DUBAI
Knowledge المعرفة

# DIRECTIVES AND GUIDELINES FOR INCLUSIVE EDUCATION

## ENSURING EQUITABLE ACCESS TO EDUCATION FOR STUDENTS OF DETERMINATION



## A HANDBOOK FOR SCHOOLS

# REALISING THE RIGHTS OF STUDENTS OF DETERMINATION:

## ENSURING EQUITABLE ACCESS TO EDUCATION

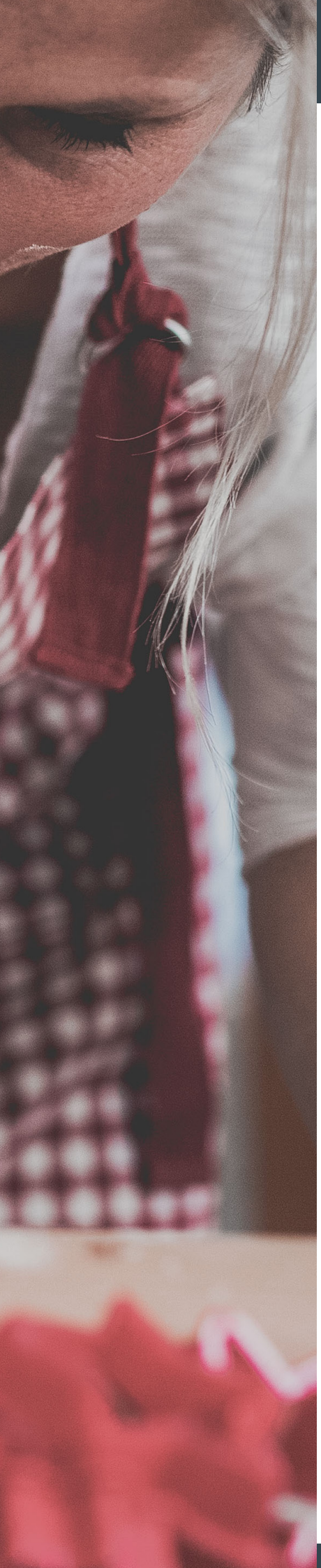


## A HANDBOOK FOR SCHOOLS

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# ABOUT THIS GUIDE

## PURPOSE

***Realising the Rights of Students of Determination: A Handbook for Schools (2019)*** provides information about the **legal** responsibilities of schools to uphold the right of students of determination to access equitable education in Dubai private schools. It identifies elements that are regulated and enforced by KHDA, in accordance with statutory frameworks. This information must be understood and implemented in conjunction with two related publications:

- Firstly, ***Dubai Inclusive Education Policy Framework (2017)***[1] which provides information about the standards necessary for the improvement of inclusive education provision. Specific 'standards', which are of particular importance when referring to this handbook for schools:
    - Standard 1: Identification and early Intervention
    - Standard 2: Admissions, participation and equity
    - Standard 4: Systems of support for inclusive education.

- Secondly, ***Implementing Inclusive Education: A Guide for Schools (2019)***[2] provides information to Dubai private schools to support the implementation of inclusion and equity in their educational policy and practice. Particularly useful sections to refer to are:

    - Assessment and identification
    - Intervention
    - Systematic support.

## INTENDED AUDIENCE

This handbook is intended to be used by Dubai private school leaders, governing boards and school operators. It also presents useful information to other stakeholders such as teachers, students, parents, and community representatives.

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[1] https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554_SENDPOLICY-SCHOOLS_EN.pdf

[2] https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/Education_POLICY_EN.pdf

# INTRODUCTION

***The National Policy for Empowering People of Determination (2017)***[3] emphasises the importance of developing an integrative education system across the UAE which can effectively respond to, and meet the needs of, students of determination. Accordingly , through the ***'My community ... a city for everyone intiative'*** the leaders of Dubai are determined to realise a vision of educational inclusion for students of determination. This commitment is reflected through legislation, strategic frameworks, government policy, systems of regulation and licensing requirements. The inclusion of students of determination within private schools operating in Dubai is not a choice, it is an imperative. It is a key milestone as Dubai progresses towards a system of educational excellence for all.

