BLOOM WORLD ACADEMY

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BWA-04

Inclusion Policy	
Audience and coverage	School community
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Owner	Nicola Upham, Principal – Primo & Junior School and Well-being & Development
Reviewer	John Bell, Executive Principal

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1. Aim

Bloom World Academy (BWA) considers this policy to be

- An essential part of the school;
- Supportive to staff and students in managing certain situations;
- An important framework that will ensure consistency in applying values and principles throughout the establishment;
- A roadmap for day-to-day operations;
- Compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- Designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- Aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to all stakeholders.

4. Unique definitions

A shared understanding of the following definitions is integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

SoD will be used as an abbreviation for Students of Determination throughout this policy.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regards to the Inclusion policy,

Bloom World Academy is committed to ensuring that all students, regardless of their educational needs can realise their learning potential. We recognise that some students face barriers to their learning, and we aim to identify and remove these barriers through a variety of means. In addition, we recognise that some students will require additional challenge and extension in areas where their ability is particularly advanced.

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Our Mission

At BWA, we aim to place students at the heart of our educational philosophy, emphasising a highly customised learning journey. Every student progresses through a continuum of support that adapts to their learning style and pace. Rather than focusing on labels or categorisng students by specific needs, we work to remove barriers and offer timely interventions that help each learner reach their full potential. Adaptive teaching is at the core of our approach—shifting away from differentiation and toward a fluid, responsive method that focuses on how students learn best in a variety of contexts. Whether through specialised assistance, alternative pathways, or mainstream classroom adjustments, our goal is to create a learning environment where everyone thrives without separation or stigmatisation.

Integra represents this commitment by operating quietly behind the scenes, offering support that integrates seamlessly into the learning experience. It's not about singling out students for specific interventions but rather customising their educational "passport" to suit their unique learning journey. Every student at BWA receives a Learner Achievement Passport (LAP), which serves as a framework for personal growth—whether they need additional targets through an Individualised Education Plan (IEP) or advanced challenges via the Laureate programme. Just like a passport with different stamps, each student's experience is unique, but the overarching goal remains the same: to remove obstacles to success and ensure that every learner achieves their potential in a way that feels natural and inclusive.

Our Principles

Meeting the needs of SoD is a whole school responsibility. The view that all teachers are teachers of students with individualised needs is embedded into our everyday practice. The Inclusion Team (Integra) offer a range of support and advice including staff training that enables our teachers to plan for and adjust their teaching to meet the needs of our students. Early identification and regular monitoring ensure that students with individualised needs are identified quickly and offered the appropriate support. All students identified as SEND, will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements.

BWA defines the term special educational needs as follows:

Students have a special educational need if they experience a particular difficulty or challenge when learning, which calls for special educational provision to be made for them. This includes:

- If a child experiences a significantly greater difficulty or challenge in learning than the majority of their peers, or
- If they have a medical issue that prevents or hinders them from making full use of educational provision provided by the School for students of the same age.

BWA uses the following 12 categories of special educational needs, in line with KHDA guidelines in the document 'Revised Categorisation for Students of Determination 2019-2020'

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Cognition and Learning

- Intellectual disability (including intellectual disability unspecified)
- Specific learning disorders
- Multiple disabilities
- Developmental delay (younger than five years of age)

Communication and Interaction

- Communication disorders
- Autism Spectrum Disorders

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder
- Psycho emotional disorders

Physical, Sensory and Medical

- Sensory Impairment
- Deaf/blind disability
- Physical disability
- Chronic or acute medical conditions

The Graduated Approach

BWA uses a customised personalised approach for all our students to ensure they are supported and challenged. Additional support such as IEP's run alongside the LAP (Learner Achievement Passports)

Levels describe the intensity of provision required at a particular point in time; they are not fixed labels. Students may move between Levels when review evidence shows that support should be increased, reduced or concluded.

Level 1 – Low-level of need/provision The student demonstrates individual ability and are supported entirely through inclusive, personalised, and adaptive classroom practices, enabling them to reach their full potential. Provision of students in Level 1, include the Learner Achievement Passport (LAP) which is referred to track and monitor their academic progress and ensure their learning needs are met through tailored instruction.

Level 2 – Mid-level of need/provision The student is falling behind in their progress beyond the adaptive teaching approach and requires additional assistance, both inside and outside of the classroom. This support can take place both within and outside of the classroom, delivered by a teacher or a member of the inclusion department through individual or small group interventions. Depending on the student's specific needs, Level 2 provisions may include targeted Learning Support Assistant (LSA) or Learning Support Teacher (LST)

interventions, an Emotional and Behavioral Support Plan (EBSP), or access to counseling services. These supports are provided regardless of whether the student has a formal diagnosis or specialist report.

