ADVOCATING FOR INCLUSIVE EDUCATION

A GUIDE FOR PARENTS



DUBAI
Knowledge المعرفة



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1.INTRODUCTION

The leaders of the UAE recognise that achieving equity in education is an issue of international importance as identified within the global 'Sustainable Development Goals' which are a blueprint to achieving a better and more sustainable future. Accordingly, Dubai is fully committed to becoming an inclusive city, where equitable opportunites are provided to all People of Determination across the Emirate.

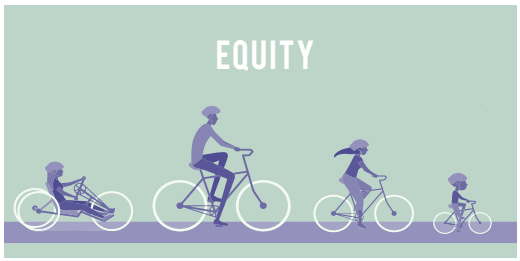
As the authority charged with the responsibility to lead Dubai's inclusive education strategy, KHDA has implemented a number of high priority initiatives, including the publication of targeted policies and guidance documents, to strengthen the pathway to inclusive education. This guide is one such publication.

The main purpose of the 'Advocating Inclusive Education: A Guide for Parents' is to provide a clear understanding of parental rights, responsibilities and opportunities when navigating the system of inclusive education, and to empower parents to become effective advocates for their children. Parent Support Checklists in appendix 1 provide particularly helpful information to guide parents through this journey.

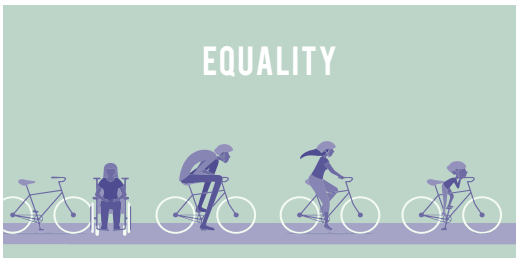


2.ENSURING ACCESS TO EDUCATION

Ensuring your child's access to education is not only dependent upon their enrolment into a school. It includes understanding the ways in which your child is able to engage with and actively participate within appropriately challenging learning experiences alongside their peers. Developing a clear understanding of the concept of 'equity' and its importance in education is an essential step in enabling you to advocate appropriately for the education of your child.



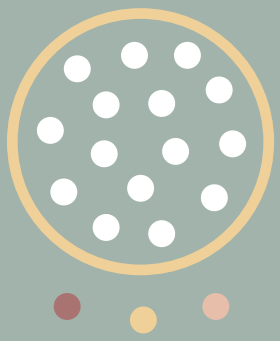
Equity in education involves giving every student what they need to be successful in school. It requires the adjustment of teaching processes and support provision to meet the needs of all learners, including Students of Determination.



Equality involves treating every student the same. Equality aims to promote fairness, but it can only work if every student starts from the same place, have the same skills and need the same help. However, every student is unique.

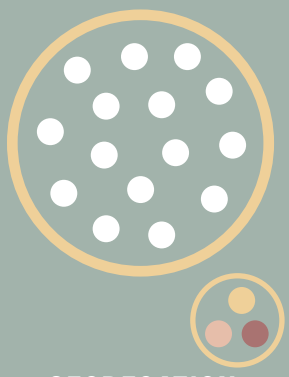
Equity is a central feature of an inclusive school; these schools embrace student diversity and understand the valuable contribution this makes to the education and outcomes of all students.

The following table provides information about the key features of exclusion, segregation, integration and inclusion, when reflecting upon the education of Students of Determination in Dubai private schools.



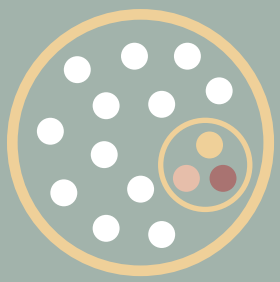
EXCLUSION

- Exclusion occurs when Students of Determination are prevented or denied access to education.
- Exclusion is caused by discrimination, which can be direct or indirect.



