Policy Statement

Brighton College Abu Dubai (BCAD) values the uniqueness of each pupil who comes into its care, supporting and nurturing their physical, intellectual, emotional, and social development, irrespective of their starting points. Brighton College Abu Dhabi believes in treating pupils as individuals and welcomes pupils with a range of differences. Our inclusive mindset ensures that each pupil, regardless of their individual learning profile, has every opportunity to be truly independent and reach their true potential.

This policy is underpinned by the principles of The ADEK Inclusion Policy (2023) which will fully take effect by September 2024; the UAE Federal Law No. 29 of 2006 which outlines the rights of People of Determination who have Special Educational Needs, and ADEK's Private Schools & Inclusion Policy and Guidance Manual as 'The School for All' Policy (2010). All inform schools on the principles of Inclusion for Children with Special Educational Needs within The United Arab Emirates. This policy and the provision of inclusive education at Brighton College Abu Dhabi is also guided by UK practices for Inclusive Education in schools.

Aims of Inclusion

All pupils have a right to be educated within their peer group. At Brighton College Abu Dhabi, we recognise the diversity amongst our community and endeavour to support pupils in their journey to achieve their full potential. Our teaching methods are fully inclusive, and we offer differentiated, flexible, dynamic classes; constantly changing to adopt innovative practices and adapt to varying learner needs.

Pupils are supported through carefully tailored programmes which are created and agreed upon with input from the teachers, parents, senior leaders, the pupil (if able) and where possible any external agency associated with the pupil's needs. Individualised support is provided at several levels to help pupils to access the curriculum and navigate the demands of college life.

The College recognises that there will be individual pupils who require more specific help or support in order to fulfil their potential and we work proactively to create a supportive and inclusive educational environment promoting learning for all our pupils. Reasonable adjustments are made to the curriculum content, delivery, and assessment as well as to the school environment to ensure that pupils are able to learn and grow to their full potential.

All teaching and support staff are familiar with the College's Inclusion Policy and work proactively to create a supportive and inclusive educational environment to promote the learning for all our pupils and support their learning, social, emotional, and personal needs.

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Principles of Inclusive Provision

Brighton College Abu Dhabi aims to provide a professional and ethical approach to the provisions we make for pupils who have been identified as having a need:

- We treat all pupils with equal favour and consideration, acknowledging any individual accommodations they may require.
- Any individual's Specific Educational Needs and/or Disability, English language needs or exceptionality will be identified early with a focus on support to enable the pupil to reach their true potential.
- Should extra assistance be required to meet the individual needs which goes beyond reasonable adjustments, this will be discussed with the pupil's parents and proposals will be made for referral to outside services such as Occupational Therapy, Speech and Language Therapy, Assessments or through a parent-employed Individual Learning Assistant (ILSA).
- Action is determined by the Inclusion Team in consultation with the Pupil Support Team (PST) comprised of pupil (where possible), parents, teachers, College Leadership Team, teaching staff, external agencies and the Inclusion Team.
- A collaborative approach to challenges is adopted, using the experience and expertise of staff, the pupil's parents, and outside agencies when appropriate.
- Provision and progress are monitored and reviewed termly or as needed. In some cases, more regular review will be required, while with older pupils who have longer term targets, Pupil Support Plans (PSP) will be reviewed as needed each year.
- Appropriate consideration is given when working with the school behaviour policy for pupils with known afflictions (such as Oppositional defiance, Asperger's Syndrome, ASD, Tourette's Syndrome).
- Ongoing opportunities for pupils to be challenged beyond the classroom are offered through a variety of activities both in and outside the classroom setting.

Policy Development

The ADEK Inclusion policy of 2023 was utilised to guide the development of the Brighton College Abu Dhabi Inclusion policy. The KHDA framework and the ADEK inspection framework featuring the provisions for categories of special educational needs and disabilities were utilized as reference to shape the inclusion policy at Brighton College Abu Dhabi. (See Appendix A)

Inclusion and Learning Differences

Pupils have different starting points and progress at different rates, particularly during their early years. We recognise that reasonable adjustments may have to be made to the school environment, curriculum, or delivery in order to make the experience of learning more successful for all.

We acknowledge that some of the features of Inclusive Education require the provision of alternative resources, teaching strategies and accommodation. All measures possible will be taken to ensure that there are adequate facilities and support in place to safeguard the health, safety and welfare of all pupils and provide an inclusive environment that meets the needs of the pupil.

Risk assessments for curriculum activities will be adapted as necessary to ensure the safety of each and every pupil. No pupil should be excluded from an activity on the grounds of health and safety unless this is unavoidable. Risk assessments should be generated to address any additional needs a pupil may have where their needs present an enhanced health and/or safety risk to themselves or others.

Pupils will be given opportunities to maximise their potential through various cross curricular and extracurricular activities taking place before, during and after school as well as participation in national and international competitions, challenging the students to their full potential regardless of their perceived limitations.

Main Categories of BCAD Inclusion Programs

Pupils in the Inclusion program at BCAD are categorised in one or more of the following categories. We, at Brighton College, understand pupils may fall under more than one category and aim to provide the necessary services for pupils in a creative, supportive, and personalised manner. Brighton College Abu Dubai's Inclusion team aim is to develop excellent partnerships with pupils, parents, educators, carers and external agencies as they negotiate their journey through education to academic success, independence, workplace skills, leadership, and lifelong learning.

Additional Learning Need (ALN):
The term 'Additional Learning Need' (ALN) is used to describe pupils that may not have an external or medical report formalising their needs but require additional support to access the school curriculum. The provisions made for such pupils are designed and implemented within the school.

Special Educational Need (SEN)/ Person of Determination (PoD):
The terms, 'special educational needs' (SEN), 'person of determination' (PoD) are used to describe pupils who require more than the typical education offering and are formally identified by an external professional. The provisions made for such pupils may be guided by an external report as well as within the school. Additional provisions may be provided by external agencies.