Targeted interventions at Level 2 are time-limited and recorded with clear entry criteria, baseline information, frequency, responsible staff, intended outcomes and an agreed review date.

Level 3 – Highest level of need/provision The student has complex and significant learning or behavioural needs that exceed the capabilities and resources of the school and necessitate external professional assistance. These students may receive support on-site through highly tailored individualised interventions or by external specialists. Level 3 students have an Individual Education Plan (IEP) and often a formal diagnosis or specialist report. However, some may still be undergoing evaluation to determine the appropriate support.

At BWA, we take the graduated approach of 'Assess, Plan, Do, Review.'

Assess: information from relevant sources is triangulated to identify the specific barrier, establish a baseline and determine whether targeted intervention is required. Evidence may include assessment data, work samples, observations, attendance and wellbeing information, CPOMS records, and student and parent voice.

Plan: a time-limited, evidence-informed intervention is agreed, specifying the baseline, frequency, duration, responsible staff, measurable outcomes, academic and/or developmental targets and review date.

Do: the intervention is implemented consistently by appropriately trained staff. Attendance, delivery and brief progress information are recorded on the agreed intervention tracker or provision map.

Review: impact is evaluated at agreed checkpoints and at the end of the intervention period against the baseline and intended outcomes. Assessment information, student work, attendance, student voice and teacher and parent feedback inform a recorded decision to continue, adapt, intensify or conclude the intervention. Where appropriate, support is reduced to promote independence and successful participation in the classroom.

A student is placed on the Integra register when triangulated evidence indicates a need for provision beyond ordinarily available classroom support. Placement, intervention and Level of support are reviewed within the agreed timeframe and through LAP or IEP review meetings; they are not permanent and remain responsive to need and impact.

More Able/Gifted and Talented – Laureate

BWA is committed to ensuring that all students have access to the best Teaching and Learning opportunities, both inside and outside the classroom. However, we recognise that within our school we have students who have abilities and/or potential to achieve above expectations with greater ease or speed in relation to their peers. This could be in one specific area or several. With this in mind, we aim to ensure that these students are neither limited nor restricted from achieving their full potential.

In order to achieve this, we aim for these students:

- to have access to curriculum and learning opportunities which stretch, enrich and challenge;

- to have access to opportunities and experiences outside the classroom which facilitate excellent attainment and achievement;
- to develop a holistic skill set to become globally competitive;
- to use their potential to support the ethos and development of the school in a positive way;
- to have the opportunities, confidence and desire to take the lead and/or support others within the school.

Language and definitions:

To support consistency in identification, approach and provision the following language and definitions will be applied:

- Attainment: outcome/performance driven - the level or standard of a student's work as demonstrated by some kind of test, examination or in relation to a predetermined expected level.
- Achievement: considers the progress made and improvements demonstrated over time.
- More/extremely able: students who have the potential or capacity for high attainment or are already demonstrating high levels of performance in a specific subject. These students are more able relative to their peers in their own year group – this can be in all areas of the curriculum or a specific subject/curriculum area, including the arts, practical and physical activities. In the UK, extremely able students are in the top 5% of the national ability range.

EAL

Students must not be regarded as having a barrier to learning solely because their language or the form of language used in their home is different from the language in which they are taught.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English or non native speakers, will acquire conversational fluency in two years but will need a minimum of five years to achieve competence in academic English. Such students will need language support and be immersed in an engaging learning environment, to support their development of new vocabulary and exceed their potential.

Our main aim is for all EAL students to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults

Provision for these students can be found in the Academy's EAL policy.

The International Baccalaureate

All students at BWA are equally regarded in terms of the IB Learner Profile, and the aim to develop the attributes of the whole person applies to every student. This Inclusion Policy promotes the principle of inclusiveness across the Academy and amongst all members of the community.

The IB supports the following principles of an inclusive education: "Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students".

UNESCO Guidelines for Inclusion

- IB Standard A9: The School supports access for students to the IB programmes and philosophy.
- IB Standard A9a: The School strongly encourages participation for all students.
- IB Standard B1.5b: The School has developed and implements an Inclusion policy that is consistent with IB expectations and with the School's Admissions Policy.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorising bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential. With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage." (3) Special education needs within the International Baccalaureate programmes (2010).

