"> • Predominantly Inattentive) • Hyperactivity-Impulsivity • (Predominantly Hyperactive-Impulsive type) • Attention- deficit/ hyperactivity
Sensory Disabilities	Deaf-Blind Disorder <ul style="list-style-type: none"> • Mild behavioural disorders Hearing Impairment <ul style="list-style-type: none"> • Deafness (total hearing impairment) • Partial hearing impairment Visual Impairments <ul style="list-style-type: none"> • Partial visual impairment • Total blindness
Physical Disorder	Physical Disabilities <ul style="list-style-type: none"> • Musculoskeletal Disabilities • Muscular Disabilities
Psychological Disorders	Psycho/Emotional Disorders <ul style="list-style-type: none"> • Moderate behavioural disorders • Severe behavioural disorders
Multiple Disabilities	Where more than one of the abovementioned impacts a pupil's ability to access the curriculum using QFT

3.4.5 Inclusion Register, Pupil Profile and IEPs

Based on the Tier of support identified above, the Inclusion team and academic team will assign a pupil to the relevant Tier and, if required, add the pupil's name to the Inclusion Register based on evidence.

If necessary, the Inclusion Teacher will then support the Class Teachers and Form Tutors in creating a Pupil Profile, in consultation with the class teacher, parents, the child and any other relevant members of staff.

Provision includes, but is not limited to the following:

- Pupil Profile, plus personalised support in the classroom and / or one to one, or small group support with the Inclusion department
- In all lesson plans, class and subject teachers should record pupils identified on the Inclusion Register
- In all lesson plans, class and subject teachers record specific provision for pupils with ALN's, relating to the Inclusion Register, Pupil Profile or IEP targets whenever possible
- An application for Exam Access Arrangements for external examinations when pupil is Year 9 or above. To establish a record of "Normal Way of Working" (NWOW), evidence will need to be recorded from assessments and will apply to those in year seven and above.

3.4.6 Monitoring Progress

Monitoring includes, but is not limited to:

- The pupil's progress being reviewed regularly
- Parents being kept informed of their child's progress and being invited to contribute to termly IEP reviews through Parent Consultations or by appointment
- A member of the Inclusion Team being available to offer advice on strategies and interventions to both the teachers and parents
- The Inclusion department being responsible for maintaining records of Inclusion pupils' intervention and correlating this with additional data sources to gauge progress.
- The needs of individual pupils being discussed by the a member of the Inclusion Team in regular meetings with relevant staff in order to draw from the experience and expertise of other members of staff, and to ensure a cohesive approach within the College

- A member of the Inclusion Team being responsible for moving pupils from one level of Inclusion to another, as appropriate, based on a pupil's progress

3.4.7 Exam Access Arrangements

Whilst it is acknowledged that children have different starting points and progress at different rates, particularly during their early years, we consider that reasonable adjustments may have to be made to the school environment, curriculum or delivery to make the experience of studying more successful for some children. This may be a transient or ongoing need. When pupils require accommodation to be made to external exam provision, this will be guided by the College policy in place for **Examination Access Arrangements**. The school is responsible for maintaining accurate records of a pupil's need and make the relevant provisions as applied for through the JCQ portal. These may include a prompter, scribe, reader, rest breaks or additional time. This list is not exhaustive and may be modified depending on the examination board.

3.5 Integrated Support within Brighton College

3.5.1. EAL

We take into account each pupil's life experiences and needs, by having high expectations of each pupil and by valuing their achievements. We ensure that we promote learning about other cultures, paying particular interest to the cultures and ethnic backgrounds represented in the school. A significant proportion of pupils speak English as an additional language.

Celebrating Diversity:

- We welcome the opportunity to employ people from diverse cultural backgrounds
- We invite pupils to share information about their cultural backgrounds through a range of activities during the academic year.
- We expect all members of staff associated with the pupil to know how to pronounce the pupil's name properly
- All teachers are encouraged to have some knowledge and understanding of the backgrounds and cultures of the EAL pupils supported in the school in order to establish a positive, respectful and understanding working relationship.

3.5.2 Higher Learning Potential (HLP)

Our broad, balanced and differentiated curriculum allows teachers to plan carefully to meet the learning needs of the HLP pupils in their class, providing them with appropriate challenges in all areas of their learning. Teaching styles are adapted to the needs of the individual child and different learning styles are accommodated. By Year 7, many subjects are taught in ability sets to allow greater variations in pace, content and style of curriculum delivery.