English as an Additional Language (EAL)/Multilingual Learners (ML)
The term 'English as an Additional Language (EAL) refers to any pupil for whom English is a second/other language or for those that pupils that may never had exposure to the English Language and as a result, presents an additional need to overcome in order to access the curriculum in line with their ability. The ADEK Inclusion Policy of 2023 refers to such learners are Multilingual Learners. The provisions made for such pupils are guided by the schools EAL policy.

Exceptionally Able, Gifted and Talented (AGT)
The term Exceptionally 'Able, Gifted and Talented' (AGT) refers to any pupil who, based on standardised ability tests or other identification, have abilities in one or more areas of the gifted and talented range, outside what one would expect from any given population or those that are exceptionally able. The areas for identification of AGT pupils are: Intellectual Ability, Subject Specific Aptitude, Psychomotor Ability, Visual and Performing Arts, Mechanical/Technical Ingenuity and Social Maturity and Leadership. These categories are aligned to those identified by ADEK for the identification of Gifted and Talented pupils within schools. The provisions made for such pupils are guided with by the schools AGT policy.

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Twice Exceptional (TE)

Twice exceptional" (TE) refers to individuals who are considered gifted or talented in one or more area, but who may also have one or more learning challenge. These individuals possess exceptional intellectual abilities or talents, which may include areas such as academics, creativity, or the arts, alongside one or more learning difference. . The disabilities or challenges may include conditions such as attention deficit hyperactivity disorder (ADHD), dyslexia, autism spectrum disorder (ASD), or other learning or developmental differences. The provisions made for such pupils are guided with by the schools AGT policy.
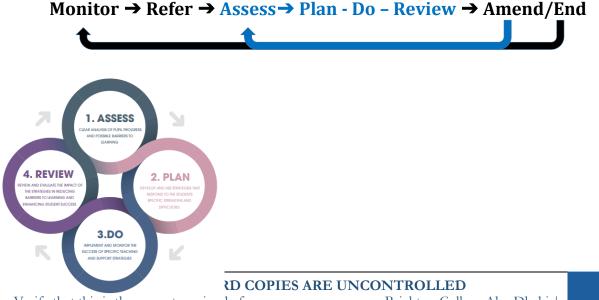
Multiple Learning Differences (MLD)

Additional subcategories are used to determine specific services and provisions required for individual pupils. Pupils that may fall within more than one subcategory are identified by their main need or by their formal diagnosis. The subcategories are noted within the formal school register to assists the inclusion department in providing valuable information to the School Support Team (SST) and inform the planning and implementation of the Pupil Support Plans (PSP). The formal school register further guides teachers in their planning. (For Description of subcategories see Appendix B)

Inclusion Process

The BCAD Inclusion Process includes the graduated response approach when identifying and providing provisions for pupils. The provisions are then outlined in the Pupil Support Plan (PSP). (For detailed description of the Inclusion Process see Appendix C).

The center of the process features the pupil and family of the pupil both of whom play an integral part in the process. Before the process begins, we at Brighton College **monitor** the pupil followed by making a **referral** to the inclusion department. We then further **assess** the pupil, create a **plan** of action, implement (**do**) the plan and **review** the plan as needed. During the review period the inclusion team in conjunction with the SST will either **amend** the plan of action or if successful **end** the plan and return to monitoring the pupil.

Monitor ➜ Refer ➜ Assess➜ Plan - Do – Review ➜ Amend/End

Graduated Response Process

The Graduated Response Process is initiated by the **School Support Team (SST)** which consists of:
The Subject Teachers or Tutor
Inclusion Team Representative
School Leadership Team Member
Parent/Guardian
Pastoral Team Member (as needed)
Counsellor (as needed)
External Agency (as needed)
Pupil (where possible)

During this process, if a need is determined one of the following Pupil Support Plans (PSP) will be drafted and implemented.

Types of Pupil Support Plans (Documented Learning Plans) offered at Brighton College Abu Dhabi:

Individual Educational Plan (IEP)-Used for wave 3 pupils, personalised academic plan.
Individual Support Plan (ISP)-Used for wave 2/3 pupils, personalised plan with multiple needs including academic.
Behaviour Support Plan (BSP)-Used for wave 2/3 pupils with behavioural needs.
Group Intervention Plan (GIP)-Used for wave 2 pupils for targeted interventions.
Pupil Profile (PP)-Used for wave 2/3 pupils for Quality Frist Teaching strategies.
Advanced Learning Plan (ALP)-Used for wave 2/3 pupils extended learning opportunities.
English language Acquisition Plan (ELAP)-Used for wave 2/3 pupils for targeted English interventions.
Target Intervention Plan (TIP)-Used for wave 1 or pupils not on the inclusion register for individual targeted support.
Class Action Plan (CAP)-Used for wave 1 or pupils not on the inclusion register for targeted interventions within the class setting.

The plan will be shared with the parents, external agency (as needed) and staff. The progress of the pupil will be closely monitored by the teacher and/or inclusion staff. The plan will be reviewed on a termly basis in the Pre-Prep and Prep schools or as needed and on a yearly basis in the senior school, or as needed depending on the types of targets set.

Identification

Identification is essential. This can be done in several ways: during the admissions process, through disclosure from the parents or guardians, information from an external report or through observations and assessment of the pupil. The identification process varies for each of the four

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categories but the graduated response process for each category is similar and further outlined below.

Referral

A teacher, parent, pupil, or admissions manager may become aware of a concern with a pupil's progress academically, behaviorally, or socially and notify the class teacher or tutor. Accordingly, teachers will employ differentiation strategies to support the pupil and monitor the situation, seeking advice from the leadership team and inclusion team, as necessary. Pupils could also be referred into the department when their progress causes concerns or doesn't follow predicted performance from data.

