

INCLUSION HANDBOOK

2026 - 2027

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**International School of Creative Science
Nad al Sheba**



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1. Inclusion Statement

At the International School of Creative Science (ISCS), every child belongs. We believe passionately in the power of inclusion for all our children and staff, and this conviction sits at the very heart of our practice and our Islamic ethos. We are unwavering in our commitment to becoming a fully inclusive school — holding high expectations and ambitions for every child, and expecting every child to participate fully in school life, with wellbeing and progress at the centre of all we do.

Inclusion is not a department at ISCS — it is who we are. We remove barriers to learning, whether they affect individual children or groups of children, and we respond to a broad spectrum of needs by setting challenges designed to bring out the full potential in every learner. Every member of staff shares collective ownership for removing these barriers, regardless of age, gender, ethnicity, additional need, attainment or background.

We bring this ethos to life in the classroom and beyond, because our children deserve nothing less. We want every child to be safe, to achieve well, to be healthy, to enjoy learning, and to grow into a successful, confident adult who contributes positively to the world around them.

Every child has the right to be educated alongside their peers wherever possible. As a genuinely inclusive school, we are committed to building inclusive cultures, policies and practices — actively listening to the voices of our whole community to identify and dismantle any barrier that could hinder or exclude a student or group of students. No child is refused admission on the basis of a SEND diagnosis.

We also ensure a robust programme is in place to identify students who are gifted and talented, giving them a wealth of opportunities to develop and excel in their areas of strength.

Finally, we recognise and celebrate the power of bilingualism and multilingualism. English as an Additional Language (EAL) describes learners who have been exposed to a language other than English from early childhood and continue to use it. Around 80% of our student body are EAL pupils, and we have built dedicated, evidence-based provision to ensure every EAL learner can fully access the English National Curriculum.

Farah Hanif

The Leader of the Provision

International School of Creative Science – Nad Al Sheba.

2. Vision

ISCS believes passionately in the power of inclusion for every child and every member of staff. This belief sits at the heart of our practice and our integrated, values-led ethos — we are a genuinely inclusive school, built to meet the full range of needs of students with special educational needs and/or disabilities.

At the International School of Creative Science we are guided by UAE Federal Law 2006 and Law (2) 2014: concerning the Rights of People with Special Needs. This policy is created in line with: the Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015); The Dubai Inclusive Education Policy Framework (2017); the Implementing Inclusive Education: A Guide for School (2019) supplement, School Home Provision (2020) and the Directives and Guidelines For Inclusive Education (2020). It also is in line with the Executive Council Resolution No. (2) of 2017 - Regulating Private Schools in the emirates with focus on Article (14) 4 Article ,(16) 13 19, 17 and Article (4) 23.

Related KHDA Policies



**Directives and
Guidelines for Inclusive
Education (2020)**



**Implementing
Inclusive Education:
A Guide for Schools (2019)**



**Dubai Inclusive Education
Policy Framework (2017)**



**School Home
Provision (2020)**

3. Aims

International School of Creative Science aims to help every student achieve their very best — academically, emotionally and socially — through:

- Providing high quality learning to enable the acquisition of learning skills, knowledge and concepts relevant to the future for all children
- Staff sharing responsibility and ownership to remove barriers to learning and achievement for all pupils regardless of age, gender, ethnicity, special needs, attainment and background to fulfil their potential
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated

4.1 Inclusion Policy Introduction: Statement of Intent

Dubai is “committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs’ (Dubai Inclusion Framework 2017)

(Implementing Inclusive Education: A Guide for Schools 2019)

(Please click [here](#) for the link to the KHDA Inclusion policies).

This Inclusion Policy sets out how ISCS provides for children with Special and Additional Educational Needs, and how we meet the needs of individual students who may experience barriers including SEND, EAL and/or G&T, as well as other barriers that could prevent a child from succeeding. It embeds the vision of KHDA's Inclusion Policy (2017) and Implementing Inclusive Education: A Guide for Schools (2019) into the integrated faith ethos of our school.

At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.

4.2 Potentially Vulnerable Groups

There are several identified groups of students for whom this policy is particularly important for:

- Students with Special Educational Needs (SEND)
- Students whose home language is not English (EAL)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairments
- Students who might be subject to abuse or harassment, for whatever reason
- Students who are young carers
- Students whose family are in crisis or under great stress
- Students at risk of significant harm
- Students with poor attendance and/or punctuality
- Students who are at risk of disaffection and exclusion from school
- Students who have a temporary high-level need

4.3 Success in Inclusion

Successful inclusion:

- Should result in every student feeling safe, confident and happy at school.
- Should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.
- Promotes the students' beliefs in themselves as a learner and valued member of our school community.
- Provision in International School of Creative Science schools is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

4.4 Meeting Diverse Needs – 'Closing the Gap'

At the International School of Creative Science we recognize that in order to achieve aims we must actively seek to recognize and meet the very diverse needs of our students by:

- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students. This information is kept on the Inclusion Register, Click Up and Provision Map.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities, are appropriately supported.
- Sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

4.5 Inclusion Action Team

Members of the Inclusion Action Team includes the principal, the head of inclusion, the SEND teachers and champions for inclusive education, student representation, parental representation, learning support assistant(s), the social worker, mentors, therapists and classroom teachers.

Members of the Inclusion Action Team



Training and development programmes are available for members of the Inclusion Action Team, this is linked to teacher licensing processes, teacher standards and teacher appraisal mechanisms.

Our Inclusion room is available to support students with SEND. It is staffed with specialist inclusion members provide support for students who experience SEND. It also provides all necessary support to the staff in terms of needed curricular adaptations, teaching and learning modifications, existing assistive technologies and devices to support participation of all students.

The Inclusion Action Team will:

- Work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis
- Members of the team meet on a regular basis, typically once a month
- Maintain minutes of the meetings and utilise effective systems to follow-up on specific actions and strategies
- Assign learning support assistants to individual students who experience SEND and/or class groups as needed. The allocation of these paraprofessionals will be dynamic. The focus and impact of their support will be routinely reviewed, and their allocation may change in accordance with student and teacher need
- Where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEND and their families to ensure access to high quality inclusive education.

SEND teacher/s increase the capacity of classroom teachers and other education professionals to be fully inclusive by providing support through:

- The identification of the specific needs of individual students
- The development of specific and personalised individual education plans
- The development of instructional and educational strategies
- The modification and adaptation of curriculum structures
- The development of appropriate assessment procedures
- Modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher
- The operation of the Inclusion Action Team.

SEND teachers will use not more than 15 per cent of his/her time working on administrative duties, by:

- Working closely with the school principal to ensure the effective administration and operation of the Inclusion Action Team
- Maintaining effective communication with parents as well as any service providers working with the family or the child
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.