It is the responsibility of the relevant Head of Year Group or Head of Department to identify and differentiate work which challenges the individual pupil.

4. Staffing Roles and Responsibilities

Director of Inclusion: The Director of Inclusion is responsible for coordinating all aspects of educational, behavioural, social, and emotional support for students with additional learning needs by liaising with teachers and professionals. They collaborate with teachers to address these students' learning needs, track their progress, and ensure that all documentation is securely stored and evaluated in accordance with ADEK Records Policy. The teacher maintains and updates the school's register of these students, develops and reviews Personalized Emergency Evacuation Plans (PEEPs) with the Health and Safety Officer, and assesses the school's accessibility. They ensure that all data and eSIS information is current, engage in quality assurance reviews of inclusive teaching, meet with parents to discuss student support, coordinate specialist interventions, and facilitate the delivery of specialist services per ADEK policies.

Junior School Special Education Needs Coordinator: The SENCO of the Junior School is responsible for collaborating with an integrated team of specialists who will collectively ensure that every pupil is provided with the help and support they need to enable them to achieve. Additionally, the SENCO of the Junior School will be responsible for implementing a Whole College approach to supporting all pupils that fall under the inclusion umbrella. This role requires a strong candidate to support staff and pupils by ensuring inclusive best practice is consistently embedded into each and every lesson for maximum impact and pupil progress and attainment.

Inclusion Teachers: Inclusion teachers collaborate with a general and subject education teacher or multiple teachers to plan and present lesson plans, create assessments and make sure the needs of all pupils in the classroom are being met. The inclusion teachers aim to support pupils with additional learning needs by supporting classroom teachers, early identification, intervention planning and IEP development support.

Higher Teaching and Learning Assistants: Higher Teaching and Learning Assistant (HTLA) will collaborate with an integrated team of specialists who will collectively ensure that every pupil is provided with the help and support they need to enable them to achieve. HTLA will work with teachers to organise and support teaching and learning activities for classes. The primary focus is to undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher. HTLA's contribute to pupils' learning and will have a significant impact on pupils' achievement. They will also provide excellent welfare support so all pupils feel safe, secure and happy in their learning environment.

Inclusion Assistants: The Classroom Assistant is central to the education of children. This is a demanding and varied role in which the Inclusion Assistant will need to have a genuine love of working with young children, to share in their wonder and to inspire them to greatness. They will need to be flexible with their schedule and able to manage change at short notice with calmness under pressure. They are responsible for supporting the implementation of adapted work provided by the teacher, providing intervention support and collaboration with a number of staff across the whole.

Individual Assistants: Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioural, medical, and/or social and emotional need.

College Leadership: CLT is responsible for ensuring inclusive provision is a regular agenda item at senior leadership and Board of Trustees meetings and incorporating it into the School Development Plan with measurable targets. They must appoint a senior leadership team member to oversee inclusive provision, a Head of Inclusion meeting ADEK Staff Eligibility Policy requirements, a coordinator for multilingual learners, and a coordinator for gifted and talented learners. CLT ensures all staff access CPD opportunities related to adaptive teaching and student protection, establishes a risk assessment procedure for school structures, submits data on students with additional learning needs to ADEK, and records and resolves incidents of maltreatment against these students. Additionally, the Principal must establish and oversee an emergency evacuation system for all people of determination, ensuring proper training and awareness within the school community

Board of Governors: Set the strategic direction for the school incorporating a commitment to inclusive education. Through regular meetings with the Inclusion Team, ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs. They also make reasonable adjustments and accommodations to the school environment/infrastructure to improve access for students with additional learning needs with physical disability and sensory impairment.

6. Resources

Inclusion

The appropriately qualified and experienced member of the Inclusion Team will advise on all matters to do with specific educational needs. The Inclusion department aims to be a whole college resource that covers an ever-changing, diverse set of needs. All staff are responsible for maintaining their professional knowledge and expertise pertaining to the field of inclusive teaching. Additionally, Inclusion teachers may have additional qualifications e.g.

Certificate of Competency in Educational Testing (CCET) that can be used in the diagnostic screening of learning difficulties.

The Department is issued with an annual budget for the basic materials and training. The Bursar is responsible for any physical adjustments required to accommodate the needs of pupils. Our staff are our main resource and provide such as an in-class additional support and standardised assessments, which may include evidence for Exam Access Arrangements. Teaching and support staff will receive information, guidance and training on the Inclusion Policy and on meeting the individual needs of pupils.

EAL

It is the responsibility of the Head of Inclusion and EAL Teacher to provide ongoing CPD support to teachers and to liaise with parents and external agencies when necessary.