Class or Subject Teachers complete the Referral Form *and* send an email to notify the Inclusion Teacher or SENCO. Referring teachers or staff members should be ready to provide:

- A record of academic attainment and achievement (or evidence of lack of achievement)
- A sample of written work, work completed over a period of time and completed under different conditions (e.g., APP assessment, prep, classwork, tests and observations notes)
- A summary of assessment data already on file for the pupil (e.g., GL and CAT scores)
- Minutes of meetings with parents, parent conference notes, case conference notes, emails to and from parents, emails to and from staff

Inclusion staff will review the Referral Form and submit evidence. Inclusion staff may seek further information, including but not limited to:
- Conducting class observations
- Meeting with teacher(s) and parents
- Requesting further information from teacher(s)
- Administering formal psychometric assessments (parents' permission will be required for this and data protection laws will be upheld.)

Assessment

A range of assessments, both informal and formal standardized diagnostic tools will be used to assess and inform support for pupils and remove any barrier to learning. Care will be taken to ensure a holistic view is formed in partnership with the pupil, parents, medical and other professionals. The information is then used to make recommendations to staff to support the pupil in the most inclusive way. If observations and/or internal assessments suggest there may be a social, medical, or specific learning difficulty, an external assessment may be recommended. External referral would only occur after consultation with parents.

Progress data will be reviewed at each data collection point to evaluate and inform planning or specific learning targets and to also direct intervention programmes according to need.

A combination of the following assessments will be used with parental permission, depending on age, to establish an area of deficit:
- Wide range Achievement Test (WRAT 5)
- Test of Word Reading Efficiency (TOWRE 2)
- Detailed Assessment of Speed of Handwriting (DASH/DASH 17+)
- Comprehensive Test of Phonological Processing (CTOPP -2)
- Gray Silent Oral Reading Test (GORT)

- The Cognitive Abilities Test Fourth Edition (CAT4)
- New Group Reading Test (NGRT)

Monitor

Throughout the process, monitoring is vital. It includes, but is not limited to:
- The pupil's progress being reviewed on a termly basis.
- The Inclusion department being available to offer advice on strategies and interventions to both the teachers and parents.
- The Inclusion department being responsible for maintaining records of pupil intervention and progress.
- The needs of individual pupils being discussed by the inclusion department in regular meetings with relevant staff in order to draw from the experience and expertise of other members of staff, and to ensure a cohesive approach within the College.
- Parents being kept informed of their child's progress and being invited to contribute to termly Parent Consultation Evenings or by appointment.
- The Inclusion department being responsible for moving pupils from one level of support to another, as appropriate, based on a pupil's progress.

Review

A pupil's progress will be reviewed regularly, and parents will be kept informed of their child's progress. The Inclusion Department and teaching team will review and update any pupil support plans. Parents will be invited to contribute to termly review meetings (if applicable), usually held during Parent Teacher Conferences or as needed. Older pupils may only have a yearly review due to their longer term goals.

The Inclusion Department will advise teachers and parents about relevant strategies and keep a record of educational history, identification, intervention, and progress. Individual pupil needs will be discussed at regular meetings with relevant staff, in order to draw from the experience and expertise of other members of staff, and to ensure a cohesive approach within the College.

Report

It is the responsibility of the Head of Inclusion and/or Inclusion Teachers to keep an updated Inclusion Register of pupils who have been identified as requiring support in any of the three waves of support. It is the responsibility of individual teachers to ensure they have knowledge of the Inclusion Register and to differentiate for pupils with individual needs. The Inclusion Register can be found on iSAMS. Teachers also have access to a more detailed inclusion register with links to Pupil Support Plans, Access Arrangements and/or strategies and interventions to implement with the pupils. Class registers are marked using stars with notes for all pupils who identified as EAL, ALN and SEN/POD and/or AGT.

Tiered Model of Support

As a result of referral to the Inclusion Team, and after analysis of assessment and other data, the SST will determine whether the pupil will benefit from further monitoring or assign a pupil to one of three tiers of intervention. The tiers of intervention are not based on a diagnosis but on the level

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of support needed for the pupil to succeed. The tiers of intervention also help with the planning and implementation of Pupil Support Plans (PSP). The levels of action are identified as:

Tier 1 – Quality First Teaching

Discussions with the Inclusion team and/or observation will lead to a Class Action Plan (CAP), this will be a part of the lesson plan already in place by teachers and may have features such as differentiation strategies, seating plans or in class intervention or extension activities. This will be implemented by the class teacher as part of Wave 1 quality first teaching.

Pupils may be included in existing preventative group initiative to boost skills as part of early intervention or extension groups.

- Inclusion staff will monitor the pupil's progress.
- Teachers take account of the pupil's needs and adjust their planning accordingly.
- Parents may be asked to seek support/educational programmes after school or during holidays.

Tier 2 – School Action/Additional Support/Intervention Provisions

The teacher or referrer will work with the inclusion team to review and develop class action plans. Extra support may be added by the Inclusion team to boost skills and complement the class action plan (CAP). This support may be offered through push-in classroom support from Inclusion; withdrawal from non-core subjects to include the pupil in small intervention groups or to offer individual support or extension within the classroom setting.

The level of support will be in proportion to the pupil's needs, stage of development and educational level so that progress is seen in the classroom or towards targets.

- Teachers will take account of the pupils' needs and adjust their planning accordingly.
- Support will be provided by Inclusion staff.
- Parents may be asked to seek support/educational programmes outside school or to contribute financially if pupil requires a resource which will be unique to them
- A Pupil Profile may be developed with the teacher, pupil, and parent to coordinate the support offered from all parties.

Teir 3 – School Action Plus/Personalised & Intensive Support/Intervention Provision

The Inclusion Department will identify and support pupils who require intensive daily support to make progress towards highly personalised targets. The pupil may receive support from the classroom teachers, the Inclusion Team, Individual Learning Support Assistants (ILSA) or external specialists within the school day. Every effort will be made to achieve suitable academic progress, as well as teach independence and coping strategies so that the need for support reduces over time.