The term 'access to education' for students of determination refers to the ways in which school policy, procedure and practice ensure that they have equitable opportunities to benefit from their educational experiences. The extent to which students of determination have access to education is a critical component of achieving inclusion in our schools.

The central focus of this document is to ensure access to education for students of determination. This requires private schools across Dubai to identify and remove barriers that prevent or restrict their participation and engagement. Schools must admit students of determination and place them within relevant and appropriately challenging school-based learning opportunities.

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[3] https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs

# THE REGULATION AND ENFORCEMENT MECHANISMS

The UAE federal and Dubai based legal frameworks are pivotal to the successful implementation of the Dubai inclusive education strategy. These frameworks strengthen the impact of policy and establish a robust system of regulation and enforcement. This ensures that statutory obligations lead to the achievement of international standards of inclusive practice. Specific reference to supporting legislation include:

- **Federal Law n. 29/2006 (articles. 12, 13, 14 and 15) and its updates in 2009**: In 2006 the UAE passed a decree that protected the rights of people with disabilities and mandated that appropriate modifications, adaptations and techniques be used in all educational institutions. The Federal Law is linked with the commitments made in the UNCRPD (2006).

- **United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010):** The UNCRPD is a legally binding international human rights treaty for people with disabilities. The UAE signed the UNCRPD in 2008 and ratified its status in 2010.

- **Dubai Law No. 2, 2014**: In 2014, HH Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, in his capacity as the Ruler of Dubai, issued Law No. (2) of 2014 to protect the rights of people of determination in the Emirate of Dubai. The law supports Federal Law No. (29) of 2006 concerning the rights of people of determination. It re-affirms the importance of people of determination and emphasises their critical role in building and developing human capital in Dubai.

- **Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai**: The Resolution encourages investment in private schools in order to improve the educational environments, and to link the approved strategies of the Emirate of Dubai with the outcomes of the education system. It emphasises the need for schools to implement anti-discriminatory practices for students of determination and includes penalties for any related violation.

The implementation and impact of the standards included within ***Dubai Inclusive Education Policy Framework (2017)*** are monitored and regulated by the Knowledge and Human Development Authority (KHDA). These processes involve regulating the quality of provision and outcomes of students of determination through the implementation of the ***UAE School Inspection Framework*** and monitoring compliance levels in accordance with stated standards, approved rules and regulations.





# DEVELOPING A VISION OF INCLUSION

The mandate of the school leadership team is to create, promote and sustain robust inclusive settings that respect diversity, support a sense of belonging and ensure that every student receives a quality education in Dubai private schools; a commitment to identifying, reducing and removing barriers to student learning and success lies at the heart of this process. Inclusive schools help build an inclusive society, and meeting the needs of students of determination within our schools is a critically important part of this process.

Particularly important elements of this inclusive vision include:

- the acceptance that all students have equal value
- a commitment to ensure that every student is engaged in curricular activities and can participate in extra-curricular opportunities
- an understanding that effective teaching practices are based on personalised consideration of the strengths and needs of each student
- establishing a balance between learning with peers in a common learning environment and focusing on individual learning goals.

## CLARIFYING MISCONCEPTIONS

Challenging negative beliefs and clarifying misconceptions about inclusive education is an essential step towards ensuring that a vision of inclusion can be realised in practice. A scoping and stakeholder engagement process has identified a number of common misconceptions within the private school sector in Dubai. These act as barriers to enabling access to education for students of determination and must be removed.

## MISCONCEPTION #1

*'The inclusion of students of determination will make it more difficult for my school to achieve a high quality inspection rating'.*

International research has shown that high-performing schools have the most success with inclusion. These schools prioritise equity and inclusiveness as key conditions for achieving educational excellence (Cologon, 2013; OECD, 2012; 2014; United Nations, 2016); teachers are more effectively provided with professional learning to support the personalisation of provision and the development of differentiation strategies that benefit all students (European Agency, 2012).

Furthermore, schools that focus on educational excellence and equity perform better in international assessments (OECD, 2015) and consequently experience better inspection outcomes. Willms's (2010) analysis of the 2009 PISA data shows that schools that adopt a more inclusive system of education, have higher levels of student achievement and better outcomes overall.