SEGREGATION

- Segregation occurs when the education of Students of Determination is provided in a setting that causes them to be isolated from students who do not experience a disability.
- The segregation of Students of Determination has a negative impact upon the development of their social, emotional and academic skills.



INTEGRATION

- Integration is a process that involves Students of Determination being placed in the general school population alongside other students.
- In integrated classrooms teachers make basic adjustments to their planning or delivery, such as a different worksheet, to meet the needs of Students of Determination.



INCLUSION

- Inclusion occurs when schools seek to identify and understand the difficulties experienced by Students of Determination and make adjustments to reduce barriers to learning. Inclusive education focuses upon Students of Determination learning alongside same-aged peers, in common learning environments.
- Inclusive schools value student diversity. They understand the significant contribution this makes to the education of all.

3.INCLUSIVE SCHOOLING

Inclusive schools operate a rights-based model of education. This means that they recognise that Students of Determination have the same right to access the same quality of education as all other students. Consequently, they provide the services that are required to make this happen. Here are some examples:

1. Students are educated in a welcoming environment where diversity is valued and learning preferences are identified, understood and accommodated.
2. Students benefit from interventions that reduce the difficulties that they experience and enable them to engage, participate and progress within relevant and meaningful learning activities alongside peers of the same age.
3. Educators work to reduce the impact of the particular difficulties experienced by Students of Determination and maintain high expectations of their progress and outcomes.
4. School leaders recognise and support all teachers to be the lead professionals in the education of Students of Determination.
5. School leaders develop more effective policies in order to promote the success of all students, irrespective of ability or need.
6. Students develop the resilience, self-belief and skills they require to reach their potential and develop a life-long passion for learning.



4.NAVIGATING A JOURNEY OF INCLUSIVE EDUCATION

The following section represents your journey as you and your child progress through an inclusive education experience. It provides you with information that will enhance your ability to engage with and, make decisions about the quality of your child's experience in Dubai private schools.

STEP ONE
Selecting an inclusive school for your child

STEP TWO
Supporting your child to participate in an assessment of need

STEP THREE
Identifying barriers that restrict your child's learning

STEP FOUR
Implementing support to lower barriers to learning

STEP FIVE
Developing an Individual Education Plan (IEP) for your child and establishing an Individualised Service Agreement

STEP SIX
Communicating about and contributing to your child's education

Parent support checklists for each step (1-6) are provided in appendix 1. These are important points of reference as they guide you to consider key actions as you progress through your child's journey to inclusive education.

STEP ONE

SELECTING AN INCLUSIVE SCHOOL FOR YOUR CHILD

You may begin your search for a school by exploring those that are located near to your home or may consider a school where another one of your children is already enrolled. It is important to note that schools must give priority access to the admission of Students of Determination who are siblings of students already on roll.

There are several resources that will help you in your search for a school for your child; you can begin by visiting the KHDA webpage and searching schools by location, curriculum, fee range and inspection rating. The Dubai School Inspection Bureau (DSIB) conducts periodic inspections of all private schools in Dubai and publishes School Inspection Reports on KHDA's website.

Each school's website provides more specific information about related policies, procedure and practice. Particularly important are the school's vision, aims and objectives and the policies they implement to achieve these in practice. This information will explain how the school fulfil its commitment to your child.

Additionally, this information should provide details about the services that are provided for Students of Determination through payment of the standard tuition fee. Schools are also encouraged to provide links to support groups, events, charities or other organisations advocating for and supporting the inclusion of Students of Determination.





STEP TWO

SUPPORTING YOUR CHILD TO PARTICIPATE IN AN ASSESSMENT OF NEED

Once you have completed the school application process, you will be notified of a date and time to support your child to participate in an assessment of need. This takes place prior to their enrolment into the school. The function of this assessment process for Students of Determination is to help the school plan effectively for your child's successful enrollment into the school. It is not a 'pass or fail' process or a 'hurdle' that a student must overcome to be admitted. The assessment process will involve a range of activities and will focus on understanding your child's strengths and challenges in learning in addition to suggesting the strategies that will contribute to your child's success.

Parents play an important role in the assessment process, and whilst medical assessments or diagnoses are not required for admission into a school, you should ensure that you share any useful information about your child's needs and abilities. This includes providing the school with copies of any existing medical assessments, diagnoses and therapy reports. The information will be analysed alongside other assessment outcomes and will be shared with you to inform a collaborative provision planning process. This process will be focused on designing an educational program that reflects your child's abilities, needs, interests and preferences.