Referral Process

- Pre-referral response - The teacher identifies the presenting barrier, records the concern and implements agreed adaptive teaching strategies and reasonable adjustments for an initial period of 2-3 weeks. A brief baseline and evidence of the strategies used are recorded so that their impact can be evaluated. Where a need is significant or urgent, referral to Integra is not delayed by this initial period.
- Evaluation and eligibility - If progress remains limited, the teacher or Grade Lead submits evidence through CPOMS. Integra triangulates classroom evidence with assessment and screening information, observations, attendance and wellbeing data, and student and parent voice; external professional advice is included where available and with parental consent. This determines the specific need, appropriate Level of support and whether a time-limited intervention is required.
- Provision Support Plan(PSP)/IEP creation - Where required, Integra develops a specific PSP or IEP with the student, parents and relevant staff. PSP/IEPs are normally used for students receiving Level 2 or Level 3 provision and include clear, measurable and appropriately challenging targets.
- PSP/IEP and intervention implementation - Teachers remain responsible for implementing agreed classroom strategies and targets. Any additional pull-out, small-group or in-class intervention is time-limited, delivered according to the agreed plan and recorded consistently by the responsible member of staff.
- Progress monitoring and review - Progress is checked at the intervals stated in the plan and evaluated formally at the agreed review point. Integra, teachers, students and parents consider progress from the

baseline and decide whether provision should be continued, adapted, increased, reduced or concluded. Interventions that are not having sufficient impact are changed promptly rather than continuing unchanged.

Intervention quality standards

- Interventions supplement, rather than replace, high-quality adaptive classroom teaching.
- Each intervention has a clear rationale, entry criteria, baseline, intended outcome, delivery frequency, named responsible adult and review date.
- Interventions are time-limited and robustly tracked; attendance and delivery are recorded so that impact can be interpreted accurately.
- Review evidence determines whether the intervention is continued, adapted, intensified or concluded, with the aim of promoting participation and independence.
- Intervention outcomes and changes to provision are communicated to students, families and relevant staff.

Access Arrangements

Definition – IB Access and Inclusion Policy

'Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.'

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimise barriers for the candidate.

Inclusive access arrangements may be necessary due to

- long-term learning support requirements
- temporary medical conditions
- additional language learning.

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the Academy recognises that a student has access requirements, the 'IB-Access and inclusion' policy is applied in conjunction with teacher observations to plan the necessary access arrangements for the student.

Based on the principle of optimal support, arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests so that it is their normal way of working.

Access arrangements will be continuously monitored to ensure that they remain the optimal support for that student.

Training for Staff

At BWA, staff will undergo ongoing training throughout the year to effectively support students with special educational needs and disabilities (SEND). The training will be tailored to the specific needs of both staff and students, with a particular emphasis on ensuring that accommodations and modifications are consistently applied not only during standardised assessments, but also throughout the course of study, including all classroom work and formative evaluations.

- Advice and support from the Integra team regarding individual students.
- Access to SoD Strategy booklet.
- Learner Achievement Passport Plus App which includes Learner Profiles and/or Adaptation & Accommodation Profiles for all student.
- Collaboration in designing personalised intervention plans which detail the student's needs, recommend strategies, and identify targets.
- CPD for all staff regarding students with IEP targets.
- CPD for all staff on adaptive teaching, run by Integra and Teaching & Learning teams.

Monitoring

Teachers continually monitor students' attainment, progress, participation and wellbeing. Integra quality assures support for students on the register through agreed intervention checkpoints, termly reviews and half-termly LAP meetings. Intervention trackers record baseline information, attendance, delivery, progress towards measurable outcomes and the resulting decision; concerns are shared with relevant PYP, MYP or DP leaders and provision is adjusted promptly.

Students of Determination have an Adaptation and Accommodation Profile that is reviewed at least annually and sooner when needs or provision change. PSP/IEP targets and time-limited interventions are reviewed at their agreed intervals, with external specialists involved where appropriate. Review decisions, including changes to the student's Level of support, are recorded and communicated to relevant staff and families.

Storing and Managing Information

All files containing information about SoD are confidential and kept in a secure location. We will ask for parental consent before sharing any personal information about a child with other external professional agencies.

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Admissions

BWA embraces applications from individuals with special needs and disabilities and values the diversity and positive impact they have on the academy community. We acknowledge the well-documented benefits of inclusive education for all students, including the enhancement of social skills, personal responsibility, self-esteem, increased tolerance, and a more inclusive attitude towards diversity- all of which are crucial for fostering a cohesive community.

In order to develop provision plans that will enable a student of determination to be enrolled at BWA:

- Applicants should declare identified needs or disabilities at the time of application. Failure to do so is in breach of the KHDA parent contract, and is likely to affect the student's ability to make expected progress;
- Existing students should declare identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.

If a prospective student at BWA is identified as having confirmed or suspected special educational needs or disabilities, the academy will conduct an internal 'assessment of need', which may include an introduction to the Integra department and as required, collaboration/partnership with external specialised services such as educational psychology and speech and language therapy. It is important to note that any recommendations for external assessments are made with the intention of identifying strengths and challenges and providing evidence-based strategies to support successful integration into BWA. A formal diagnosis is not a requirement for enrollment.

The assessment of need will be used to determine the level and type of support each student would benefit from.