- Tier 3 services from Inclusion staff or Individual Learning Support Assistants (ILSAs) can take place in class, or pupils might be withdrawn for one-to-one or small group sessions
- Parents may be asked to seek support/educational programmes outside school.

- Parents and pupils will have the opportunity to contribute to the development of support plans and targets with the benefit of expert advice and data
- Reasonable adjustments will be made to accommodate all pupils with a learning difference.

Inclusion Register and Pupil Support Plans

Based on the level of support required to ensure progress, the Head of Inclusion or Inclusion Teacher will add the pupil's name to the Inclusion register and assign a tier of support. A Pupil Support Plan will be created for the pupil based on their level of support with input from the Pupil Support Team.

The plans will feature:
- Basic demographic information (for correct identification of pupil)
- Provision in place
- Additional interventions (as necessary)
- Target outcome of plan
- Progress monitoring

Emirati Pupils

Brighton College Abu Dhabi recognises the privilege it has as an educational institution operating in the United Arab Emirates and to be able to serve the Emirati population. Emirati pupils at Brighton College Abu Dhabi bring rich cultural influences that contribute to our vibrant and dynamic learning environment, offering diverse perspectives, valuable experiences, and exciting opportunities in our rapidly evolving and innovative culture. The College is invested in providing opportunities and support for its Emirati pupils to embrace their cultural heritage, develop as speakers, networkers, language leaders, and critical thinkers exceeding expectations in the classroom and beyond. Opportunities will be provided in the classroom, through the Gifted, Talented and Exceptionally Able program, through the EAL program, and the link between the Inclusion and Arabic departments.

The College will celebrate the cultural and linguistic diversity and experiences of multilingual pupils to enrich learning for all. Internationalism and multiculturalism are celebrated whenever possible. Opportunities will be planned for pupils to learn about and celebrate Emirati culture and Arabic language.

Celebrating Diversity

We actively encourage all staff and pupils to acquire knowledge and understanding of the diverse backgrounds and cultures of their peers who receive support within the school. This initiative aims to foster positive, respectful, and empathetic relationships. We extend invitations to pupils to share information about their cultural backgrounds, creating opportunities for increased awareness and appreciation. Various platforms, including assemblies, special events, tutor time, and PSHME lessons, are utilized to enhance understanding of the diversity within our school community. Additionally, we emphasize the importance of staff demonstrating sensitivity in correctly pronouncing pupils' names and remaining vigilant to address any specific cultural needs.

Exam Access Arrangements

Where pupils require accommodations to be made to external exam provision, this will be guided by the College policy in place for **Examination Access Arrangements.** In accordance with the external guidelines of the examination bodies reasonable adjustments will be made**.** Pupils 'normal way of working' will be established, and consideration will be given to any external reports to help establish the necessary exam access arrangements. This will be done on a case-by-case basis.

External Support

Brighton College offers a number of approved assessments but do not diagnose pupils. Where applicable, parents and/or guardians will be guided by the Director of Inclusion or Inclusion Teacher towards external professionals for external support/services undertaken by a specialist.

External support may be for a formal diagnosis or to better understand the pupil and apply the best practices recommended by the specialist. External support may also be sought for a psychological assessment, audiologist, ophthalmologist speech, occupational or other therapy or the employment of an individual learning support assistant (ILSA).

Brighton College works closely with several external agencies and welcomes input from experts to provide advice on strategies needed for pupil success. Services may be delivered by specialist support beyond the College provision (e.g., Occupational Therapy (OT), Speech and Language Therapy (S&LT), or an Individual Learning Support Assistant (ILSA) within the school grounds by external professionals with the relevant permissions.

External services must be arranged and funded by parents. Should a learning support assistant (1:1) or similar resource be required, a job description and suitable remuneration will be discussed with parents before proceeding. Individual Learning Assistants (ILSAs) will be line managed by the Inclusion Department and held to all BCAD professional standards and the need for this resource will be reviewed termly.

Parents should note that, in the event of a Specific Educational Need or Disability becoming apparent during the course of the pupil's time at the College, the Headmaster / Headmistress, after consultation with key staff and parents, may reach a conclusion that a pupil with inclusion needs may make more progress and prosper in a different educational setting. Nevertheless, the College will do all that we reasonably can to cater for the needs of the pupils. The College will not discriminate on grounds of Specific Educational Needs or Physical Disability, although there may be cases in which we are ill-equipped and thus unable to support a particular need. Every effort will be made to source suitable provision and assist the family in these circumstances.

Withdrawal for Extra Support

Where extra support is required for a pupil, it may be necessary to withdraw the pupil from certain classes. The Inclusion department will liaise with the subject teacher, HOY, HOD, HMM, SLT to see if withdrawal is possible from a subject area (usually MFL, supported studies or ACE classes). The College will adhere to ADEK regulations regarding compulsory attendance in certain subjects. Once permission is given, intervention will begin.

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Equitable Access to Education

Enabling the same access to learning and educational settings for all pupils through the provision of individualized accommodations and modifications to address any barriers that inhibit this. Universal Design is also addressed by extending beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.

Roles and Responsibilities:

At Brighton College Abu Dhabi, our commitment to providing an inclusive education is reflected in our staffing and resource allocation. To ensure a supportive and enriching environment, we have identified specific roles and resources integral to the success of our inclusive practices:

Role of Governor for Inclusion
- Support in setting the strategic direction through a clearly stated inclusive vision and ethos.
- Support in the allocation of financial investment to ensure that targeted plans are sufficiently resourced.
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Role of the Headmaster:
- Overall leadership and direction for inclusion.
- Hold the designated school-based inclusion support team accountable for the development and implementation of a strategic inclusive education improvement plan.
- Champion inclusive practices, allocate resources, and ensure that the school's ethos promotes diversity, equity, and inclusion.