Finally, you will receive formal communication from the school notifying you that your child has been offered a place in a year/grade appropriate to their age and stage of development. This communication will guide you through the registration process.

In a small minority of cases, the outcome of the entry assessment may indicate that your child requires additional services in order to enable appropriate access to the curriculum. If these services require payment in addition to the basic tuition fee, then the school must establish an Individualised Service Agreement with you and then submit this to KHDA.

In all cases, if a school makes the decision not to enrol or re-register a Student of Determination, they must complete a Non-Admission Notification Form. This is then submitted to KHDA for monitoring and regulation purposes. The submission of this form is also required if a school places a Student of Determination on a 'waiting list' for possible later enrolment.

On very rare occasions, the learning requirements for Students of Determination who experience particularly complex difficluties may not be supported adequately by provisions that are typically provided by Dubai private schools. In these cases, it may be appropriate to consider the creation of more flexible provision through KHDA's [1]Rahhal Programme. Through registering with the Rahhal Programme, schools are able to provide alternative, creative and personalised provision.

1 please visit https://www.khda.gov.ae/en/rahhal.

STEP THREE

IDENTIFYING THE BARRIERS THAT RESTRICT YOUR CHILD'S LEARNING

The most important first step towards developing an effective educational programme for your child is for the school to accurately identify and understand your child's most significant barriers to learning. On most occasions, schools will have the knowledge, skills and ability to accurately identify and sufficiently understand your child's educational needs without the need for external assessments. This will enable the school to swiftly plan for and implement provision to ensure their success in learning.

The process below outlines the three main phases that are typically followed by schools to identify possible barriers to your child's learning:

PHASE (1) - IDENTIFICATION OF INTIAL INDICATORS.

The first phase of this process is to identify indicators that suggest that a barrier to learning may be present and is impacting upon the student's ability or performance.

For newly enrolled students this often takes place after carefully considering the information from the assessment of need. This may include:

- analysis of medical assessments or therapeutic reports shared with the school by the student's parent;
- initial observation of the student's learning and/or behaviour;
- outcomes of standardised assessments;
- developmental profiling activities.

In the case of a student that is already enrolled, these initial indicators are often identified through referral from a teacher or parent, or through the analysis of assessment data over time. The reasons for this may include information that show:

- progress rates are significantly slower than those of their peers of the same age,
- progress rates do not match or improve upon those achieved previously,
- a widening gap between the student's level of attainment and that of his/her peers,
- physical, social, emotional or behavioural characteristics change.

PHASE (2) -COMPREHENSIVE ASSESSMENT

During the second phase, the school in partnership with parents, investigate the level and cause of the barrier/s to learning through implementing a comprehensive range of asssessments.

The completion of this phase will result in one of two possible outcomes:

1. the barriers to learning experienced by the student align with indicators associated with specific conditions, disorders or difficulties and is identified as a Student of Determination

OR

2. the student is not identified as a Student of Determination i.e. barriers to learning experienced by the student are not associated with specific conditions, disorders or difficulties.

It is important to understand that the school cannot use the in-school assessment information to formally 'diagnose' your child with a specific disorder, condition or disability. Only an appropriately licensed and qualified specialist can provide a medical diagnosis. Some parents may wish to obtain medical assessments or diagnostic reports for their child as part of, or following, the in-school assessment and identification process. As your child progresses through the school, medical assessments may be required to:

- apply for access arrangements and accommodations for your child to be supported to complete examinations and
- enable the school to apply for a 'language exemption' for your child.

PHASE (3) – SUPPORT STRATEGIES

The final phase of the process is for the school to respond to the outcome of the comprehensive assessment by developing and implementing specific support strategies to further promote the student's learning.

- In the case where a Student of Determination is identified, the student will be provided with level 1,2 or 3 support services (See 'Step 4').

- In the case where a Student of Determination is not identified, the school will conduct further investigations to better understand the cause of the changes in student performance and outcomes.