## MISCONCEPTION #2

*'The inclusion of students of determination has a negative impact on the learning of other students in the school.'*

Many studies have focused on the inclusion of students of determination and the impact on typically developing peers. Research outcomes show that these students tend to benefit from interacting with students of determination. Proven benefits include, the development of social skills, personal responsibility, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity – essential components for the achievement of a fully cohesive community (European Agency for Special Needs and Inclusive Education, 2017; Kurth & Mastergeorge, 2012; Hodkinson, 2009; Jackson et al., 2009).

Importantly, research confirms that students who are not affected by disability do not receive less instructional time or less attention from their teachers due to the presence of students of determination. By contrast, they showed that typically developing students attending inclusive schools demonstrated higher levels of academic performance than those in less diverse classrooms. (Cole, Waldron and Majd, 2004). When schools develop the processes, strategies and practices required to meet the needs of students of determination, the result is better trained and more competent teachers. This leads to more effective systems of assessment and support, and better outcomes for all students (Kalambouka et al., 2005; Vianello & Lanfranchi, 2011).

## MISCONCEPTION #3

*'Students of determination do better when they are educated in separate classrooms and taught by specialists.'*

Establishing a shared agreement that all teachers are teachers of students of determination is a key condition for the development of an inclusive school. Schools that rely on a medical model of disability inevitably fail to equip their teachers to adequately meet the needs of students of determination. They instead identify what is different about the student and provide options designed to remove the 'problem' from the classroom.

A systematic literature review strongly indicates that students of determination tend to do better when they are educated in regular classrooms and schools. Research evidence shows that learners experiencing barriers to learning achieve better results in both social and academic skills when they are effectively included within general school communities. (Bennett & Gallagher, 2012; Cologon, 2013; Curcic, 2009; Hicks-Monoroe, 2011; Giangreco, 2009; Hunt, 2011; Fisher & Meyer, 2002; Vianello & Lanfranchi, 2009; 2011; WHO/World Bank, 2011).

## MISCONCEPTION #4

*'We can only accept students of determination who can cope with or achieve within the curriculum we provide.'*

Almost all students of determination can achieve success with personal learning goals in the mainstream curriculum if they are provided with appropriate modifications, adaptations and support (UNESCO, 2001; 2004; 2009). Curricula can be adapted for inclusion in three ways: content, instructional settings, and instructional strategies (The Roeher Institute 2004; UNESCO, 2004; Ware et al. 2011). Schools that successfully adapt and apply their curricula to meet cognitive, cultural and language diversity result in improved teaching strategies that are able to meet a variety of learning styles and enable richer learning experiences for all (Hitchcock et al. 2002; Ware et al. 2011).

Redesigning, enriching and adapting the mainstream curriculum to become universally accessible is necessary to enable the inclusion of students of determination. It is also a fundamental component of enabling high quality engagement, participation, learning and outcomes for all students (European Agency for Development in Special Needs Education, 2012).

## STATUTORY REQUIREMENTS FOR SCHOOLS

In-depth situational analysis across the Emirate of Dubai has identified a number of barriers that restrict opportunities for students of determination to attend private schools and limits their access to appropriate learning opportunities. The following section provides instructions and guidance, that when effectively implemented, will minimise the barriers experienced by students of determination and ensure that the potential of each student is realised.

Specific areas of focus include:

- communicating an inclusive vision
- entry-assessment and admission procedures
- inclusive policies and processes
- a standard school service
- a system of school-based support
- provision payments and fees.


Color Family Portraits

# COMMUNICATING AN INCLUSIVE ETHOS

## OVERVIEW

The capacity of a school to effectively attract, admit and meet the needs of students of determination is reflected in its ethos and the way it is communicated through its policies, procedures and practices. A school's ethos may be described as the attitudes, beliefs, and behaviours that are reflective of the principles, values and culture of a school community.