Learning support assistants will be required to:

- Engage in class-wide monitoring of student learning (e.g. independent or small-group work) identified and planned by teachers and the Inclusion action team
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Action Team
- Facilitate peer interactions based on guidance from the teacher and Inclusion action team. Invite students to help each other and, as required, also engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Action Team

4.6 Promoting and Supporting Inclusion

4.6.1 The Inclusion Team

Our Inclusive Education Action Team consists of:

- Governor for Inclusive Education
- Senior Leadership Team
- Head of Inclusion
- EAL Teacher
- Class Teachers/Subject Specialists
- Learning Support Assistants
- Social Worker

The Inclusive Education Action Team is led by the Head of Inclusion, who is responsible for the leadership and development in each of their specialized roles. On-going progress meetings are held with the Head of Inclusion to assess the effectiveness of each aspect and to inform future developments as part of the schools inclusive education improvement plan and empower each member of the team to be ambassadors for inclusion in their respective fields.

4.6.1.1. Governor for Inclusive Education

- The governor Teju Sonuja is responsible for ensuring that the International School of Creative Science School provides school leadership and management practices that promote achievement of personalized educational outcomes for all students.
- They support the Senior Leadership Team to deliver the vision, mission, strategic priorities and values. They are also responsible for monitoring the performance of students and staff across the school in accordance with agreed policies, procedures and school action plans.

4.6.1.2. Senior Leadership Team

- Responsibility for making the school truly inclusive lies with the Principal and Senior Leaders of the school.
- We aim to promote inclusion through all of our policies, systems and practices.
- Ensure that daily management of special needs provision and inclusion overall is effective
- We will monitor the effectiveness of this policy.

4.6.1.3. Special Education Needs Coordinator

The Head of Inclusion is a member of the Senior Leadership Team (SLT) and is the identified Inclusion Champion. The Head of Inclusion takes the leading role in coordinating support and provision, particularly for students with special educational needs, gifted and talented students and students receiving counseling support. In partnership with other leaders and the Principal, the Head of inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

4.6.1.4. Role of the Head of Inclusion

The Head of Inclusion works to raise educational achievement by leading and coordinating provision for pupils with special educational needs. The Head of Inclusion develops effective ways of overcoming barriers to a child's learning and ensures that pupils receive effective teaching through rigorous assessment and individualized educational plans. The Head of Inclusion works to develop and oversee the implementation of the school's Inclusion strategy and policy. They will coordinate additional support for pupils with SEND and liaise with parents, teachers and other professionals both internally and externally.

4.6.1.5. Role of SENDCO

The SENDCO (Special Educational Needs and Disabilities Coordinator) works to raise the achievement of pupils with SEND by leading and coordinating provision across the school. The SENDCO develops strategies to overcome barriers to learning and ensures pupils receive high-quality teaching through personalised support plans. They implement the school's SEND policy and inclusion strategy, coordinate additional support, and liaise with parents, teachers, and external professionals. The SENDCO also supports staff in adapting the curriculum and monitoring progress, creating a safe and inclusive learning environment that enables all pupils to reach their full potential.

4.6.1.6. Role of SEND Teacher

SEND teachers at ISCS work with children and young people who need extra support or require an advanced programme of learning. They support teachers in modifying curriculum and providing each child the right tools and guidance to support them. They are responsible for identifying individual needs across a range of SEND needs and ages. SEND teachers are responsible for creating a safe, stimulating and supportive learning environment in order to help targeted children reach their full educational potential.

4.6.1.7. EAL Teacher

- The EAL teacher is a member of the Inclusion team and is managed by The Head of Inclusion.
- The role involves supporting students with their English language acquisition working on their EAL (English as an Additional Language) plan targets and supporting the Head of inclusion coordinate with staff and parents. The EAL teacher helps code A-D students with small group and 1-1 intervention.

4.6.1.8. Class Teacher/ Subject Specialist

- Class teachers and Subject Specialists are responsible for managing and creating an inclusive classroom environment.
- Students receive differentiated instruction according to ability. Learning support groups are run by support personnel throughout the school.
- Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or Pupil Passport (PP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.

- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class. This information is recorded and students' achievement and needs are discussed and further planning undertaken by way of regular student performance reviews.
- Class and Subject teachers have a pivotal role to play in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.
- All teachers have access to the following documents on SharePoint of it: inclusion register, a list of non-negotiables, pupil passports, Level 2 ,1 and/or 3 IEPs depending on their student's
- Inclusion Register, Level 1,2,3 IEPs, personalized timetables and pupil passports are to be completed by the inclusion team with the support of class teacher.

4.6.1.9. Learning Support Assistant

- Learning Support Assistants (LSAs) work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of an LSA is directed by the teacher during lessons. They will meet for planning.
- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example The Head of Inclusion.
- To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- In order to best utilize their support for students' learning, the deployment of Learning Assistants within the school is strategically managed by The Head of Inclusion in consultation with other members of the Senior Leadership Team.
- Learning journeys which document work on wave 3 targets are the responsibility of the LSA and will be monitored by The Head of Inclusion.

4.6.1.10. Social Worker/ Guidance Counselor

- The Social Worker (SW) has a key role in promoting and supporting inclusive practice at the School.
- The SW undertakes a variety of tasks which include:
 - Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
 - Being the point of contact and supporting all students including new students as required.
 - Helping to devise ways of best supporting the students he/she works with.
 - Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
 - Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
 - Undertaking individual or group work with students whose behaviour gives us cause for concern. This work will be evidenced in workbooks.
 - The SW advises other support staff on the running of groups aimed at developing students' social skills.
 - Taking a supporting role in working alongside external family support agencies.

4.6.1.11. School Doctor / Nurses

- The school doctor and nurses has a key role in promoting and supporting inclusive practice at the School.
- They undertake a variety of tasks which include:
 - Keeping health records
 - Informing SLT of medical conditions which impact on learning
 - Promoting healthy lifestyles
 - Ensuring students are sun safe
 - Ensuring the Health and Safety of all students under the care.

4.6.2. Personalising the Curriculum

- School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalized to match the needs of the students who attend the School.
- The school currently utilises the English National curriculum to support the staff, at all levels, in planning the curriculum.
- Schools have long term Curriculum Maps which are used by grade-level or year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This would include staff ensuring appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.
- School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ECAs that are offered and break and lunchtime activities.
- All members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