The in-school assessment process must be comprehensive, effectively managed and implemented by an appropriately qualified and experienced team. Examples of the types of assessment strategies that should be employed during this process include the following:

- Classroom-based observations by informed and experienced staff, such as the Leader of Provision for Students of Determination. This person may also be referred to as the Head of Inclusion or SENDCO within the school.
- Informal screening checklists to identify features of student learning or behaviour that may indicate a concern.
- Curriculum-based diagnostic testing to identify the student's strengths and weaknesses in

specific areas of knowledge or ability.

- Standardised assessments conducted by appropriately qualified professionals. These assessments are carried out in a very specific way to measure your child's level of performance in particular areas and compares it to other children of the same age.
- Analysis of behaviour and attendance records.

As a parent, you hold unique knowledge of your child's development and ability. Consequently, it is essential that you are engaged as a valued partner during the in-school assessment and identification process. This should include the school:

- holding discussions with you about your child's developmental, educational and medical history
- explaining the assessment and identification activities that will take place
- informing you of assessment outcomes and related identification indicators
- exploring the options for providing further support for your child.



STEP FOUR

IMPLEMENTING SUPPORT TO LOWER THE BARRIERS TO LEARNING

Each school is required to have an Inclusion Support Team that is led by the principal and is responsible for implementing, reviewing and improving provison for Students of Determination. It is important that you understand which members of staff are involved in your child's education and how they support their daily learning experiences.

YOUR CHILD'S TEACHER. For all students, the classroom teacher is the primary person responsible to meet your child's personal, social and academic needs in school. High quality teaching and support, adapted to meet the needs of all students in the classroom, is the most important and effective aspect of inclusive education provision.

SUPPORT TEACHERS. Every school must, as part of revised statutory directives, establish a team of support teachers. The Dubai Inclusive Education Policy Framework (2017) provides 'best practice' ratios to guide the development of these teams. Support Teachers should be competent teachers who demonstrate high levels of skill and ability in applying inclusive approaches within their teaching practices. Their core function is to serve as a role model, coach and professional mentor for classroom teachers as they develop their practices to meet the learning needs of diverse student populations, and in particular Students of Determination. Support teachers may also work with individual or small groups of students to provide specific support.

THE LEADER OF PROVISION FOR STUDENTS OF DETERMINATION. The Leader of Provision for Students of Determination holds specialist knowledge about the types of barriers to learning, the associated challenges for teachers and the impact on student outcomes. The leader of provision may also be referred to as the 'Head of Inclusion' or 'SENDCO'. They are qualified teachers and should be a member of the senior leadership team. They play a crucial role in supporting teachers to develop specific approaches in the classroom so that every student is empowered to succeed.

LEARNING SUPPORT ASSISTANTS (LSA). Every school must develop a team of LSAs, dedicated to supporting Students of Determination, at no extra cost to parents. The Inclusive Education Policy Framework (2017) provides best-practice ratios to guide the development of these teams. LSAs are trained and skilled professionals who have an important impact on the development of inclusive classrooms.

In Dubai, the LSA replaces the former 'shadow teacher'. The main role of the LSA is to support the inclusion of Students of Determination by aiding the classroom teacher in the development of a stimulating and productive learning environment. On some occasions, the LSA may be required to work very closely with students who experience very significant barriers to learning in school.

Following the identification of the barriers experienced by a Student of Determination, some or all of these staff members may be involved in applying particular support approaches in accordance with a graduated system of support:

LEVEL 3: INDIVIDUALISED SERVICE OF SUPPORT

Level 3 is provided to students who experience the most significant barriers to learning. This level of support involves implementing personalised education programmes that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Learning Support Assistant, for example. For students accessing level 3 support, the school must provide an Individual Education Plan (IEP).

LEVEL 2: TARGETED SERVICE OF SUPPORT

Level 2 is provided in addition to level 1. It focuses upon supporting students who are achieving below age-related expectations within the curriculum, as a result of an identified difficulty, condition or disorder. Level 2 support often involves students participating in small group support sessions that target improvements in particular aspects, such as numeracy or literacy, for example. For students accessing level 2 support, the school may provide an Individual Education Plan (IEP) if they feel this is beneficial for the student.