The development of a school's ethos is guided by its leaders and is responsive to the community's commitment to its stated vision. Educational excellence is enhanced when it is based on principles such as equal opportunity, non-discrimination, diversity, and universal accessibility. International policy guidelines (UNESCO, 2009), recognise the positive relationship between schools that communicate an inclusive ethos and the provision of quality education for all.

### REQUIRED SCHOOL PRACTICE

All private schools operating within the Emirate of Dubai **must** ensure that their website publishes and makes accessible:

1. the school's policy of provision for students of determination
2. the school's vision statement and/or objectives that include a commitment to providing inclusive education to students of determination
3. the school's policies and procedures for the admission of students of determination
4. the objectives identified within the school's inclusive education improvement plan.



## GUIDANCE

Through their experience of disability, students of determination may face unique barriers that can restrict their access to learning and education. Consequently, schools have a duty to prevent and remove these challenges as much as possible. Ensuring that school policies, marketing materials and admission processes communicate a positive, welcoming, caring and inclusive ethos is a critical component of this effort.

Examples of actions to promote the communication of an inclusive ethos are:

i. sharing messages and images that show the inclusion of students of determination in the school, including the school website, school prospectus, promotional materials and school-based display boards

ii. revising the types of questions that are included on application forms to make it clear that the school does not employ a filtering process based on the presence of a student's disability

iii. including links to support groups, events, charities or other organisations advocating for and supporting the inclusion of students of determination within Dubai

iv. including links to the Dubai inclusive education policy framework (2017) and other relevant publications such as Implementing inclusive education – A guide for schools (2019)

v. including positive statements about students of determination in correspondence shared with parents. This may include statements that:

- welcome students of determination to the school
- assure equitable access to appropriate provision, resources and curricular options for students of determination
- commit to high quality education for students of determination.

vi. including references to anti-discriminatory legislation, regulations and associated frameworks within the school's key documents and policies, including:

- United Nations Convention for the Rights of Persons with Disabilities
- Dubai Inclusive Education Policy Framework (2017)
- Federal Law 2006 (No.29)
- Dubai Law 2014 (No.2)
- Executive Council Resolution No. (2) of 2017 – Regulating Private Schools in the Emirate of Dubai.

# ENTRY-ASSESSMENT AND ADMISSION PROCEDURES

## OVERVIEW

The entry assessment process for students of determination must focus on identifying strengths and challenges to learning as well as the strategies that will contribute to the student's success.

The function of the entry assessment process for students of determination is to inform the school's provision planning and enable them to be enrolled in the school. It is not a 'pass or fail' process or a 'hurdle' that a student must overcome to be admitted to the school.

In exceptional circumstances, where the school denies a student of determination admission, the criteria and rationale for the decision will be clearly described through the completion of KHDA's non-admission notification procedure for students of determination.

## REQUIRED SCHOOL PRACTICE

All private schools operating within Dubai **must** ensure that:

1. the method and tools used for the entry assessment process are age-appropriate and reflect the student's stage of development

2. information arising from the entry assessment process informs school-based provision planning processes in preparation for the admission of students of determination

3. the completion of a medical assessment or a medical diagnosis is not identified as a condition for the student's participation in the entry assessment process or for enrollment into the school

4. priority admission is provided for a student of determination with a sibling already on roll in the school

5. when a school denies a student of determination enrollment or re-enrollment, the KHDA's non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure.

## GUIDANCE

Private schools across Dubai are required to take action to encourage, promote and enable students of determination equitable access to appropriate education alongside peers of the same age by ensuring their admission. On the rare occasion when a school prevents a student of determination from enrolling in the school, the KHDA's non-admission notification procedure must be followed:

- **Gathering Evidence.** The principal should refer to the outcome of the entry assessment process and provide clear evidence that supports the school's decision to deny the enrollment of a student of determination into the school. The principal should inform the governor of inclusive education of their intention to not admit a student of determination.

- **Engaging Parents.** The principal should communicate in writing to the parents of the student of determination, informing them of their intention to not admit their child into the school. This should include information about the reasons for the non-admission.

- **Submitting the Non-Admission Notification Form.** The principal must complete and submit the 'non admission notification form' to KHDA using the designated online form.