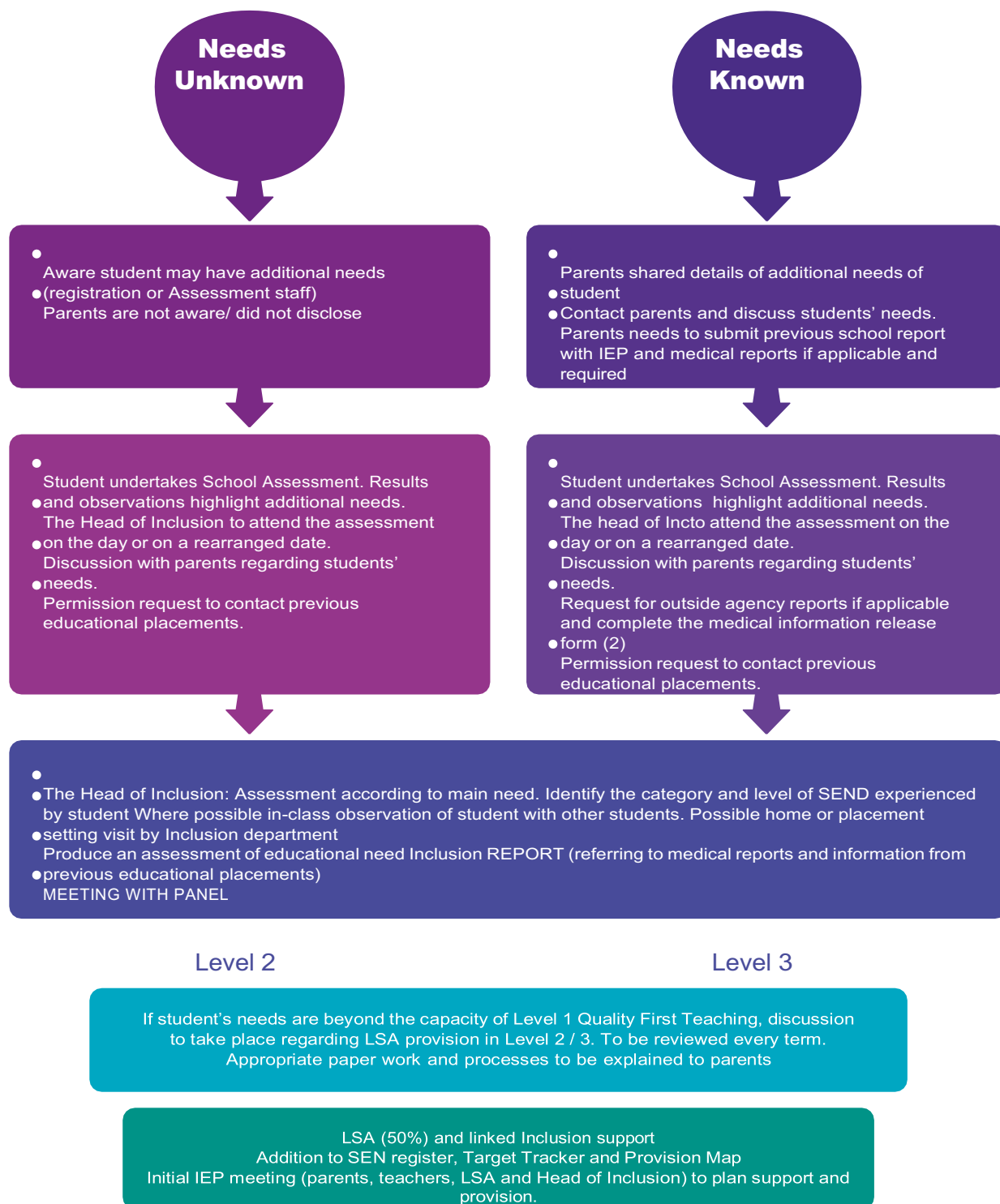


4.6.3 Personalising the Curriculum

Action	
Level 1	Who is involved? The class teacher is responsible for differentiating work for all students. The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs. If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs. Parents/ caregivers therapists and any other professional working with the student provide information to help create the students individual education plan (IEP). Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed. What is involved? The teacher plans for the activities to be given to the students at the appropriate level of need for success and the progress to be achieved. A Level 1 IEP may be written which is reviewed regularly by the inclusion team in collaboration with the class teacher. Next steps: If, after observations in a variety of contexts and in discussion with parent/caregivers, a student is not making adequate progress, placing the child on the inclusion register at Level 2 is considered. The teacher responsible for the child informs the Head of Inclusion of the concern using the Inclusion Cause for Concern' form.
Level 2	Who is involved? The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs. If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs. Parents/ caregivers therapists and any other professional working with the student provide information to help create the students IEP. Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed. What is involved? Additional and/or different activities/resources are used to meet the needs of the student. Suggestions for support at home are considered with the parents/carers. A detailed IEP is written which has specific strategies to help support the student and remove barriers. Student may be receiving support from external agencies such as therapy. The student, if appropriate will have their curriculum modified. The student will receive interventions in order to work on their IEP targets if appropriate. Next steps: Most students should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
Level 3	Who is involved? The student is placed on the inclusion register so that all the staff working with the student are aware that he/she has additional needs. If required a third party agency is contacted in order to provide an assessment although the school has the capability to conduct screening assessments for a range of special needs. Parents/ caregivers therapists and any other professional working with the student provide information to help create the students IEP. Once the IEP is completed, agreement is sought from all the collaborators and the targets are regularly reviewed. What is involved? A detailed IEP and pupil passport is written which has specific strategies to help support the student and remove barriers. Support from home is considered. The IEP is reviewed regularly. The student will have a learning support assistant that works with them 100- 50 percent of their time at school depending on their needs. Student may be receiving support from external agencies such as therapy. The student, if appropriate will have their curriculum modified. The student will receive interventions in order to work on their IEP targets if appropriate. Next steps: The majority of students will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

4.7 Inclusion Admission Process Flowchart

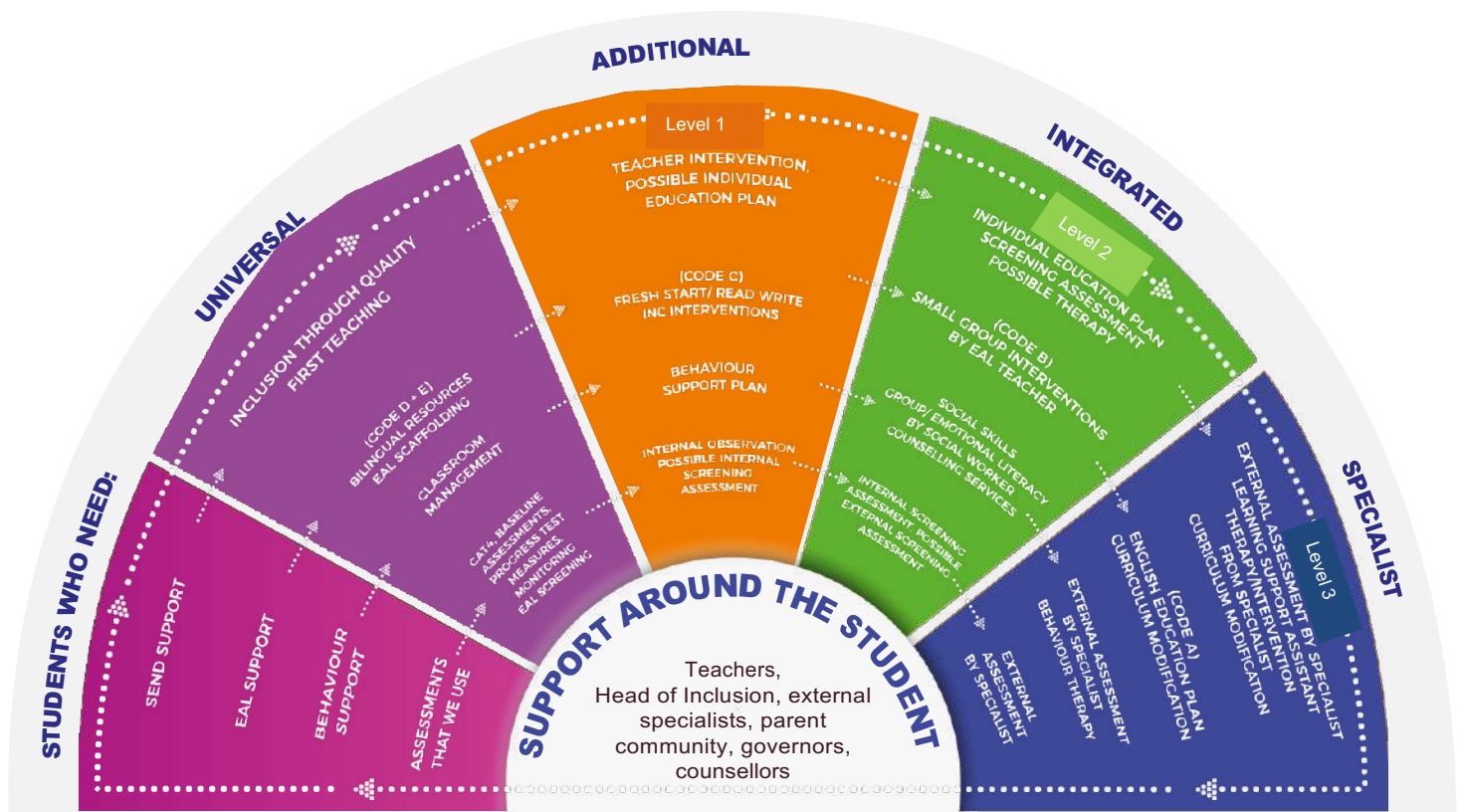
The Inclusion team is in place to ensure the International School of Creative Science aims to provide all students with the opportunity to achieve their best academically, emotionally and socially. Below is a flow chart which highlights the admission process for any student that may have additional needs. All potential students are not refused admission based on their SEND diagnosis. Priority admission is provided for a student of determination with a sibling already on roll in the school.