Role of Director of Inclusion
- Monitor and support all teachers to remove barriers to learning and identify and develop approaches so that every pupil can be successful.
- Work collaboratively with outside agencies. To provide advice and guidance to both teachers and parents.
- Promote high expectations of all pupils.
- Facilitate collaborative meetings to develop PSPs and implement any research-based interventions.
- Develop, implement, and monitor inclusive policies.
- Provide professional development for teachers and support staff to further develop inclusive strategies within the classroom.

- Work collaboratively with the Head of Department, Heads of Year, EAL coordinator, AGT coordinator and Inclusion teachers to further develop the provisions, CPD programs and action plan of the school

Role of the Inclusion Teacher:
- Be a role model, coach, and professional mentor to all teachers.
- Work directly with pupils individually or in small groups to implement interventions and accelerate learning.
- Assess, monitor and record the process of support for pupils who may require additional support.
- Create, monitor, communicate and revise PSPs to all relevant stakeholders.
- Work collaboratively by co-teaching within classrooms to promote support through differentiation by sharing best practices and resources.
- Provide Continuous Professional Development in collaboration with the Director of Inclusion

The Role of the EAL teacher
- Assess, monitor and record the process of support for pupils who may require additional EAL support.
- Work directly with pupils individually or in small groups to implement interventions and accelerate learning.
- Work collaboratively by co-teaching within classrooms to promote EAL support through differentiation by sharing best practices and resources.
- Provide Continuous Professional Development in collaboration with the EAL Coordinator.

The Roles of the EAL & AGT Coordinator
- At the beginning of each cycle, the EAL & AGT coordinators will collaborate with the Inclusion Support Team to review potential candidates for inclusive assessment requests. This review will help to not only inform pathway and subject selection but will also consider any special accommodations that are required at the both the external and internal level.
- The EAL Coordinator will ensure pupils progress is monitored regularly through internal assessments and mock examinations to ensure that both instructional programs and support services are matched to the needs of each pupil.
- Provide professional development for teachers to further develop EAL and AGT competencies.
- The EAL Coordinator will ensure effective communication between EAL teachers and class teachers.
- The AGT Coordinator will ensure effective communication regarding competitions, provide stretching and challenging strategies to implement within the classroom and work towards ensuring CCAs are effective for AGT pupils.
- The EAL Coordinator will create, monitor, report and revise the EAL curriculum to assist all relevant stakeholders with implementation.
- The AGT Coordinator will create, monitor, report and revise the curriculum to further challenge and stretch AGT pupils and assist all relevant stakeholders with implementation.

The Role of the Teacher
- Implement accommodations and providing support to pupils which in that are in line with their PSP.
- Identify any learning need and raise a concern.
- Provide a safe and welcoming environment where pupils are motivated for learning.
- Deliver adaptive, holistic and differentiated instruction for inclusive practice.
- Work collaboratively with the Inclusion Team and all other professionals.
- Enhance teaching practices through continuous self-development.

The Role of the Student
- All students in secondary who have access arrangements (AAs) are responsible for advocating and coordinating with their teachers for their AAs to be implemented. They are also responsible for attending appointments made with the Inclusion Team.

The Role of the Parents
- Parents are responsible for disclosing all relevant information about their child during enrolment and at any point during the child's time at the school to ensure the most appropriate placement.
- Attend any relevant Inclusion Team meetings.

Inclusion Staffing and Resources

Staffing:

All inclusion staff will be appointed in accordance with the ADEK Staff Eligibility Policy

Director of Inclusion:
A dedicated Director of Inclusion, serving as a key member of the Senior Leadership Team (SLT), will oversee and guide the implementation of inclusive policies and practices across all aspects of the school.

Inclusive Teachers Across Key Stages:
In each key stage, from the foundation to sixth form, there will be designated teachers trained in inclusive education. These teachers play a pivotal role in adapting curriculum delivery, providing additional support, and ensuring a positive learning experience for all pupils.

Higher Learning Potential Coordinator (AGT):
The appointment of a Higher Learning Potential Coordinator is essential to identify, support, and challenge students with exceptional abilities. This coordinator will collaborate with teachers, parents, and external agencies to create tailored learning opportunities for higher potential learners.

EAL (English as an Additional Language) Coordinator:
An EAL Coordinator will be assigned to support students for whom English is an additional language. This role involves implementing strategies to facilitate language development, collaborating with subject teachers, and ensuring the smooth integration of EAL students into the academic community.

Learning Support Assistant:
Learning Support Assistant will work with pupils in providing interventions both in class and through small group or one to one sessions.

Resource Allocation:

- Adequate financial resources will be allocated to provide professional development opportunities for staff to enhance their understanding of inclusive education practices.
- Learning materials, tools, and technologies that support diverse learning needs will be procured to create an inclusive learning environment.
- Access to external training programs and workshops will be facilitated to keep staff updated on the latest developments and best practices in inclusive education.

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- Collaboration with external experts and organizations will be encouraged to bring additional support and resources to the school community.

Monitoring and Evaluation:
- Regular assessments of the effectiveness of inclusive practices will be conducted through feedback from staff, students, and parents.
- The Director of Inclusion will lead ongoing reviews of inclusive education policies, making adjustments based on evolving needs and educational best practices.
- Data on the academic progress and well-being of students with diverse needs will be systematically analysed to inform resource allocation and staffing decisions.

By strategically staffing and allocating resources, Brighton College Abu Dhabi aims to create an inclusive environment where every pupil can thrive academically, socially, and emotionally. This commitment reflects our dedication to providing an education that embraces diversity and meets the unique needs of each learner.

Admissions to the College

Brighton College is committed to inclusive education and helping every pupil fulfil their academic potential. We treat all applications equally, admitting pupils with a range of abilities and educational needs.