HLP

The coordination of the HLP Programme is the responsibility of the College Senior Leadership team in conjunction with subject specific Heads of Department or Heads of Year Groups. All staff are involved in attending to the individual needs of each pupil and providing extension material as part of their planning for adaptive learning. Evidence of this can be found in the Schemes of Work. Extension programmes are provided for the most able in their field by their subject staff.

Inclusion Spaces

The College has the following bespoke spaces that are dedicated to the Inclusion team and for pull out provision.

1. Senior School Girls Inclusion Room – Cycle 2 and 3 (single gender)
2. Senior School Boys Inclusion Room – Cycle 2 and 3 (single gender)
3. Pelican Oasis – Junior
4. Falcon's Nest – Behavioural support
5. Junior School – Inclusion room

7. Associated documents /References

- ADEK Private Schools Policy and Guidance Manual
- UAE Federal Law No. (29) of 2006 Concerning the rights of people with Additional Learning Needs
- Examination Access Arrangements Guidance
- Inclusion Referral Process
- Inclusion Register
- Referral Process EAL

8. Approved by

Policy to be reviewed and checked annually by the Head Master.



On behalf of the College Oliver Bromley-Hall –Head Master



On behalf of the Board of Governors Craig Lamshed - General Manager, Bloom Education

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Whole policy refreshed and recreated in light of new ADEK requirements	BRA	Oct 2023
2.0	Updated made for staffing, new provisions in place and updated ADEK policy	KRO	Nov 2024

Brighton College Al Ain's Policies and Guidelines

Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice. At the time of writing, policies aligned with the following:

- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Appendix

Inclusion Flowchart

1. Referral

Parental contact from teacher/tutor making referral is required prior to submitting referral to ensure they are aware of your concerns

Referral can either be made by the class teacher/tutor or the Inclusion team itself. The criteria for referral are:

- Underachieving CAT4 (Mean SAS of below 85)
- Reading age significantly below chronological age (2 years below with no significant EAL difficulties indicated)
- Progress not met on Go 4 Schools for 2 consecutive terms
- Area of specific weakness indicated through work samples, or anecdotal notes and previous discussion with Inclusion Team e.g. dyslexia symptoms indicated, ASD traits observed, significant and ongoing atypical social behaviours, etc.

Complete the referral form and Email sent to Head of Inclusion and Inclusion Team who will review this with 5 working days.

** For behavioural/social/emotional concerns – Please indicate what QFT supports and what Pastoral involvement has been.

Criteria may not be met at this point but review to take place the following term.

Look at Qualify First documents for actions that could be taken

2. Observations

Once referral process is complete the following stages need to be completed in order:

- A. Head of Inclusion and Class Teacher/Tutor will meet with parents to raise concerns and minutes taken
- B. Parent to sign letter of agreement to testing/observations taking place.
- C. Within 7 working days of agreement, a member of the inclusion Team will conduct an observation and collect work samples as deemed appropriate.
- D. Feedback to Class Teacher / Tutor and decisions made as to next steps.

Criteria may not be met at this point but review to take place the following term.

Look at Qualify First documents for actions that could be taken

3. Assessment

Once areas have been identified through observation, consultations with teachers and work samples, internal assessment will take place. These may include (but not exclusive to)

- A. LASS / RAPID / JSDS / SSDS for Dyslexia
- B. Sandwell / KeyMath III / Dyscalculia Assessment (Emerson and Babbie)
- C. K-BIT / WRAT- Ability
- D. WIAT III / YARK - reading assessments
- E. CTOPP2 - Comprehensive Test of Phonological Processing
- F. DASH – Handwriting
- G. WellComm – Speech and Language
- H. WRIT – Wide Range Intelligence Test

The test vary in time to administer, however, a report on average takes three weeks to produce after the tests have been administered. The results will initially be fed back to the Head of Inclusion before a meeting between the class teacher, Head of Inclusion and parents takes place.

Minutes of these meeting, along with actions to be taken by parent, recorded and followed up.

At this point, the needs of the child may not be clearly identified due to the scope and level of the assessors. Additional referrals may need to be completed by EP, OT, SaLT, etc.

If no additional needs are identified, the child will remain under classroom observation.

4. Outcomes, Results and Follow-up

All the information around this pupil will now have all the data to date collated around the child and a specific folder created, linked to their own pupil profile sheet, for ease of monitoring. The pupil will be added to the IEP register, either on a Wave 2 or 3 level. If wave 3 provision is required, the pupil will have an IEP written alongside the class teacher/tutor.