On the rare occasion 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.

4.8

INCLUSION TEAM CONTINUUM OF NEEDS



DEFINITIONS

Level 1 – MILD NEEDS

Level 2 – MODERATE NEEDS

Level 3 – COMPLEX NEEDS

CODE A – NEW TO ENGLISH

CODE D – COMPETENT

CODE B – EARLY ACQUISITION

CODE E – FLUENT

CODE C – DEVELOPING COMPETENCE

5. The Bridge Learning Centre

Commitment to Inclusive Education

The International School of Creative Science (ISCS) is committed to providing high-quality inclusive education for all students. Through its partnership with The Bridge Learning Center (TBLC), ISCS ensures that Students of Determination receive tailored educational and therapeutic support within the mainstream school environment. This collaboration provides an alternative pathway, individualised education programmes and specialist support for students and their families, in line with international best practice and the UAE's vision for inclusive education. TBLC is a Dubai Health Authority (DHA) and Community Development Authority (CDA) licensed centre for children with Special Educational Needs and Disabilities (SEND). All staff are licensed by the relevant professional bodies, trained to international standards, and receive ongoing supervision and monitoring. The centre upholds the criteria and standards of national and international boards, ensuring quality assurance, ethical practice and accountability across all services. International School of Creative Nad Al Sheba has an established relationship with various centres that work with pupils of determination throughout Dubai. These Centres specialized in medical and educational support for children and young adults with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), specific learning difficulties including Dyslexia and Dyscalculia, cognitive disorders and other developmental delays that may be affecting their academic performance, and inclusion in to the broader community. Their models supports children and young adults from the time of diagnosis to early intervention, school enrollment/admittance/placement/transition, functional independence, pre-vocational skills, vocational skills, job placement and assisted living.

5.1 Alternative Pathway

Bridge Class Setup

The Bridge Learning Center (TBLC) provides an alternative pathway within ISCS for Students of Determination who require additional therapeutic and educational support. Students are enrolled in both their mainstream class and the Bridge classroom. This dual-placement approach ensures access to mainstream opportunities while providing intensive support in a specialised setting. The Bridge classroom is designed to promote progress through:

- Small student-to-staff ratios (1:1 or 1:2 support depending on need)
- Evidence-based teaching approaches including Applied Behaviour Analysis (ABA) and developmental psychology methods
- Integration of therapeutic services including Speech and Language Therapy, Occupational Therapy, Behavioural Therapy and Clinical Psychology
- Participation in mainstream activities such as swimming, physical education, field trips, school festivals and whole-school events

This structure provides a balance of inclusion and individualised support, enabling students to prepare for greater integration into the mainstream environment and wider society. Centres provides Educational, Developmental, and Psychological assessments as well as initial assessments for Occupational Therapy, Speech and Language Therapy, ABA Therapy and SLD Tutoring, which are required prior to clinical recommendations and treatment plans.

Screenings/Consultation Services: Centres provide screenings, observations, and consultation services for children, which may include observing and evaluating children in the school setting, consulting with teachers and/or parents, and providing clinical recommendations and support for children enrolled in schools and/or nurseries.

Direct Therapy/LSA Services: Centres provide ABA Therapy, Speech-Language Therapy, Occupational Therapy and Tutoring for Specific Learning Difficulties, and 1:1 LSA support services.

5.3 Individualised Education

Specialised Curriculums and Assessments

Education at TBLC is tailored to each student's level of functioning. The academic programme aligns with ISCS curriculum standards while incorporating specialist frameworks such as VB-MAPP, ABLLS, ASDAN and The Autism Education Framework. In addition to core subjects, students benefit from a strong focus on life skills, adaptive functioning, communication and the creative arts. Annual developmental and standardised assessments are conducted to evaluate progress and inform future planning. These are supported by ongoing monitoring of academic and therapeutic progress throughout the year. All elements of the student's daily learning, including skills acquisition, social integration and behaviour, are systematically tracked to ensure progress is measurable and sustainable. Bridge student data is also recorded through the Hi Rasmus data management system, which provides daily data points and meticulous tracking of progress. This system ensures that teaching and therapy interventions are evidence-based and responsive to individual needs.

Individualised Treatment and Education Plans (ITEPs)

Each student has an Individualised Treatment and Education Plan (ITEP) created by a multidisciplinary team of teachers, therapists and clinical specialists. The ITEP sets personalised learning targets, therapeutic goals and inclusion opportunities. ITEPs are rewritten and shared termly with parents, who are encouraged to contribute to the review process. Parents also have direct access to the Hi Rasmus app, enabling them to track their child's progress in real time and remain fully informed about daily developments and achievements.

Specialist Partnerships and Support Parent Engagement and Training

Parents are valued as essential partners in their child's education. Support includes:

- Parent training workshops and information sessions delivered by licensed specialists
- Individual meetings to provide guidance on strategies for supporting children at home and school
- Access to home-based training programmes to reinforce learning beyond the classroom

School Collaboration and Support The ISCS Inclusion Team and The Bridge work closely together to align academic and therapeutic provision. TBLC services are available to all students within the mainstream school, not only those enrolled in Bridge classes. Support includes:

- Free group interventions in Speech and Language Therapy and Occupational Therapy, delivered within the school setting
- Free screenings for students by specialised professionals, typically completed within one week of referral, with written feedback and recommendations provided
- Individualised therapy services, available on site where required. ISCS students benefit from a minimum 20% discount on individual therapy costs

This comprehensive support model ensures that all students, whether in mainstream or Bridge pathways, benefit from access to high-quality specialist services that enhance inclusion and learning outcomes

5.1.1 Psychological Assessments / Interventions

Clinical Psychologists conduct a range of assessments for a variety of purposes, and they have a key role in the diagnosis, intervention and monitoring of children with any type of difficulty including developmental, behavioural and emotional.