Pupils will not be refused on the basis of learning differences as we believe that pupils with Additional Learning Needs (ALN), Special Educational Needs (SEN), People of Determination (PoD), English as an additional Language (EAL) needs and those who have a exceptionally Able, Gifted and Talented (AGT) have the right to quality education in an inclusive setting. Admission priority will be given to pupils who have siblings already enrolled at Brighton College Abu Dhabi.

An assessment will be made on entry to the College, to ensure that new pupils have the potential to meet academic standards and that the College has suitable structures to cater for their educational needs. Additional assessments may be set where there is doubt over a prospective pupil's ability to achieve the College's typical academic standards.

As Brighton's main language of instruction is English, applicants from non-English speaking backgrounds may be required to carry out a supplementary assessment in listening, speaking, reading and writing skills. Pupils with additional learning needs may be required to undertake a specific assessment as determined by the Head of Inclusion.

The College will look for positive ways to overcome difficulties and if the child is of suitable academic standard and there is a space in the year group, the case will be discussed in school and with parents. Prospective pupils may be invited in for a taster day to ascertain the ease with which they can effectively be included in a mainstream environment.

Inclusion Admissions
Pupils who enter The College with a diagnosed need or identified need will automatically be added to the Inclusion register and support will be offered according to the level of need. The College will assess level and verify all documentation upon entry to ensure pupil is placed correctly.

Pupils with learning differences either Additional Learning Needs (ALN) or People of Determination (PoD) are assessed on the basis of their commitment to fulfilling their academic potential and developing as a well-rounded member of the College. When necessary, the Inclusion team are called upon to make sure we have the support in place required to meet the pupil's needs and that the College has suitable structures to help the pupil reach their full potential.

Additional assessments may be administered by the Inclusion team with the permission of parents where there is doubt over a prospective pupil's ability to access the academic curriculum without specialised support. The College will look for creative routes to removing barriers to learning and positive steps to overcome difficulties.

Admissions with the support of Individual Learning Assistants

Where individual support is required on a daily basis throughout the school day, the College will partner with parents to recruit a suitably qualified Individual Learning Assistant (ILSA). Recruitment will be a joint venture between the Inclusion Department and parents, but all Individual Assistants will be fully line-managed and supervised by the Head of Inclusion or SENCO and the relevant class teachers. Brighton College staff remain accountable for professional service delivery and the pupil will continue to receive expert Inclusion intervention from the College despite the introduction of a parent-employed Individual Learning Support Assistant (ILSA.) Class Teachers will remain responsible for differentiation and planning the support offered by the Individual Learning Assistant.

Alternative Routes to Education

All admissions will be made on an individual basis in the best interests of the pupil and family. Should a proposed placement support package be insufficient to meet the pupil's needs as a result of limited resources or curriculum adaptability to meet severe or profound needs, every effort will be made to suggest alternatives and guide the family towards suitable alternatives or alternative curriculum pathways.

An Inability to Accommodate Notifications will be sent to ADEK and the parents withing 7 days of the admission decision being issued. It is noted that ADEK reserve the right to uphold or overturn an inability to accommodate notification based on the evidence submitted from the school and from other sources. The school will make reasonable adjustments and accommodations to enable admissions for all students with additional learning needs.

(For Further Information please see Appendix D or Reference the Admissions Policy)

Associated documents

We aim to comply with all relevant statutory requirements and best practice to date:
- Inclusion Policy (ADEK 2023)
- Examination Access Arrangements Guidance 2023-2024
- Directives and guidelines for inclusive education (ensuring equitable access to education for pupils of determination) 2020
- Implementing Inclusive education: A guide for schools. January 2019
- Executive Council Resolution no.2 of 2017
- SEND Code of Practice (UK, 2015)
- ADEK Private Schools Policy and Guidance Manual (2014-2015)

- Law No. (2) of 2014 concerning Protection of the Rights of Persons with Disabilities in the Emirate of Abu Dhabi
- School for All Policy (2010)
- UAE Federal Law No. (29) of 2006 Concerning the rights of people with Special Educational Needs

Monitoring and review

Monitoring and review

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:

Chair on behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Amalgamation of separate policies for ELA, SEN, and G&T into one College policy for Inclusion	SENCO	October 2015
2.0	Updated Inclusion Policy to reflect changes in practice and new guidelines from ADEK	SENCO and Head of ELA	January 2018
3.0	Updated Inclusion Policy to reflect changes in language	Director of Inclusion, Inclusion Teachers (Pre-Prep and Prep)	September 2021

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| 4.0 | Updated Inclusion Policy to reflect changes
In EAL, Provisions, Plans of Action | Director of Inclusion, Inclusion Teachers (Pre-Prep and Prep | October 2022 |
| 5.0 | Update Inclusion Policy to reflect changes to the ADEK Inclusion Policy for compliance by September 2024 | Director of Inclusion & Vice Principal | January 2024 |

Appendix A:

Ministry of Education: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

Type of Need	Brighton College Abu Dhabi Provision
Behavioral, Social and Emotional	The school has a strong pastoral team to support all pupils who experience problems with behavior, as well as counselling support for pupils who experience anxiety and depression. For pupils with ADD/ADHD, and syndromes such as Tourette's, pupils will be supported in following the College's entrance criteria and the College's code of conduct.
Sensory	All pupils will be considered providing they have the appropriate support from home in the form of a healthy lifestyle, relevant therapeutic services, Individual Learning Support Assistance, if required and relevant aids to complement the resources of the College.
Physical Disability	Provided the pupil shows commitment to fulfilling their own potential to the fullest, the College will make reasonable adjustments to help pupils access the curriculum and navigate the college. Each pupil will be assessed on a case-by-case basis to ensure that we are able to meet the pupil's needs.
Medical Conditions or Health Related Disability	A medical team and experienced pastoral staff will ensure all pupils with medical needs are well catered for. All teachers will have the relevant health and safety training.
Communication and Interaction	Pupils who require support in this area such as those with an Autistic Spectrum Disorder, will be fully supported by a dedicated Inclusion team of specialists. Expertise from outside agencies if required. Individual Learning Support

