



**البطين BATEEN**  
أكاديمية عالمية WORLD ACADEMY

## INCLUSION POLICY

INCLUSION IN THE IB DIPLOMA PROGRAMME, THE IB CAREER-RELATED  
PROGRAMME AND BTEC LEVEL 3

***"Locally Educated, Globally Minded World School"***

## **Vision for Learning at Bateen World Academy**

Bateen World Academy is dedicated to nurturing a dynamic learning community that fosters innovative learning skills in preparation for an increasingly globalized world.

***"Locally Educated, Globally Minded World School"***

## **The IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The IB Learner Profile:**

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.
- **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Vision

Bateen World Academy is committed to inclusivity, an all-encompassing practice of ensuring that IB DP and CP student of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. Bateen World Academy seeks to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

## Aims

Bateen World Academy fully supports the IB's philosophy in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes<sup>1</sup>. The aim of our policy is to promote the welfare of all IB DP and CP students and ensure individuals are appropriately accommodated, by acting in the following ways:

- To identify Students of Determination (formerly known as Special Educational Need or Disability (SEND) as early and accurately as possible through a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for pupils, including Students of Determination, to high

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<sup>1</sup> Access and Inclusion Policy, IBO, 2022

quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.

- To ensure that all children, including Students of Determination, feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for Students of Determination and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate students, including Students of Determination, wherever possible, alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning within the IB DP and CP curriculum.

## **Categories of Educational Need**

Students with special educational needs are identified at varying levels of support need and impact of barrier to learning. Waves of Provision, Response to Intervention and Levels of Provision are all terms used across Bateen World Academy to aid in identifying their level of need.

- **School Action – SA (also known as Tier 2 / Wave 2)**

A student is identified as being at School Action when there is evidence that they are not making progress despite in class interventions and differentiation, monitored over a period of time. SA may indicate that a student has a diagnosis but requires very little support. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy. A child at School Action would continue to receive targeted intervention until the response to intervention indicates it is no longer needed, or if insufficient progress is achieved after a period of max 1 academic year, the student would be referred to Inclusion team for further evaluation.

- **School Action Plus – SA+ (also known as Tier 3 / Wave 3)**

A student is identified as being at School Action Plus where SA level interventions have not sufficiently met the student's needs. At SA+ the school may seek external advice from the specialist support services. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. SA+ may also include the involvement of an Educational Psychologist. SA+ requires more detailed planning of targeted and time limited interventions. An IEP is written to detail the student's individual targets and monitors progress, accommodations and modifications. School Action + is likely to continue, to varying degrees, for the duration of their education.

- **School Action ++ - SA++**

Students identified as School Action ++ meet the criteria for School Action + but have the assistance of an Inclusion Assistant. This Assistant may provide support for health, education, behavioral, communication or social-emotional support. They can be 1:1 or shared with students of similar need and age within supported small groups.

### **Roles and Responsibilities for Supporting Inclusion**

1. All members of the school community

- Sharing a commitment to inclusion;
- Respecting the right of all children and young adults to receive an education;
- Promoting equality; and
- Recognizing the value of diversity.

2. School Principal

- Work in close partnership with the Heads of Inclusion;
- Where necessary liaise with parents and external agencies;
- Facilitate access for staff to CPD which supports provision for students with learning support needs, gifts or talents;
- Maintain an inclusive educational philosophy within the school.

3. Head of Inclusion

- Ensure the policy is implemented;

- Contribute to Senior Leadership strategic planning;
- Lead their Inclusion team;
- Ensure that all pupils' special educational needs are addressed;
- Consult and collaborate with families, reviewing need and progress regularly;
- Provide professional support and guidance to teachers;
- Ensure that appropriate funds and resources delegated to SEN are used for appropriate resources;
- Coordinate the monitoring of progress using a response to intervention approach;
- Collate data to demonstrate effectiveness of intervention strategies;
- Responsible for the progress of SOD and impact of provisions; and
- Liaise with and delegate responsibility to Learning Support team
- Maintain the school's SOD register
- Organise necessary reviews and referrals
- liaise with parents and external agencies

#### 4. Learning Support Teacher

- Be aware of current regional, religious and cultural sensitivities in UAE;
- Be familiar with the administrative processes within the school;
- Be involved in testing and recording data in order to support the SoD register;
- Work closely with all members of staff to identify pupils' needs throughout the school;
- Plan, implement and assess suitable programmes for all identified SoD which promote progression within an inclusive setting;
- Develop, facilitate the delivery of and review IEPs and ALPs which inform learning and teaching;
- Monitor and review progress to inform provision and be accountable for impact and progress;
- Attend professional development training, to maintain up to date knowledge and skills of practice for SoD.