LEVEL 1: GENERAL SERVICE OF SUPPORT

Level 1 is the main support service required by the large majority of Students of Determination. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Examples may include adapted learning activities and teaching strategies, environmental alterations, the use of specific resources to promote understanding or independence or the use of particular support plans.



STEP FIVE

DEVELOPING AN INDIVIDUAL EDUCATION PLAN (IEP) FOR YOUR CHILD AND ESTABLISHING AN INDIVDUALISED SERVICE AGREEMENT

Based on the graduated system, all students accessing level 3 support and some students accessing level 2 will be provided with an Individual Education Plan (appendix 2). This will serve as a core component of their educational program. Parents are key partners in the development of the IEP. You have intimate knowledge of your child's strengths, struggles and development and your input is invaluable to ensure the plan is constructed and implemented effectively.

The IEP should be developed through a collaborative meeting that is led by the Leader of Provision for Students of Determination and is attended by you and other members of school staff. Whenever appropriate, your child should be involved in the development of their IEP. Depending upon the particular barriers experienced by your child, it may also be important for additional specialists, such as speech and language or behaviour therapists to provide additional contributions.

On some occasions, the provision outlined within the IEP may require additional services which are not typically available as part of the standard school service for Students of Determination. In this situation, it may be necessary for the school to establish an Individualised Service Agreement with you.

This agreement will:

- explain the reason why additional services are required;
- define the responsibilities that members of the school team, parents and others have in delivering these additional services;
- describe the arrangements to monitor and review the impact of these additional services;
- detail the amount to be charged to parents in order to purchase these additional services. The charge must represent the actual cost of the service/s.

It is essential that the school, in partnership with the student's parents, completes and submits the electronic Individualised Service Agreement form in accordance with the instructions provided by KHDA. KHDA will monitor and regulate the use of Individual Service Agreements which will also be used as an important point of reference when responding to questions or queries from either schools or parents.

STEP SIX

COMMUNICATING ABOUT AND CONTRIBUTING TO YOUR CHILD'S EDUCATION

Parents know their children better than anyone else and have the most complete understanding of a child's family history, in addition to their physical, social, and developmental needs. You are the only adult in the educational process that has, and will continue to be, deeply involved throughout your child's experience of school.

The class teacher is your main point of contact concerning the education of your child. The Leader of Provision for Students of Determination may also provide valuable information and support. In all cases you should have access to helpful guidance, training and support within school and be provided with detailed information about your child's progress. This may be achieved through some or all of the following:

- The school's systems to promote parental engagement, such as support networks, information workshops, training sessions, signposting to other service providers;
- dedicated education development and review meetings;
- informal information updates;
- individualised communication methods, such as emails or communication books;
- formal reports, including information about achievements within the curriculum and updates on the student's progress towards their personalised targets, including IEPs.

On occasions, you may encounter difficulties, disappointments or frustrations when monitoring your child's education. It is important to discuss your concerns with the school, through the class teacher (for example), before considering procedures that are more formal. This can often be the quickest and easiest way to find a resolution. When considering your best course of action, it is important to check that you are maintaining your responsibility to:

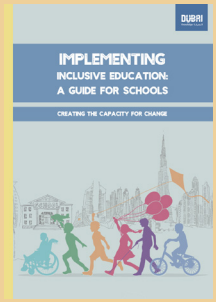
- attend and participate in meetings intended to develop or review your child's education,
- work collaboratively with teachers and other staff to achieve goals,
- communicate positively in order to resolve differences or disagreements as they arise,
- advocate for support to improve the performance of your child and the school,
- share accurate, relevant and current information about your child, their preferences, abilities and needs,
- extend and generalise your child's learning at home and within the wider community.