If a child has been referred for additional assessments, these would be reviewed by the Inclusion Team and notes for support added to the new IEP. All reports to be scanned and added to confidential folder for EP, SaLT, OT folder.

A meeting will be organised for the review of the IEP with the parents to sign.

If no specific difficulties are identified, then a Wave 2 addition will be made to register, so that half termly reviews of the students take place.

5. IEP / Form 8 /Form 9

IEP will be written, with the Inclusion team taking the lead, however, the input of adults working specifically with that student will be required.

SMART targets will be devised under three areas – English and Language, Numeracy and Behaviour/Organisation/Social support. These will be given to the parents and reviewed termly, with notes made on how the support has helped the pupil.

If appropriate, a FORM 8 for access arrangement for formal assessments such as GCSE and GCE A Levels will be written.

The timeline for a new IEP from external report to IEP being written should be not more than 15 working days and shared with the parents within 20 working days from when the external assessment is received. A meeting between a member of the Inclusion Team and the parent will take place to ensure the parents understand the actions of the school and how this can be supported from home. If counselling support has been highlighted, the school counsellor should also be involved at this point. The parent needs to sign the form and a scanned copy saved for future reference.

If new pupils have been added to the register, it is important that all teachers working with that pupil are informed and it is their responsibility to read the document and implement any of the recommendations to their classroom practice.

6. Review

Regular reviews will take place of the students (by year groups) in Inclusion Weekly meeting, in addition to those of note to see what adjustments may be required and how these can be supported.

Reviews of IEPs to take place on a termly basis, alongside parents.

Any new directives from ADEK etc to be included during such reviews.

Whilst it is hoped that interventions will "bridge the gap", those students with specific highlighted needs, such as ASD, ADHD, dyslexia etc will need to remain on the register to ensure their needs are met.

In-School Support Services Contract Template

Brighton College Al Ain In-School Specialist Services Contractual Agreement

Date and Duration: This agreement is made on _____ between Brighton College Al Ain and _____ for in-school specialist services.

Purpose

_____ to provide _____ to pupils of Brighton College Al Ain to support their additional learning needs.

_____ to provide In-School _____ Services to pupils of Brighton College Al Ain.

Duration of Services

This contractual agreement will be in force for a period of one year from the date of the agreement and can be automatically renewed every 12 months subsequently or terminated should there be sufficient evidence to support this.

Brighton College Al Ain Responsibilities

- Identify and provide evidence for reason for referral to external agency.
- Communicate with parents to establish the need for external support.
- Provide a space for delivering specialist services in line with relevant Abu Dhabi requirements regulating its use.
- Permit specialists to observe/support students in class (by arrangement).
- Provide access to pupil records pertinent to the provision of services (with parental consent).
- Support liaison between teachers and the therapists/Specialist and Inclusion Team.
- Ensure reviews are taking place on a regular basis to determine the effectiveness of external support.
- Ensure an official annual review between external support and parents occurs.

External Agency Responsibilities

- Ensure the provision of quality, evidence-based services by a licensed and insured specialist or therapist.
- Ensure and maintain ethical practice and confidentiality for families.
- Adhere to child protection policies.
- Liaise with school staff as appropriate (with parental consent).
- Complete pre-session assessments to inform intervention goals.
- Responsible for establishing and collecting any payments/insurance coverage for services directly from the family.

Parent/Guardian Responsibilities

- Cooperate with school and _____ to promote their child's learning and development.
- Inform school and therapist of any information pertinent to the provision of services.
- Provide input and consent to intervention goals.
- Allow communication (with forewarning) between Brighton College Al Ain and _____.
- Follow the guidance of therapists at home to support their child's progress in across environments.
- Ensure prompt payment/insurance coverage for services.

Confidentiality

All parties shall not make known to any person, the contents of this agreement or any confidential information of the other party, except as required by law and shall only use the confidential information for the purpose of providing the services in accordance with this Agreement.

Financial Terms

All payments will be arranged directly between parents and _____. There will be no direct financial benefit for cost to Brighton College Al Ain.

Grievance Procedure

In the first instance of a dispute, all parties shall seek prompt and amicable resolution, taking into consideration the best interests of the student.

Termination

Any party wishing to terminate this contract must submit prior written notice at least 30 days before the start of the school term.

This agreement has been read and all parties involved understand as it pertains to _____
Pupil Name and Year Group

Director of Inclusion Signature

External Agency Representative Signature

Parent Signature

Date