A psychological assessment uses a number of techniques to examine an individual's behaviour, personality and/or ability. The assessment process can include interview, questionnaires, specific tests that are used to examine certain skills or abilities, and direct observations of behaviour. The child is usually tested in one-to-one conditions with the psychologist in a very structured environment, such as a clinic or school.

The type of Assessments generally provided include but are not limited to:-

- Psycho-Educational Assessments
 - Reading Disorders (Dyslexia)
 - Math Disorders (Dyscalculia)
 - Written Expression Disorders (Dysgraphia)
 - General Learning Difficulties
 - Memory Difficulties
 - Executive Function Difficulties
- Diagnostic Assessments
 - Autism Spectrum Disorder (ASD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental Assessments

Furthermore, psychology teams provides psychological therapy, which involves considering changing factors that may be contributing to an individual's behaviour, emotions or psychological distress. Clinical Psychologists provide therapeutic interventions for:

- Developmental Difficulties
- Anxiety
- Depression
- Anger / Emotional Regulation
- Trauma
- Attachment Difficulties

5.1.2 Direct Therapy Services

5.1.2.1 ABA Therapy

ABA Therapy is used to teach practical and relevant skills to give children with developmental delays, cognitive delays, learning difficulties or behavioural challenges the tools they need to achieve their developmental milestones. ABA Therapy program aims to improve a child's

everyday functional skills by increasing useful behaviours and reducing those that may interfere with daily learning activities. Additionally, our ABA Therapy program:

- Focuses on changing behaviour by understanding the reason for the behaviour.
- Teaches communication, social, self-help, motor, adaptive and academic skills based on age-appropriate developmental milestones.
- Ensures that each child receives an individualized program with learning objectives to reflect their strengths and needs.
- Supports parents and caregivers through education and training on the child's specific program.

ABA therapy approach uses multiple techniques for managing everything from self-stimulatory behaviour to friendship development, from school skills to language expansion, ensuring each child has the skills they need to maximize their potential.

5.1.2.2 Speech and Language Therapy

Speech-Language Pathologists provide paediatric services for children with a variety of speech and language difficulties, in both Arabic and English.

Using a collaborative approach, Speech and Language Therapy programs aim to:

- Improve the speech intelligibility, fluency and pronunciation
- Develop and improve comprehension and listening skills
- Express thoughts and ideas
- Initiate, maintain and participate in conversations and play
- Develop early literacy skills toward reading and academic success

5.1.2.3 Occupational Therapy

Occupational Therapy can help your child achieve their developmental milestones, and programs implemented by our Occupational Therapists work to improve a child's cognitive, physical, handwriting, hand-eye coordination, concentration, sensory, daily functioning and motor skills.

Occupational Therapy and Sensory Integration programs that focus on:

- Development of gross motor and fine motor skills
- Sensory integration difficulties
- Visual perceptual skills
- Hand-eye Coordination
- Self-help and independent living skills

5.1.3. Tutoring for Specific Learning Difficulties

Tutoring program for children with specific learning difficulties provides children and young adults the tools and strategies they need for academic success. We support students with Dyslexia, Dysgraphia, and Attention Deficit Hyperactivity Disorder (ADHD), and other reading, writing and numeracy difficulties. Our tutoring program provides individualized and age-appropriate learning objectives, and measurable learning objectives are established as achievement goals for the program. The program may include phonics, sight reading, vocabulary, reading comprehension, writing including grammar and punctuation.

5.1.4. Learning Support Assistant / Para educator Provision

We can provide Learning Support Assistant (LSA)/Para educator services to provide your child with the level of support necessary for them to be included and successful in the mainstream education setting. The LSA/Para educator will understand the child's specific educational needs and has the skill and training to promote academic participation and social interactions to make the school day as productive as possible. Our LSA/Para educators are training in ABA techniques.



6. ISCS Policy on EAL

ISCS is an inclusive school that welcomes students of every race and culture, and we recognise and celebrate the power of bilingualism and multilingualism. English as an Additional Language (EAL) describes a learner who has been exposed to a language other than English during early childhood and continues to use that language at home or in the community. Around 80% of our student body are EAL learners, and we have built dedicated provision to ensure every EAL student can fully access the English National Curriculum, with intervention in place wherever it is needed to remove barriers to learning.

6.1. Roles and Responsibilities

- The Principal is responsible for the policy and its implementation and for ensuring that the progress of EAL students is closely monitored. The Principal will also ensure effective liaison with staff and external support.
- The Governing Body/ Chairman is responsible, through the principal, for having an awareness of the welfare and progress of EAL students.
- Class teachers are responsible for the progress of students within their own class and for effective collaboration with support staff.
- Support staff are responsible for supporting EAL students, in collaboration with and under leadership of the Principal and class teachers.

6.2. General Advice for Teachers and Support Staff

Find out about the children:

- Names: how do you pronounce them? Do they have different surnames from their parents? (common in some cultures)
- Their first language: what is it called? How is it written? Can they read/write it?
- Their cultural and religious backgrounds.
- Diet and health issues.
- Their previous educational experience.
- Everything will be new for the children and they may suffer from culture shock.
- Remember the students may have different skills, concepts and knowledge from the other children in the class. They may have seen the Himalayas but not the seaside.

6.2.1. Do

- Ensure that the students work with other children who are empathetic and helpful;
- Draw on the students' knowledge of the geography, language, religion, customs and food of their country of origin;
- Use other children to help and teach the newcomer – children are often good teachers and teaching someone else can help to reinforce learning. Small group work will encourage this;
- Ask the children's parents to talk about their previous school experience.

6.2.2. Don't

- Talk too much: the students can understand only a little at a time;
- Force the children to speak English: many children need a long time listening to a new language before they are ready to speak it;
- Think they are disobedient if they don't do what you tell them: they may not understand simple instructions for several months;
- Ask parents to speak to their children in English at home: students need to continue developing their first language as well as English.
- Don't worry if the students are shy and at first seem unwilling to join in. Children who are new to English are often completely silent while they are adjusting to their new situation and attuning their ears to the new language.

6.2.3. How we ensure that our school is EAL Friendly?

- Visual clues provide initial help for children new to English.
- Routines and procedures can be quickly understood simply by looking and copying other children.
- The student's first language is visually represented within the classroom.
- Children and teachers know greetings and simple vocabulary in other languages.
- Strategies are used in most lessons to ensure that everyone participates in 'meaningful talk'.
- Good speaking and listening are noticed and praised.
- Students are grouped in a variety of ways during the school day so that they get the chance to work with many other children in the class at some point during the week.
- Teachers exploit the language learning potential of each topic.
- Parents feel they are partners in the education process.
- The environment supports autonomy on the part of the EAL learner.

6.2.4. How do we ensure that minority ethnic students feel valued and achieve well in our school?

- Teachers and other staff demonstrate a positive attitude towards all students, regardless of their social, ethnic or linguistic background.
- A 'zero tolerance' attitude towards racism is observed at all times.