The information provided in the non-admission notification form will be monitored and evaluated by KHDA. This may lead to further review and action in accordance with The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.

# INCLUSIVE POLICIES AND PROCESSES

## OVERVIEW

All private schools in Dubai are required to ensure that school policies positively promote the admission of students of determination and their access to appropriate learning experiences.

The development of publicly stated policies that commit the school to the inclusion of students of determination is critically important. The policies describe how the school will fulfill its commitment to inclusive education. It will provide clear and consistent information about the procedures to be followed and the expectations of practice and provisions. Schools should pay particular attention to:

- admission policy and procedure for the inclusion of students of determination – the procedures will clearly set out the schools commitment to providing a predictable, transparent and barrier free process for the admission of students of determination

- the policy of provision for students of determination – the policy will state the commitment to providing the resources and services needed to ensure equitable access, effective participation, engagement and progress for each student. The policy will provide guidance for teachers and school staff about process, procedure and practice focused on ensuring student success.

### REQUIRED SCHOOL PRACTICE

All private schools operating within Dubai **must** ensure their policy of provision for students of determination includes information about:

1. the processes for the identification of students of determination

2. the planning procedure that sets out key goals and strategies to ensure the success of the student

3. the graduated system of support that will be used for the benefit of students of determination

4. how parents will be involved in the development of educational programmes for their children, including individual education plans

5. a description of the range of services that are provided in the school to support students and their teachers, including the standard school service for students of determination

6. the process and criteria used to establish an additional individualised service fee to fund individualised support for a student of determination

7. the name of the individual assigned to be 'the governor for inclusive education' in the school

8. the name of the qualified and licensed teacher assigned to be the 'leader of provision' for students of determination. They will have a minimum of 3 years' of teaching experience, be a member of the senior membership team and hold specialist qualifications specifically related to the education of students of determination

9. the named members of the school's inclusion support team:
    i. school principal (team leader)
    ii. leader of provision for students of determination
    iii. nominated support teacher
    iv. nominated inclusion champion
    v. nominated learning support assistant.

## GUIDANCE

The development and implementation of inclusive school policy, and related practices, should ensure that students of determination have equitable access to education alongside same-aged peers. For students who experience the most significant barriers to learning an Individual Education Plan (IEP) is a key component of this process. The purpose of an IEP is to plan indivdualised provision in order to reduce the barriers to learning experienced by students of determination, as a result of their difficulty, condition or disorder.

An IEP should be implemented within six weeks of a student being admitted into a school and is created through a collaborative meeting, which is led by the leader of provision for students of determination. This team must include, where possible, the student, their parents and their

teacher.  In some cases support teachers, learning support assistants, or externally employed professionals may serve as important additions to the team. Targeted support, monitoring and review of classroom practice, and the continuous tracking of student outcomes, are essential for the successful implementation of an IEP.

Some information that is included within the IEP, such as details about student learning profiles and/or classroom accomodations, will also be used by teachers to enhance lesson planning processes and to guide the use of teaching and/or support strategies for students accessing level 1 and level 2 support services. The IEP prompt sheet (below) provides schools with a template to guide the development of effective IEPs.





## 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 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.<br><br>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.<br><br>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.<br><br>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.<br><br>These other professionals should sign the IEP to acknowledge their role and contribution to the development process. |

# A STANDARD SCHOOL SERVICE

## OVERVIEW

Systems of inclusive education, where students of determination are effectively engaged in classroom-based learning alongside same-aged peers, require a range of support services to be embedded within school policy, procedure and practice. In Dubai, this is provided through the introduction of a standard school service for students of determination. This standard school service is of benefit to all students as it builds the capacity of schools to better meet the needs of diverse student populations. It is of particular benefit to students of determination.

The standard school service must be funded by the school's general operational budget and be provided to all students based on payment of the basic tuition fee. It is not a separate or specialist provision assigned to an individual student.

## REQUIRED SCHOOL PRACTICE

All private schools operating in Dubai **must** ensure that they 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 educational 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 staff assistance from support teachers
    - additional classroom support from learning support assistants provided as part of the standard school service (1.c above)
    - 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.

