Inclusion Department Information

At Latifa School, we believe the quality of teaching and learning and the level of individual care and attention which each student receives are equally important; both are given a high priority. Our school follows the Social Model of inclusion recommended by the Dubai Inclusive Education Policy Framework 2017 regarding the Rights of 'People of Determination', which ensures educational and social inclusion for students with additional needs to high quality education within a broad and balanced curriculum. In addition, the Inclusive practices at LSG also aim to comply with the UK Department of Education's Special Educational Needs and Disability (SEND) code of practice (2015) in recognising that *all children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential*. Students are supported to allow them to achieve their best, become confident individuals living a fulfilling life and make a successful transition to adulthood. Also, we attend the British Schools of the Middle East meetings for exchange of relevant information and sharing of visiting specialists.

Our Inclusion Department caters to the needs of pupils with additional needs. This comprises of students with special educational needs and disabilities (SEND), students identified as Low Ability (LA) and those who are Talented and/or Gifted (TAG) or Highly Able (HA) students. The Inclusion Policy of Latifa School is available on the Key Documents>Whole School>Policies>Current page of our website (www.lsg.sch.ae) and the detailed information can be accessed in our Inclusion Manual 2018-19.

Staffing

In Primary we have a well – qualified and experienced inclusion department, which consists of four inclusion teachers led by the Head of Inclusion. In addition, there are two complimentary Arabic Inclusion teachers, who support pupils with additional needs with the Arabic curriculum. The Assistant Head of Primary is the school's designated Primary Department Inclusion Champion and works alongside the team to ensure that Inclusion is a high priority throughout school.

The Inclusion team works across school from FS1 to Year 6, supporting teaching and learning. Pupils with additional needs are supported through in-class support, small group intervention and one to one support when necessary.

EYFS and KS1

English is an additional language for almost all students in the Primary Department. Pupils are taught in the common learning environment, each class has a full time Learning Assistant.

Pupils with additional needs are identified through a combination of assessment, observation and teacher liaison. Inclusion teachers work alongside class teachers to support pupil needs. In-class support or small group intervention is provided by inclusion teachers when the need arises.

KS2

In KS2 a combination of standardised data, formative and summative assessment, observation and teacher liaison is used to identify pupils with additional needs.

Pupils are taught in their mixed ability classes for English and Arabic up to and including Year 5. In- class support is provided by English and Arabic inclusion teachers according to pupil need. Year 6 English is taught in ability sets. Inclusion teachers are responsible for teaching the set 3 and 4 pupils in a combined set. Any pupils with additional needs are fully integrated into the group allowing for specialist intervention and support as required.

Inclusion Department Information

Maths is taught in sets throughout KS2. Inclusion teachers support pupils with additional needs in the relevant set and may provide withdrawal booster sessions when necessary.

Approaches

The Inclusion department strives to ensure that every pupil experiences success. All staff, as part of the norms of their daily teaching, use multi-sensory teaching approaches to engage and motivate all pupils.

The use of ICT is integrated throughout the department to support learning and monitor progress. ICT may be used as an additional resource to enable and enhance access to the curriculum, for example, pupils with additional needs may be taught how to use ClaroRead, a reading software, where appropriate. Apps on the iPads may be used to support all pupils with learning activities, organisation of ideas and to demonstrate their learning.