- Our ethos makes all students feel valued and gives them a sense of ownership and pride in the school.
- We continuously strive to raise the self-esteem of all students.
- We try to re-educate naïve attitudes on race, ethnicity and culture among staff, students and parents.
- We have created a stimulating, multicultural learning environment.
- We have an open and welcoming attitude towards all parents.
- We celebrate a wide range of cultures through assemblies, visiting speakers, workshops and entertainers, celebration of festivals from a number of religions, and the choice of texts through which we deliver the curriculum.

6.3. English as an Additional Language: Some Key Principles

- All EAL children are different: they will have a huge variety of first languages, home back grounds, previous experience of education and life in general.
- Their needs are linguistic: EAL is not synonymous with SEND.
- People learn a new language most easily when:
 - They are in a positive, secure and helpful environment;
 - They are interacting with others;
 - The language items they are expected to use are clear and focused;
 - New language items are presented to them in a meaningful context;
 - They hear the new language items repeated several times;
 - They have the opportunity to repeat and use the new language items themselves;
 - Every attempt at speaking is praised;
 - The rules of the language are modelled naturally;
 - There are interesting things and events that stimulate language;
 - Gesture, body language, intonation and facial expression reinforce the spoken word.
- Conversational ability will develop much more quickly than mastery of the language needed to succeed in the curriculum.
- It can take UP TO 10 YEARS for EAL students to acquire academic English at the same level as their peers.
- Collaboration, including joint planning, between mainstream class/subject teachers and learning support assistants or specialist EAL staff is crucial to ensuring effective support for the students.

6.4. Strategies for Classroom Teachers

Children learning English as an additional language will still spend the vast majority of their time in the normal classroom setting, under the direction of the class teacher. On occasions, it may be beneficial for individuals or small groups with similar linguistic needs to be withdrawn from the class for individual attention and/or support.

Please ensure you use the following strategies:

- Provide plenty of contextual support, such as pictures, objects, diagrams, actions, videos, gestures, etc.
- Identify and teach key words and phrases and provide opportunities for rehearsal
- Value and draw on the student's previous knowledge, skills and experiences.
- Ensure topics, materials and resources are culturally familiar and accessible.
- Group the learner with his/her intellectual and social peers and strong English language peer models.
- Keep instructions and explanations brief.
- Ensure clear layout of worksheets/support materials.
- Regularly check the student has understood instructions.
- Capitalize on bilingual opportunities in the classroom.
- Provide plenty of small group collaborative activities where listening and talking are central to learning.
- Provide key visuals to teach and reinforce concepts and support language acquisition: flow charts, tables, diagrams, mind maps.
- Encourage students to use bilingual dictionaries where appropriate.
- Provide scaffolding for reading and writing tasks, e.g. writing frames and information grids.

6.4.1 Some Specific Strategies to Develop Communication in English

- Self-talk: label and describe what you are doing, demonstrating how to communicate about an activity.
- Parallel talk: you describe the child's activity as you interact with him/her. The language has meaning for the child because it concerns something he/she is interested in.
- Repeating: listen carefully to the child, and then repeat back all or part of what he/she said. This clarifies and serves as an acknowledgement of the child's speech, and encourages the child to continue talking because it shows interest in what they have to say.
- Restating: when the child makes a language error, repeat what they have said in a corrected form without drawing attention to the error. You will be modelling standard language in a positive, non-threatening form that facilitates communication.
- Expanding/extending: a natural conversational technique in which the adult adds new ideas to the discussion, encouraging children to expand their thinking or to develop new vocabulary.
- Modelling: children need to learn new language structures in meaningful contexts many times before they can use them. One way to accomplish this is to model the language by using it in just the way we want them to use it.
- Open-ended questions: asking questions which have more than one 'right' answer stimulates more language use, affirms children's ideas and encourages creative thinking.

6.5. Preparatory Amendments

Students in Key Stage 3 will be supported with a daily programme of Language development and individual sessions in order to make as rapid progress as possible. They will be expected to use English within two weeks of starting this programme and only English is allowed to be used in school at all times. However, during the first 2-3 weeks it may be necessary to use minimal first language to aid instructions/task information. Although it is noted that all students will acquire language skills at their own pace, it is essential to facilitate this as quickly as possible to avoid students falling behind in their progression through the curriculum.

6.6. Non-negotiables for Teachers in their Respective Key Stages:

EYFS

- Visual timetables or visual symbol: Pictures and symbol which depicts the subjects that will be taught to the student.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- All classrooms must have VCOP (Vocabulary, connective, opener and punctuation) pyramids.
- Differentiation and key strategies to help students access lessons:
- Pictures/Images to support and explain text.
- Sentence Starters to help scaffold writing.
- Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
- Differentiated questions which target EAL pupils and differentiated tasks which -support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

Primary

- Visual timetables or visual symbol: Pictures and symbol which depicts the subjects that will be taught to the student.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- All classrooms must have VCOP (Vocabulary, connective, opener and punctuation) pyramids.
- Differentiation and key strategies to help students access lessons:
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target EAL pupils and differentiated tasks which support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

Secondary

- Secondary students who are code A must have a visual timetable provided to them by the ELP team.
- Word wall: A section of the classroom must have the key terms that will be used whilst covering a topic that is being taught. Interactive and co-constructed.
- Secondary students who are code A and B must be provided with a VCOP pyramid by the ELP team.
- Differentiation and key strategies to help students access lessons:
 - Pictures/Images to support and explain text.
 - Sentence Starters to help scaffold writing.
 - Pre-teach key vocabulary/pre-read a story/pre-teach mathematical concepts.
 - Differentiated questions which target EAL pupils and differentiated tasks which support language development.
- All classrooms must have available a bilingual Arabic and English dictionary.

6.7. EAL Classification

The table the next page explains the different types of EAL learners and their relative proficiency in English in the four strands of language knowledge: Listening and understanding; speaking; reading and writing.



New to
English



Early
Acquisition



Developing
Competence



Competent



Fluent

EAL learner	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A)	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
Early Acquisition (Code B)	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
Developing Competence (Code C)	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? And why? Questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
Competent (Code D)	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Fluent (Code E)	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

EAL PROVISION PYRAMID



Code A

Receives B+C+D+E:

- Pull out intervention sessions with EAL Teacher (one to one/ small groups)
- Curriculum modification
- EAL plan

Code B & C

Receives D+E:

- Push in intervention sessions with EAL Teacher and/or class teacher
- Pull out intervention sessions with EAL Teacher and/or class teacher

Code D & E

Receives:

- Quality first teaching
- Non-negotiables in classroom
- Literacy strategies such as:
 - Read Write Inc (KS1)
 - Fresh Start (KS2)
 - Shared reading (All Phases)
 - Accelerated Reader (KS3)

Students in Key Stage 3 will be supported with a daily programme of Language development
Empowering Language Learners for Success

Introduction

At ISCS Nad Al Sheba, we are committed to ensuring that every student has full access to the curriculum and the opportunity to achieve their academic and personal potential. As part of this commitment, our English as an Additional Language (EAL) program provides targeted interventions to support learners in developing the English skills they need to thrive in school and beyond.