## GUIDANCE

The purpose of the standard school service for students of determination is to enhance the schools capacity to effectively provide education to diverse groups of students, and specifically students of determination. ***It is provided as part of the provision purchased through payment of the school's basic tuition fee. This means that most parents of students of determination will not incur additional costs for their children to access meaningful and appropriately challenging education.***

Most students of determination do not require high levels of individualised support to meaningfully engage with classroom activities and experience success. The classroom teacher is the primary resource available to meet the needs of students of determination. High quality teaching, differentiated as needed for each student, is the first and most effective step in the process. Quality instruction is a necessary precursor for the application of additional support.

Support teachers and learning support assistants, though their enhanced professional roles and best practice ratios, provide important capacity to further enhance teaching practice, including the use of 'Universal Design for Learning'. This approach provides teachers with a research-based framework for creating learning environments that ensure accessibility to curricula for all learners, and is underpinned by 3 core principles:

- providing different ways for students to represent information
- providing different ways for students to express themselves
- providing different ways for students to participate and engage in learning experiences.

The inclusion action cycle is an important tool to support the use of UDL; it ensures that teaching and support strategies are reviewed, refined and strengthened in response to student need.




School leaders and support teachers should actively assist and monitor classroom teachers in the use of the inclusion action cycle to inform UDL. This will lead to the development of inclusive differentiated teaching as part of the required practices included within the standard school services.



# A SYSTEM OF SCHOOL-BASED SUPPORT

## OVERVIEW

Internationally, research has identified the use of graduated systems of support (GSS) as one of the most effective models of intervention, which provides different levels of support in response to different levels of student need. This is also referred to as 'multiple tiers of support' (McIntosh, K. & Goodman, 2016). Utilising this model enhances the teachers' effectiveness with all students and provides particular support for meeting the needs of students of determination.

This approach ensures that teaching and support are equitable, inclusive, culturally responsive and based on learners' strengths. GSS establishes a balance and interconnection between academic success and well-being within classrooms and across school communities. Success is dependent on a meaningful relationship between the teacher and the student. Teaching and assessment strategies are collaboratively developed, evidence-informed, intentional, continuously monitored and ensure success for all learners. GSS provides additional support for some and, where necessary, individual support for a few.

## REQUIRED SCHOOL PRACTICE

All private schools operating within Dubai **must** ensure that a graduated system of support is implemented for students of determination in accordance with the following:

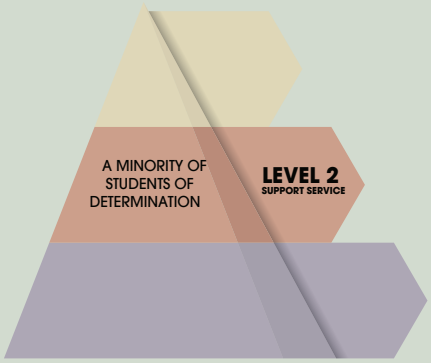
### LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE




Individualised and specialised provision, which is different from that provided to most other students of determination. This may include full time support by a learning support assistant. It is expected that only few students will require access to level 3 support service.

All students accessing level 3 support service will benefit from the development and implementation of an individual education plan.

### LEVEL 2 - TARGETED SUPPORT SERVICE




Additional, specific and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services.

Some students accessing level 2 support service may require enhanced support through an individual education plan.

### LEVEL 1 - GENERAL SUPPORT SERVICE




High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

## GUIDANCE

Access to support service level 1 is inclusive of all students as part of the common learning environment and is applied as a universal principal of effective education. It is of particular benefit to students of determination; most will not require distinct provision, but significantly benefit from consistent and focused differentiated practice within the classroom setting such as the use of the 'universal design for learning (UDL)'. This requires teachers to apply inclusive education principles and practices in their everyday work. Proficiency is needed in curricular modifications, differentiation

and assessment strategies that allow all students to participate in learning, including students of determination.

The successful application of support service level 1 requires classroom teachers to collaborate with support teachers, learning support assistants and other professionals to implement strategies that promote engagement and lower barriers to learning. In addition to accessing support service level 1, some students may require more targeted support to meet academic, social or behavioural needs. This additional support is provided through support service level 2.