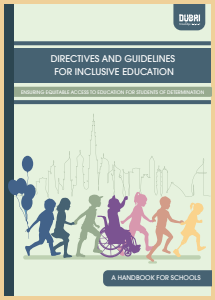


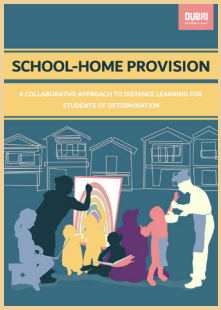
5.SUPPORT PROVIDED BY KHDA IN YOUR CHILD'S JOURNEY

KHDA is fully committed to enabling Students of Determination to access inclusive education within Dubai private schools. In addition to this guide, several other key documents published by KHDA provide important information to support parents when advocating for their child. These include:









(please click images to be directed to the publications)

Another important source of support, is the information contained within the school inspection reports provided by Dubai School Inspection Bureau. They give a comprehensive evaluation of the performance and standards of private schools in Dubai and identify quality judgements for the different types of provision offered. In addition, every report details information about the quality of provision for Students of Determination. A judgement of good or better indicates that the quality of education provided for Students of Determination reaches or exceeds the minimum expectations within Dubai private schools. Inspection reports for each school can be found on the following link https://www.khda.gov.ae/en/DSIB/Reports.

In particular, KHDA prioritises the admission of Students of Determination into Dubai private schools and ensures that robust requirements are followed in this regard. If you have any question or require support for this, or any other issue related to the inclusion of Students of Determination within Dubai private schools, KHDA is ready to assist. Please send your queries to info@khda.gov.ae.

APPENDIX 1

Parent Support Checklist

STEP ONE
SELECTING AN INCLUSIVE SCHOOL

- [ ] Decide upon your desired school location, curriculum and/or school fee range.
- [ ] Use the search engine on KHDA's website to identify the most suitable schools.
- [ ] Review the reports from Dubai School Inspection Bureau for these schools.
- [ ] Access the school's website to review:
    - the school's policy of provision for Students of Determination
    - the school's vision statement and/or objectives that include a commitment to providing inclusive education
    - the school's policies and procedures for the admission of Students of Determination.
- [ ] Decide which school/s you wish to consider for your child.
- [ ] Contact the school to arrange visit.
- [ ] Follow the school's formal application process and apply for a placement for your child.

STEP TWO

SUPPORTING YOUR CHILD TO PARTICIPATE IN AN ASSESSMENT OF NEED

- [ ] Receive an invitation from the school to attend an assessment of need for your child.
- [ ] Attend the assessment with your child and share any information that you have about your child's needs and abilities, including existing medical assessments or diagnostic reports.
- [ ] Receive notification from the school that your child has been offered a place. This should be communicated formally in writing.
- [ ] If your child's enrolment into the school requires them to access additionally paid services this should be communicated formally in writing. In this case, an Individualised Service Agreement must be completed by the school, in partnership with you, and submitted to KHDA.
- [ ] If the school does not offer a place to your child you must be notified of this in writing. In this case, the school must complete KHDA's Non-Admission Notification Form and submit this to KHDA for monitoring and evaluation purposes. This process should be followed if your child is placed on the school's waiting list or is not re-enrolled in a school.
- [ ] If the school recommends an alternative learning platform based on the assessment outcomes and the child's needs, the school needs to apply for a more flexible provision through KHDA's Rahhal Programme.

STEP THREE

IDENTIFYING BARRIERS THAT RESTRICT YOUR CHILD'S LEARNING

- [ ] The school shares information with you that indicates your child may be experiencing particular barriers to learning.
- [ ] The school conducts a comprehensive assessment to investigate the level and cause of the barriers to learning.
- [ ] The school share with you the outcome of the investigation process. The information collected will indicate that either:
    - your child is a Student of Determination or
    - your child experiences barriers to learning for a different reason.
- [ ] In the case where your child is identified as a Student of Determination, the school will explain to you the relevant condition, difficulty or disorder and will provide either level 1, 2 or 3 support for your child.
- [ ] In the case where your child is NOT identified as a Student of Determination, the school will conduct further investigations to identify and better understand alternative causes for the change in their performance and outcomes.
- [ ] The school works in partnership with you to agree the most appropriate support arrangements to reduce or remove the barriers to learning experienced by your child.

STEP FOUR

IMPLEMENTING SUPPORT TO LOWER BARRIERS TO LEARNING

- [ ] You understand who to contact and how to do this if you have questions about implementing your child's educational programme.
- [ ] The school explains who will be providing support for your child, how it will take place, and what type of support it will be.
- [ ] You understand how the support provided to your child meets their personal and academic needs and will improve their success and wellbeing in school.