	Assistants may be required to put adequate support in place, this will be discussed with parents during the admissions process or as the need becomes apparent.
Speech and language disorders	Pupils will be fully supported by a dedicated team of Inclusion specialists and expertise from outside agencies (S&L therapists and OTs) may be called upon if required. Individual Learning Support Assistants may be required to put adequate support in place, this will be discussed with parents during the admissions process or as the need becomes apparent.
General and Specific Learning Difficulties	Pupils will be fully supported by a dedicated Inclusion team. Pupils will be offered intervention using research-based programs to address the need depending on the stage of the pupil's academic. Older pupils may be taught strategies and study skills to promote independence utilizing technology and exam access arrangements.
Higher Learning Potential *(Formerly Gifted, Talented, More and Exceptionally Abled)*	Pupils will be well-supported through a range of challenges in all subjects, as well as extracurricular activities, leadership opportunities, real world skills, competitions, and additional provision.

Appendix B:
Description of subcategories of Need Type

Subcategory	Description	Overview of Service Provided
Cognition & Learning (C&L)	• Intellectual Differences • Specific Learning Differences • Multiple Differences • Developmental Delay (younger than 5 years of age)	Pupils will be offered intervention using research-based programs to address the need depending on the stage of the pupil's academic career, progress made to date, and the demands of the classroom. Older pupils may be taught strategies and study skills to promote independence utilising technology and exam access arrangements.
Communication & Interaction (C&I)	• Communication Differences • Autism • Pervasive Development Disorder • Asperger • Rett • Childhood Disintegrative Disorder • Speech and Language	Pupils will be fully supported by a dedicated team of Inclusion specialists within the College and expertise from outside agencies may be called upon as required for additional therapies. Individual Learning Support Assistants (ILAs) may be required to put adequate support in place, this will be discussed with parents during the admissions process or as the need becomes apparent.
Social, Emotional & Mental Health (SEMH)	• Attention Deficit Hyperactivity Disorder • Attention Deficit Disorder • Psycho-Emotional Disorder • Anxiety/Depression	The school has a strong pastoral team and onsite school counselor to support all pupils who experience issues. For pupils with ADD/ADHD, and syndromes such as Tourette's, the pupil's diagnosis will be taken into account while following the College's code of conduct to ensure fairness, access to the curriculum and accountability.
Physical, Sensory	• Chronic Health Problems • Visual Impairment	All pupils will be considered providing they have the appropriate support from home in the form of a healthy

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& Medical (PSM)	• Hearing Impairment • Physical disability • Sensory Impairment	lifestyle, relevant therapeutic services, Individual Learning Assistance (ILA), if required, and relevant aids to complement the resources of the College. The College will make reasonable adjustments to help pupils access the curriculum and navigate the college. Each pupil will be assessed on a case-by-case basis to ensure that we are able to meet the pupil's needs. The medical team and experienced pastoral staff will ensure all pupils with medical needs are well catered for.
English as an Additional Language (EAL)	• Non-Anglophone (Non-English Speaker) • English Language Learners • English as an additional language	Pupils will be supported by the ELA specialist/EAL teacher. Exam access arrangements will be provided as well as additional resources to assist the pupil's learning of the English Language.
Exceptionally Able, Gifted and Talented (AGT)	• Exceptionally Able (Aptitude to succeed) • Gifted (Natural ability & Aptitude) • Talented (Hard work & determination, natural ability)	Pupils will be challenged, stretched and well-supported through a range of activities in all subjects along with extracurricular activities, leadership opportunities, real world skills, competitions, and additional provision.

Appendix C

Inclusion Process

The Four main categories of inclusion used at Brighton College are managed by the inclusion department with input and support from the College Leadership Team (CLT) and School Support Team (SST). The graduated process is applied to each of the four categories and highlighted below.

Referral, Identification, and Levels of Support:

The referral, identification and support process begins with monitoring of the pupil and recongising any anomalies. A referral is made to the Inclusion team at which point permission is requested from the parent to conduct observations and/or assessments of the pupil. If the Inclusion team find a cause for concern, they may refer the pupil for external assessment or determine a plan of intervention to assist the pupil. At this point the pupil is added to the Inclusion register in order to inform the staff of the pupils needs and the necessary support and intervention begins (do). This support is provided in 3 waves: Quality First Teaching, support intervention provisions, or personalized intensive support intervention provisions. The pupil's progress will be monitored and

reviewed on a termly basis at which time it can be amended as needed or can end if pupil has reached the age-appropriate goals.

Tools used for identification for EAL, ALN and SEN/POD:
- Anecdotal notes and Observations
- Internal Data
- Parent Concern
- Teacher Concern
- Assessment Results
- Formal Diagnosis (if applicable)
- External Reports (if applicable)

Additionally, identification of AGT pupils may be made using a variety of the following information sources:

- CAT4 scores (130+) or CAT mean (130+)
- PTE, PTM, PTS Standard Age Scores of 125+
- School assessment data (consistent high attainment or accelerated progress)
- Above average point score at GCSE (for Sixth Form)
- Teacher referrals
- External assessment data

Graduated Response:

Monitor ➔ Refer ➔ Assess ➔ Plan - Do – Review ➔ Amend/End

Levels of Support:
Wave 1 – Quality first classroom teaching
- Wave of support is registered on inclusion register, iSAMs and school tracker.
- Strategies are shared with classroom teacher(s).
- Inclusion staff and teacher collaborate to ensure pupil makes progress in the whole class setting.