Access to support service level 2 is typically targeted at improving specific areas of literacy, numeracy or social skills. Implementation often involves the student participating in a small group with specific learning goals and benefitting from specialised instructional strategies. This will typically require coordination and collaboration between the teacher, support staff and in some situations, the family. The objective is to enable the student to develop a level of skill or ability that closely aligns with what is age-appropriate. Intervention may take place in the classroom or within other flexible learning spaces. Specific strategies are adjusted in response to careful monitoring of the student's progress and become embedded as a standard element of the teacher's classroom practice.

Students accessing support service level 2 may, over time, progress to a point where level 1 support service becomes sufficient provision. It is also possible that the student may require on-going access to level 2 support service, or in a few cases require more individualised support through level 3 support services. Some students accessing level 2 support services may benefit from the use of an IEP.

Access to level 3 support service provides a small number of students with individualised education programmes, which are additional to and distinct from that provided to other students. These programmes are individually developed and are focused upon reducing the student's experience of significant and sustained social, emotional, or academic barriers to learning. ***When the provision for these individual programmes is available through the standard school service for students of determination no additional fees will be charged to parent/s.***

A specifically designed IEP must be developed and implemented for all students of determination who access this level 3 support service. Associated interventions, support strategies and learning activities for these students may take place in a range of learning environments as determined by the student's teacher(s) and parents. Strategies are continuously adjusted based on factors including frequency, intensity, scheduling, setting and duration of support. A major focus is placed upon increasing the student's level of independence within their participation and learning.





# PROVISION PAYMENTS AND FEES

## OVERVIEW

Private schools across Dubai are required to provide the standard school service for students of determination as part of the provision provided through the school's standard tuition fee. In exceptional circumstances, an enhanced level of provision may be registered through an individualised service agreement including a stated individualised service fee.

## REQUIRED SCHOOL PRACTICE

All private schools operating within Dubai **must** ensure that:

1. any charging of additional fees, to fund educational provision for students of determination, can only take place through registering an individualised service agreement with KHDA

2. the individualised service agreement , and the associated fee to parents, can only be applied when the required provision is not available through the standard school service for students of determination

3. the professionals delivering individualised services, agreed and funded though the individualised service agreement, must either meet criteria (a) or (b) below:

    a) therapists or specialist practitioners holding the specific qualification and licensing requirement to deliver such programmes; implementing interventions that are evidence based and internationally proven and developed to meet the specific needs of a particular student of determination

    b) appropriately trained, experienced and qualified learning support assistant, under the management of

the school, who is able to demonstrate proficiency in delivering to the student the type of personalised support that is required

4. in both cases the school must:
   a) provide parents and KHDA with clear documentation that the individualised service is required and is a necessary component of the student's educational provision
   b) submit this indivdualised service agreement to KHDA via an online form.

## GUIDANCE

Students who present with particularly complex learning profiles may require specialist intervention or indivdualised provision in order to access a school setting. These students will usually access level 3 support services. Where indivdualised provision is required, and is not available through the standard school service, schools may, in partnership with the student's parents, register an individualised service agreement. Key steps in this process include:

- **Assessing the Level of Risk.** The inclusion support team should identify, using evidence such as progress data, information that indicates that the student is at significant risk of not being able to participate and make progress in meaningful and appropriately challenging learning opportunities without access to specialist services or individualised provision.

- **Parental Engagement.** The principal ensures a meeting with the parents of the student of determination to share and discuss pertinent information and explore possible solutions.

- **Collaborative Planning.** In collaboration with the student (where appropriate) and their parents, the principal or other senior members of staff, should discuss and plan for providing the service that is required. This must confirm that the service is essential.

- **Agreeing the Individual Service.** In collaboration with parents, the principal or other senior members of staff must agree on the individual services that will be provided. The associated fees must be no more than the actual cost of the services provided.

- **Registering the Agreement.** The principal must complete and submit the individualised service agreement to KHDA using the designated online form.

The information provided in the individualised service agreement will be reviewed and monitored by KHDA and may lead to associated follow up or action in accordance with The Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.



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