STEP FIVE

DEVELOPINGING AN INDIVIDUAL EDUCATION PLAN (IEP) FOR YOUR CHILD AND ESTABLISHING A INDIVIDUALISED SERVICE AGREEMENT

- [ ] The school invites you to a meeting to develop an IEP for your child and takes account of your contributions.
- [ ] The school completes the IEP within a six week period.
- [ ] If required, the school provides you with information that explains why they think that your child needs access to additionally paid services at school.
- [ ] In this case, the school works with you to complete the Individualised Service Agreement Form.
- [ ] The school provides information about the roles and responsibilities of all members involved in the implementation of the Individualised Service Agreement.
- [ ] The school submits the Individualised Service Agreement form to KHDA.

STEP SIX

COMMUNICATING ABOUT AND CONTRIBUTING TO YOUR CHILD'S EDUCATION

- [ ] The school implements processes and procedures that encourages and supports you to be involved in your child's education.
- [ ] The school provides you with helpful information and support, including training that is specifically designed for parents of Students of Determination.
- [ ] The school provides you with information about the progress your child makes in their core and wider curriculum subjects and against their individual targets.
- [ ] You understand your responsibility to support your child's education and you do your best to fulfil this.
- [ ] When you need help, you know who to ask.

APPENDIX 2

Standard School Services

All private schools operating in Dubai are required to provide a standard school service for Students of Determination and ensure access to:

1. human resources that support diversity in schools:
    - the leader of provision for Students of Determination
    - the school's team of support teachers
    - the school's team of learning support assistants
    - counselling and pastoral support staff
2. physical resources:
    - in-school assessment, screening and identification tools including, computer-based programmes to enable the identification of learning needs, and the generation of associated personalised learning plans (e.g. individual education plans)
    - adapted, modified or enhanced resources to enable appropriate learning experiences within common learning environments, including access to appropriate classrooms, resource rooms or learning support spaces
3. specific services for students:
    - formal and informal school-based processes that are used to assess and identify Students of Determination
    - the development, implementation and review of individual education plans
    - curriculum modifications and adaptations required to enable the student to access education in the common learning environment with peers of the same age
    - small group or one-to-one support sessions within or outside of the classroom delivered by teachers, counsellors or support teachers
    - additional classroom support from learning support assistants provided as part of the standard school service
    - training to enable the student to benefit from assistive devices and associated applications where provided by the school
    - access to vocational training programmes offered on the school premises
    - appropriate school-based support, advice and guidance to the parents of Students of Determination
    - planning, organising, and training the student and relevant staff on emergency procedures
    - conducting a physical environmental scan to identify and mitigate risks that can be relevant to the student.

The school's basic tuition fee will enable Students of Determination to access provision included within the standard school service for Students of Determination; they will also have access to all other services available to all other students.

APPENDIX 3

Key components of an effective Individual Education Plan (IEP)

STUDENT INFORMATION	CATEGORY OF NEED	This refers to the category/ies of need, which are assigned to the student, following in-school identification procedures or external diagnostic assessment. It reflects the various barriers to learning experienced by Students of Determination and should be applied in accordance with associated guidance.
	MAIN BARRIERS TO LEARNING	This refers to the difficulties, which arise from the student's identified category of need, and present as their most significant barriers to learning. These identified barriers to learning are the focus of the 'individual target/s' section of the IEP. The number of targets set for each student will be guided by the significance of the student's difficulties, and the impact of the associated barriers to learning.
	ADDITIONAL BARRIERS TO LEARNING	This identifies the additional, but less significant barriers to learning, experienced by the student, as result of their identified category of need. These barriers to learning are the focus of the 'classroom accommodations' section of the IEP.
STUDENT LEARNING PROFILE	PERFORMANCE LEVEL	This refers to the student's level of performance in accordance with the school's agreed curriculum standards (attainment level) and non-academic domains, such as communication or interpersonal skills. This will enable teachers to plan lessons that are aligned with the student 'starting points' and therefore promote engagement and success.
	AREAS OF STRENGTH	This refers to the student's areas of strength in learning and performance. This enables teachers to design activities that promote a sense of competence and achievement, and boosts the student's success.
	AREAS OF DIFFICULTY	This refers to aspects of learning and performance that the student finds most difficult. This ensures that teachers are able to prepare for and support students in tackling areas of potential weakness, and strengthens the student's ability to persevere in challenging situations.
	AREAS OF INTEREST	This refers to the topics and activities that most interest the student. This assists the teacher in planning activities that are motivating, relevant and meaningful, therefore strengthening the student's ability to retain knowledge, gain understanding and develop skills.
	LEARNING STYLE	This refers to the student's preferred style of learning. This enables the teacher to focus on designing learning activities that are most suitable for a student to understand, engage with, and participate in.