Wave 2 – Support intervention provisions
- Wave of support is registered on inclusion register, iSAMs and school tracker.
- Strategies are shared with classroom teacher(s)
- Push-in, Pull-out or a combination of both types of intervention is put in place for core classes: Maths, English & Science, as needed.
- Intervention is small group and targeted
- Inclusion staff and teacher collaborate to ensure pupil makes progress

Wave 3 – Personalized intensive support intervention provisions
- Wave of support is registered on inclusion register, iSAMs and school tracker.
- Strategies are shared with classroom teacher(s)
- Push-in, Pull-out or a combination of both types of intervention is put in place for core classes: Maths, English & Science, as needed.

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- Intervention is small group and targeted or one to one with Inclusion team or parent appointed ILSA
- Inclusion staff and teacher collaborate to ensure pupil makes progress

Provisions for pupils

We aim to provide a professional and ethical approach to the provisions we make for pupils who have been:

- We do not treat any pupils who have or may have an individual need less favourably.
- Action is determined in consultation with the Pupil Support Team.
- The views of the pupil and their normal ways of working are considered.
- We promote and encourage the development of the pupil's skills to an age-appropriate level.
- We provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Use of key visuals and other strategies is made to support children's access to the curriculum.
- We ensure that pupils who are not able to access the curriculum are entitled to receive planned support to further develop their skills.
- We ensure pupils not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills
- We actively liaise with parents to help them to support their child's learning.
- We provide all staff with high quality professional development to develop their knowledge of inclusive pedagogy and their skills for teaching all pupils.
- Provision and progress are monitored and reviewed regularly culminating in an Annual Review of need and placement for pupils with significant additional needs.
- Provision aims to keep in line with ADEK recommendations.
- We celebrate multilingual skills and promote linguistic diversity with all pupils

English as an Additional Language (EAL)

The aim of Brighton College is to ensure we meet and provide services to pupils who are acquiring the English Language at a significantly different pace than their peers. Brighton College Abu Dhabi is a British curriculum school which entails all classes, with the exception of foreign language classes, Arabic, Islamic and UAE Social Studies classes, to be taught in English. Pupils may have had non or different levels of exposure to the English Language in comparison to their age-appropriate peers at Brighton College for numerous reasons:

- **Non-English Speaker:** Pupils, especially in the early years may not had exposure to the English language before entering Brighton College.
- **English as an additional language:** Pupils who participated in a curriculum taught in a language other than English
- **English Language Learners:** Pupils who mother tongue is not English therefore English is not a part of their daily social routine besides within the school grounds

We at Brighton College aim to provide a safe and welcoming, yet exciting and challenging environment which values pupils, their home languages and their culture whilst providing all pupils with an environment in which to strengthen and develop their social and academic language skill development in English as well as provide support to access the curriculum of all subject areas.

There will be opportunities to expand upon knowledge and understanding of our International Pupil's social and academic language.

For pupils acquiring English Language skills, we aim to identify their current levels through assessments designed to provide accurate information regarding their social and academic English language levels. Once identified pupils may receive specific intervention from a qualified EAL teacher and/or extra support within their inclusive classrooms. The level on intervention will be based on the assessment conducted by the inclusion/EAL teacher. Brighton College aims to develop the academic and social language skills of the pupil whist encouraging pupils to maintain and celebrate their own culture/ethnic background and language.

Pupils requiring EAL services will be given support as appropriate to the age, stage and curriculum requirements. Support in class may take place through direct intervention from the Inclusion department or indirectly via co-planning lessons with teachers to enhance differentiation planning and delivery. ELA lessons may take place during library periods, Modern Foreign Language periods or Supported Studies periods, for example. Every effort will be made to ensure that pupils are not removed from core classes or asked to miss PE, Art, DT, Music and Drama which provide valuable opportunities for development of language, peer relationships and promote general wellbeing.

Exceptionally Able, Gifted and Talented (AGT)

Brighton College Abu Dhabi is committed to ensuring that all pupils are supported in fulfilling their full potential, develop a love of learning and strive to become successful, conscientious citizens of the global community. The College recognizes that pupils of all abilities, including gifted, talented, and exceptionally able pupils are entitled to be supported and challenged. Often pupils who learn quickly, deeply or with a greater eagerness than peers require extension or alternative learning opportunities to be stretched and challenged. These pupils will be offered individual learning opportunities at Brighton College Abu Dhabi.

The College uses the language of exceptionally 'Able, Gifted and Talented' to refer to pupils who perform at levels above their peers in either academic or non-academic subject areas.

All teaching staff ensure that a variety of teaching approaches and enrichment strategies are used throughout the College in response to pupils' needs. The College is committed to achieving measurable improvements in the attainment, progress, and aspirations of gifted, talented, and/or exceptionally able pupils by meeting specific needs through effective differentiation and enrichment. The college will also offer pupils the opportunity to generate their own learning and work on bespoke projects.

Provisions for AGT pupils

Teachers ensure that through their planning and assessment, they meet the learning needs of all pupils. Pupils are given the opportunity to show what they know, understand and can do, and teachers achieve this in a variety of ways when planning for pupil's learning. Furthermore, when it is deemed appropriate, enrichment classes are in place for groups of children who have been identified as being gifted. In-class challenge and enrichment opportunities may include:

- G&T CCAs
- Model United Nations Debating

- World Scholars Cup CCA
- Enrichment classes organized by Heads of Department
- Participation in competitions and concerts in the UAE
- Participation in the BSME Games
- Presenting work in College exhibitions
- Attendance at additional classes run by specific departments
- Participation in College and regional team events
- Different starting and finishing points for a task
- Extension activities to broaden a pupil's knowledge and skills
- Encouraging a pupil to pursue their own lines of research and methods of presentation
- Time for independent study
- Acceleration through a scheme or program
- Alternative prep
- Withdrawal time to work on a specific programme or topic to enrich and promote flexibility in the pupil's thinking.
- Opportunities to share knowledge and interests with the peer group
- Asking the pupil to set their own learning targets
- Involving the pupil in evaluating their own progress
- Provision of additional equipment and resources
- Co-curricular activities

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

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Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.

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