The Academy will facilitate this level of support via interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across all phases of schooling. We acknowledge the dynamic nature of each individual learner and as such, the level of support may be subject to change over time. Parents will be informed of the level of support which has been recommended upon entry and will continue to be part of the ongoing discussions to review and revise this over time.

On the rare occasion when student of determination is denied enrolment or re- enrolment, 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. The school must declare and justify the reason(s) for non-admission, which may include (but are not limited to) inadequate infrastructure; limited curriculum modification options and alternative pathways; learning support staff are fully utilised within that year group/phase; insufficient specialist knowledge/staffing in the student's particular area of need. This must be completed and uploaded to the KHDA online portal within 2 working days of declining the admission (Updated Guidelines for Transfers and Admissions, 2021).

Admissions processes and procedures for Students of Determination are detailed in the School's Admission Policy.

7. Roles and responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

Role of the Board

It is the responsibility of the board to

- Support the school to evaluate and develop quality and impact of provision for students with SoD across the Academy.

Role of the Executive Principal

It is the responsibility of the Executive Principal to:

- Retain overall responsibility for ensuring that the day-to-day management of SoD provision happens in line with this policy, and that systems are kept confidential.
- Keep the board fully informed on any SoD concerns and issues.

Role of Inclusion Team (Integra)

It is the responsibility of Integra to

- Co-ordinate the provision for students to make sure all students receive a consistent, high quality response to their needs.
- Ensure parents and carers are involved in supporting their child's learning, are kept informed and are involved in reviewing their child's progress.
- Liaise with all the other people who may be involved with the student's learning, e.g. Speech and Language Therapists, Educational Psychologists and other specialists.
- Update and quality assure the Integra register and intervention trackers so that needs, Levels of support, provision, review dates, progress and decisions are current and accessible to relevant staff.
- Provide specialist support for other teachers and support staff in the school so they can help SoD achieve the best possible progress.
- Ensure teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs.
- Advise teachers and pastoral staff on evidence-informed intervention strategies, monitor implementation and evaluate impact at agreed review points.

Role of the Teachers

It is the responsibility of teachers to

- Manage and create an inclusive classroom environment.

- Ensure students receive adaptive teaching according to ability.
- 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.
- Take the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class.
- Identify and record emerging concerns; implement agreed adaptive strategies and time-limited interventions; maintain delivery and progress records; and contribute evidence to reviews.
- Create positive and supportive relationships with and between students. These are central to successful liaison with parents/carers and colleagues.

Role of the School Counsellor

It is the responsibility of the counsellor to

Observe and engage with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns. Be the point of contact and support all students including new students as required.

- Help to devise ways of best supporting the students they work with.
- Observe the well-being of students within social settings and spend time within classes or in circle time working with individual students.
- Work alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
- Undertake individual or group work with students whose behaviour gives us cause for concern.
- Take a supporting role in working alongside external family support agencies.

Role of the Parents

It is the responsibility of the parents to

- Declare identified needs or disabilities at the time of application. Failure to do so is in breach of the KHDA parent contract, and is likely to affect the student's ability to make expected progress;
- Maintain open and regular communication with Integra, teachers and counsellors, sharing relevant information about their child's needs and progress to ensure a customised and supportive learning environment.
- Provide a supportive learning environment at home that complements the school's efforts, encouraging their child's academic and social development by reinforcing skills, behaviours, and routines tailored to their individual needs.
- Actively participate in meetings and reviews of their child's Learner Achievement Passport (LAP) and Individualised Education Plan (IEP), contributing insights and feedback to help refine the educational strategies that best support their child's development.

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This Policy is written with reference to the following documents pertaining to the education of people of determination in Dubai:

1.1.1 the UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;

1.1.2 UAE Federal Law 2 (2015) against Discrimination and Hatred;

The School's admissions policy adheres to the stipulations of the;

1.2 Directives and Guidelines for Inclusive Education (DGIE) (Published January 2020).

1.3 Dubai Inclusive Education Policy Framework (DIEPF) (Published November 2017).

1.4 Implementing Inclusive Education: A Guide for Schools (IIE) (Published 2019)

1.5 Revised Categorisation Framework for Students of Determination (Published 2019).

1.6 Advocating for Inclusive Education: A Guide for Parents (Published 2021)

1.7 Updated Guidelines for Admissions and Transfers (Published 2021)

1.8 Federal Law No 29 of 2006 concerning the Rights of People of Determination.

1.9 Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.

1.10 UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai including;

UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai including;

Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;

Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;

Article 13 Clause 19:To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

8. Associated Documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Admissions Policy
- EAL Policy

9. Training Implications

This policy will be shared with all BWA staff in the staff handbook and will be circulated to parents through the parent handbook.

Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Principal during their induction period.

10. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

11. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.