What is the EAL Program?

Our EAL program is designed for students whose first language is not English and who are still developing their English proficiency. Through tailored instruction and support, the program equips students with the skills needed to communicate effectively, build confidence, and succeed in all areas of school life.

Aims of the EAL Program?

The EAL program is designed for students whose first language is not English and who are still developing their proficiency. It offers tailored instruction and support to help learners communicate effectively, build confidence, and succeed across all areas of school life. By focusing on the individual needs of each student, the program ensures that learners can access the curriculum and participate fully in the academic and social aspects of school.

Aims of the EAL Program

The program aims to develop students' confidence in using English in both social and academic contexts. It strengthens vocabulary and grammatical structures relevant to key subject areas and works to improve reading, writing, listening, and speaking skills. Each student receives a personalised support plan, informed by regular assessments, to ensure progress is monitored and targets are met effectively.

Who is the Program For?

The EAL program supports students who are new to the English language or at an early stage of English acquisition, as well as those who require ongoing support to build academic English proficiency. The program is flexible and responsive, ensuring that each learner receives the level of support they need to develop language skills and achieve success.

What Does the Program Include?

Each new EAL student undergoes a baseline assessment to determine their current level of English. This assessment includes speaking and listening activities, reading comprehension tasks, writing samples, and a review of the student's home language background. Following assessment, an individualised language support plan is developed. Depending on the student's needs, this plan may include one-to-one or small group language sessions, in-class support in subjects with a high English language demand, vocabulary development across the curriculum, guidance with homework, and bilingual support where available.

Parent and Family Engagement

We believe that language learning is most effective when school and families work together. The EAL team maintains close communication with parents, providing regular progress updates and guidance on how to support language learning at home. Multilingual communication is offered wherever possible to ensure that families can fully engage in their child's learning journey.

Program Structure

The program typically includes approximately three sessions per week, with the exact frequency determined by the student's individual needs. The program runs from October 2026 to June 2027, with termly reviews to adjust support as required. Continuous monitoring takes place through ongoing assessment, collaboration with class teachers, and regular feedback to families to ensure students are making consistent progress.

7.1 Aims

The following are the aims of the Exceptionally Able policy.

- To continue to develop the high aspirations of all our students
- To embed further our high expectations of achievement for all students.
- To help develop the skills and attributes we desire our students to have.
- To provide a fluid system of provision for students who have both realised and potential gifts and talents
- To provide a challenging and enriching education for their more able and exceptionally able students

7.2. Rationale

Our More Able and Exceptionally Able Policy exists to push opportunity further — ensuring every student, whatever their starting point, has access to the challenge and stretch they need to excel.

Furthermore, this policy is intended to enrich the existing culture of achievement at The Schools of Creative Science by providing opportunities for all students to develop their aptitudes, skills and interests.

7.3. Identification

The key principles in the identification of more able and exceptionally able pupils are that:

- Emphasis should be on providing an appropriate, challenging, and supportive environment rather than on labelling any particular child.
- Identification is a continuous process. Some students will be easy to identify at a very early age, while some will emerge later.
- The identified group should broadly represent the school's population.

The ELP department will use a range of criteria and sources of evidence. These include:

- External assessments
- Information provided at all points of transition
- Subject specific criteria for identifying the most able
- Staff recommendations and observations
- Reading tests
- Checklists of characteristics
- Identification through classroom and extracurricular provision
- Consideration of ability beyond core subjects/academic domains
- Information from parents, caregivers and other outside agencies.
- Standardised attainment tests such as G.L tests.
- Standardised assessments of cognitive development and ability such as CAT4 tests.

7.4. Definitions

The International School of Creative Science adheres to the following definition of terms:

- **'Gifted'** refers to a child who has a broad range of achievement at a level well above average age-related expectation in creative, social and physical abilities.
- **'Talented'** refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.
- **'More Able'** refers to a child who has the potential to or who is working above age or grade related expectations in academic subjects; change to More Able' refers to a child who has the potential to or who is working above age or grade related expectations in academic subjects.
- **'Exceptionally able'** is used to refer to those who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population.

7.4.1. Tracking and Assessment

Assessment is an important, on going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows our teachers to determine what students already know, so that a more challenging learning programme can be provided. Ways teachers assess include:

- Teacher observations
- Nominations
- Benchmark tests/assessments
- Cognitive abilities tests
- Internal subject tests or assessments
- Response to increase challenge

Once identified the class teacher/form tutor will work alongside the respective Head of Year and Head of Inclusion to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be further extended.

7.4.2. Curriculum, teaching and learning

Where a child is more able in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their own level to Where a child is more able in one or more particular areas, there will be high expectations both in and out of the classroom.

Planning for the more able child:

- Identifying provision for able students in subject policies and plans Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching

- Restructuring class organisation or student grouping (setting, acceleration, fast-tracking)
- Setting differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities.

Challenging the more able child:

- Problem solving and investigation to develop reason and thinking skills
- Use and model of open-ended questions and tasks
- Introduce elements of competition within and outside peer group Competition against self through target setting to Introduce elements of competition within and outside peer group competition against self through target setting
- Opportunities for creative and critical thinking

Extending and enriching the curriculum:

- Increased technical and specialist language
- Use of subject specialists
- Broadening curriculum
- Explore real world application
- Use of additional support, TAs, other adults, older students and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies e.g sports coaches
- Clubs covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools.

7.4.3. Leadership

School Principal:

- To lead the school in the role of celebrating the achievement of all students, as well as those who are more able and exceptionally able
- To guide and liaise with Head of Inclusion

Head of Inclusion:

- To liaise with external providers regarding all aspects of extra-curricular and more able and exceptionally able provision;
- To coordinate with the Inclusion staff to monitor and evaluate all extracurricular provision
- To provide whole school or departmental specific INSET in teaching and learning issues for more able and exceptionally able students in consultation with the Inclusion staff
- To promote more able and exceptionally able across the school
- To arrange spending of the more able and exceptionally able budget in line with the strategies priorities

SENCo

- To generate a more able and exceptionally able cohort register and make this available to all staff

- To maintain and review a register and oversee the monitoring of and interventions for underachieving more able and exceptionally able students
- To inform staff of any more able/exceptionally able issues
- To be available to discuss development plans with subject leaders
- To monitor and evaluate all aspects of the provisions for more able and exceptionally able within the school

Heads of Schools/Assistant Headteachers:

- To organise focused Teaching & Learning group meetings
- To ensure the curriculum and planning challenge and stretch students

7.4.4. Enrichment

More able and exceptionally able students are taught in mainstream classes as part of a differentiated curriculum. Provisions for our more able and exceptionally able learners include opportunities for enrichment, extension, and acceleration within and beyond the classroom.

7.4.5. Personal, Social and emotional support

Ethos of provision for emotional, social, intellectual development and self-esteem;

- Provision for personalised learning; to Provision for personalised learning
- Pastoral support from class teacher, form tutor or heads of years
- Mentoring, coaching and peer support, e.g. buddy scheme;
- Learner voice – feedback, one-to one discussion, questionnaires, representation on school council;
- Partnership with parents and carers.