CLASSROOM ACCOMMODATIONS

HOW TO HELP	These are the actions that will promote the student's ability to assess learning opportunities within the classroom. They provide general guidance about how teachers can assist the student to engage and achieve within their classroom experiences.
THINGS TO AVOID	These conditions reduce the student's success in learning, and should be avoided. This information prevents the teacher from unnecessarily hindering the student's success in learning.
ACCESS ARRANGEMENTS	These are the arrangements, which enable students to engage with assessment opportunities in a way that enables them to demonstrate what they know, understand and can do. For informal assessments, such as class-based tests, schools can apply supportive conditions, such as extra time for the completion of assessments, in accordance with school policy and associated guidance. For formal assessments, such as IGCSE, similar conditions of support require authorisation from the examining body. This may require a formal diagnosis or medical assessment report.

INDIVDUALISED TARGETS (SMART)

TIMEFRAME	The target/s will include a timeframe within which the student will achieve the goal. It should also state when and how often progress will be measured and recorded over time.
RELEVANT	The target/s should focus upon lowering, or removing, the most significant barriers to learning. It should be relevant to the student's individual experience and address the issues that impact most upon their wellbeing and/or performance within school.
ACHIEVABLE	The target/s should include an expected outcome that is achievable. It should be appropriately challenging, given the student's individual starting points. Although the student may require access to specific support, the achievement of the goal and its impact should be evident within common learning environments including the classroom.
MEASURABLE	The target/s should be measurable. The target/s should indicate, and be based upon, the individual student's starting point (what the student can do now). It should include information about what the student will be able to do differently when they have achieved the target. Progress towards achieving the target/s is monitored and measured within common learning environments, including the classroom.
SPECIFIC	The target/s are specific to each individual student. They should clearly specify the intended outcome of and the corresponding success criteria. Additionally, instructions about the specific strategies used by the teacher to enable the student to achieve the target should be included.

DEVELOPMENT TEAM		
	PARENT	Parents must be involved in the development of their child's IEP and should be supported and encouraged to attend the IEP development meeting. They know their children better than anyone else and have the most complete understanding of a child's physical, social, developmental, and family history. Parents must sign the IEP to signify their involvement and authorisation of the associated educational programme.
	STUDENT	Students of Determination must be enabled to participate in the development of their educational programme, and where appropriate, should attend the IEP development meeting. As children get older, it may be a good idea to encourage them to take a more active role. This allows them to have a strong voice in their own education and can teach them a great deal about self-advocacy and self-determination. It is important that the agreed IEP is communicated to the student in a manner that enables them to understand it in the best way possible.
	TEACHER	The student's main teacher plays a crucial part in the IEP development process and will be held accountable for applying the plan within the classroom, or other common learning environments. The teacher must sign the IEP to signify their involvement and to acknowledge their understanding of the implications for classroom practice.
	LEADER OF PROVISION FOR STUDENTS OF DETERMINATION	The leader of provision for Students of Determination leads the IEP development process. Their deep knowledge of barriers experienced by Students of Determination and the associated strategies which effectively promote learning and progress should ensure that all members of the team are guided, and supported to effectively develop and successfully implement the IEP. By signing the completed IEP, the leader of provision for Students of Determination affirms their approval of the content and acknowledges their role in enabling all members of the team to fulfill the expectations set out in the plan.
	OTHER PROFESSIONALS	For some students, it may be appropriate to invite additional members to attend the IEP meeting and to contribute to the development process. In some instances this may be a learning support assistant, who may have important information about a student's level of functioning within the classroom, and in others, it may be therapists who work to embed therapeutic goals and approaches into the IEP. These other professionals should sign the IEP to acknowledge their role and contribution to the development process.



KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY

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