7.4.6. Partnership with parents and carers

It is essential in the education of students with special gifts and talents, that we as a school form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community. Parent voice is essential in this.

7.4.7. Professional Development

- Appropriate in-house training for all staff
- Involvement in partnership coordinator meetings and training initiatives

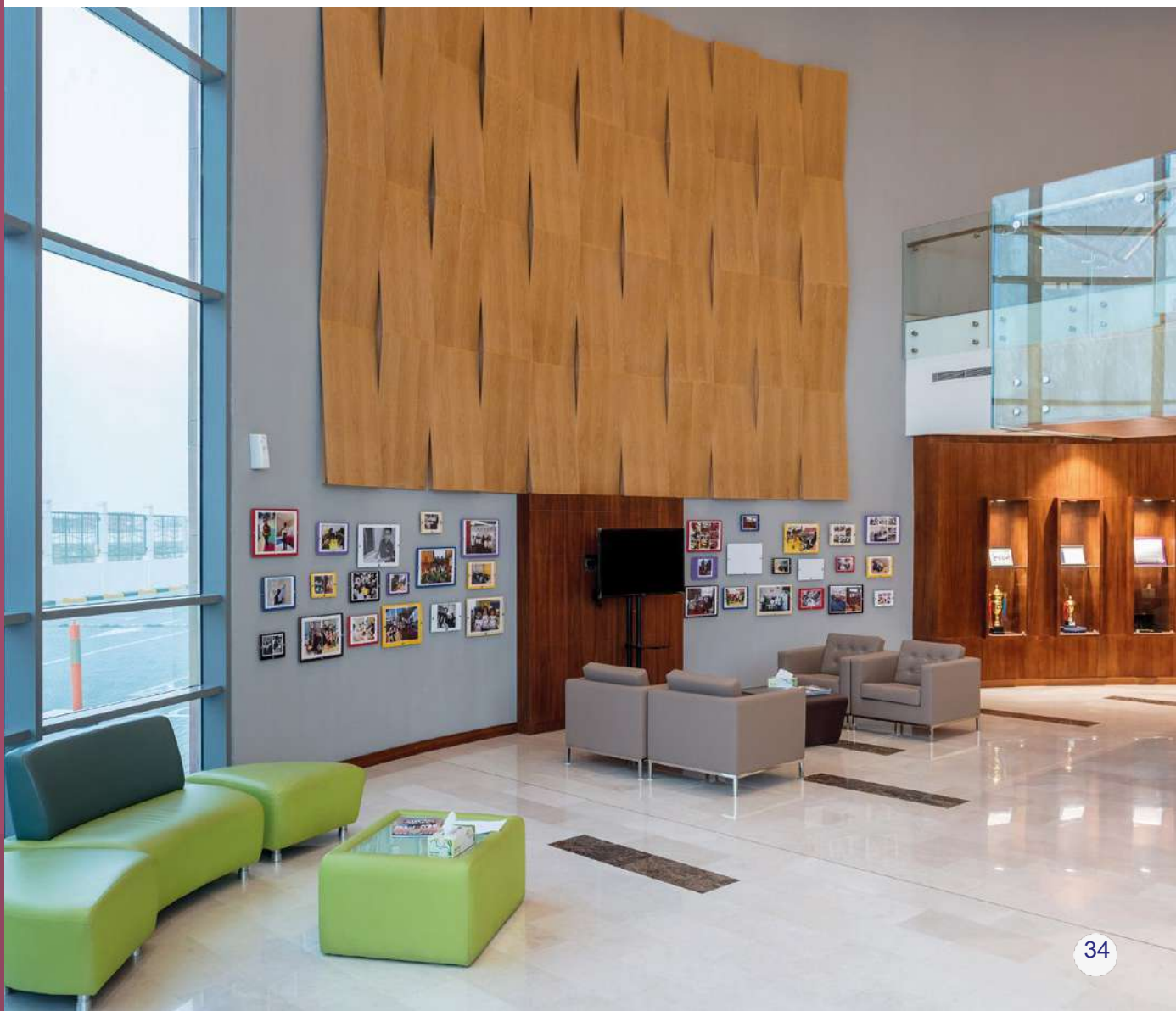
7.4.8. Professional Development

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- The Inclusion Action Team meet frequently to review how effective our provisions are for our more able students and discuss points of action
- Our commitment to support the gifted and talented pupils is reflected in our 'School Development Plan'
- This policy and the success of the school's provision for the 'gifted and talented' students will be reviewed annually by SLT.

8. Confidentiality

ISCS and The Bridge are committed to confidentiality and unless required by law, no information that discloses the Child or the Parents will be released to anyone outside of the Child's "circle of care" without written consent from the Parents. Any and all other information pertaining to Services provided to the School's students shall require separate, written consent from the Parents. Children 18 years of age and over will be asked which individuals should receive information on their progress. All information shared and discussed with ISCS and The Bridge Personnel is considered strictly private. However, there are few circumstances in which Personnel may disclose information without consent, in the best interest of the child/individuals/family at stake. The following are exceptions that shall apply:

- If there is clear evidence of serious and imminent harm to oneself or to others.
- If there is reason to suspect abuse (sexual, emotional, or physical) or neglect of a child or vulnerable adult.
- If there is a report of misconduct, particularly of a sexual nature, by another health professional.
- If the confidential records are deemed relevant and subpoenaed by a court of law or regulating body of health professionals.



9. Definitions

1. What are special educational needs and/or disabilities (SEND)?

- 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Special Educational Needs and Disabilities Code of Practice 2014 (updated May 2015).
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has an identified developmental delay
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.

2. What is a disability?

"The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others".

Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment."

3. How are Special Educational Needs and/or Disabilities identified?

In accordance with KHDA and MOE, International School of Creative Science is:

"Committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs".

- Identification of SEND may have occurred prior to a student's enrolment at school. If this is the case parents will provide the relevant documentation as per the Parent Contract. The Head of Student Support will review and determine the appropriate provision to ensure inclusion at International School of Creative Science School.
- Upon identification of such difficulties the school will seek to put in place additional educational provision and/or resources, which may require additional costs. This may be long or short-term dependent upon the nature of the special need and the progress made by the student.

- When a concern is evident a referral will be made to the Head of Inclusion who will then liaise with the teacher and parents/carers to ensure all are aware and can plan the best way forward together. This may involve the teacher adapting certain aspects of their classroom practice (quality first teaching wave 1) or requesting that the parent/carer seek external medical advice. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the student will be deemed as having Special Education Needs.
- There are five broad areas that give an overview of the difficulties a student may have. However it is important to note that a student's needs could cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - Medical conditions or health related disabilities.
- International School of Creative Science uses a 'graduated response' to identify and remove barriers to learning in order to put effective special education provision in place (see below).

4. 'Graduated response' provided by the school is as follows:

- Universal – All students will benefit from:
 - High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- Targeted Support – some students may benefit from:
 - Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions and progress is monitored by the Head of Inclusion in consultation with other school staff. If a student has not made the required progress then the appropriate referral will be made to outside professional. (See Flow chart for referral and monitoring process)

5. What is 'gifted'?

The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

6. What is 'talented'?

The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.



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