#### 5. IB DP and IB CP Subject Teachers

- Undertake all appropriate actions to remove identified barriers to learning for SoD within the class;
- Be aware of cultural sensitivities surrounding SoD, additional needs, learning difficulties, mental health and special education in UAE;
- Keep up to date with information on the SoD register;
- Closely monitor pupil attainment and progress in line with policies and procedures to identify underachievement in a timely manner, to facilitate appropriate intervention;

- Gather information through observation and assessment;
- Submit Cause for Concern documents when students require more specialized support;
- Develop and promote an inclusive classroom;
- Ensure appropriate resources are available to facilitate access to to IB DP and CP curriculum;
- Facilitate access to and provision accommodations and modifications in line with student need;
- Contribute to, manage, implement and review IEPs and ALPs in consultation with the Head of Inclusion and IB DP Coordinator;

6. Inclusion Team Support Staff (Higher Level Teaching Assistants/Classroom Assistant)

- Take responsibility for targeted interventions, mentoring Inclusion Assistants as needed.
- Contributing to observations and identification of need
- Lead School Action (wave 2) interventions in identified year groups.
- Work on targets articulated in IEPs and ALPs which inform learning and teaching;
- Complete lesson planning and reporting as required;
- Be involved in the Annual Review process, liaising and meeting with teachers and parents along with the Head of Inclusion; and
- Attend professional development training.

7. IB DP and CP Student

The student should where possible according to age, maturity and capability, participate in all the decision-making processes which occur in education.

This includes:

- contributing to the assessment of their needs;
- contributing to education plans by the setting of learning targets;
- working towards achieving agreed targets; and
- contributing to the review of IEPs/ALPs, annual reviews and the transition process

## 8. Parents

The relationship between the parents and Bateen World Academy has a crucial bearing on the child's educational progress and effectiveness of any school-based action. Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important. It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. It is the school's responsibility to invite parents of students with additional support needs to:

- i. meet with IB Coordinator and staff to discuss their child's needs;
- ii. attend review meetings;
- iii. inform staff of changes in circumstances; and
- iv. contribute to and support their child to achieve targets on IEPs/ALPs.

All parents are encouraged, and have the right, to be active members of the team supporting their child and are invited to contribute to, and challenge if necessary, the provision and educational choices recommended by the school.

### **Inclusive Environment**

Teachers at Bateen World Academy use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Teachers will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

### **Gifted and Talented Students**

Our mission at BWA is to support each student's unique talents and abilities while fostering a learning environment that allows them to reach their full potential. We closely monitor our students' attainment and progress to ensure every student can excel and achieve their best. Students that have been recognized as gifted or talented will be directed to enroll in Aldar's Academy of Excellence programme, this programme is designed to provide challenge,



personalised learning and enrichment opportunities for exceptional students. The Academy of Excellence includes seven strands: Business and Enterprise, Creative Arts, Languages and Humanities, National Identity and Emirati Culture, Performing Arts, Sport and STEM. The Academy of Excellence provides the following benefits to participating student:

- Recognition of a young person's exceptional ability or talent, thus a place in the Academy of Excellence is prestigious.
- Educational challenges and opportunities both within and beyond the curriculum.
- Developing skills and attributes so students can achieve at the highest level.
- Demonstration of passion, creativity and commitment in areas of interest.

## **Admission**

Children of all abilities are accepted into Bateen World Academy, and families interested in having their child attend will be given an equal opportunity for admission onto the IB programmes, subject to meeting the academic requirements outlined in the IB Admissions Policy. A waiting list will be maintained, and children will be invited from the list on a first come first served basis. When a place becomes available the needs of a student with additional learning needs will be fully evaluated to establish if it is possible for the school to accommodate their needs, and if so, with what level of required support and intervention. Review of all diagnostic and evaluative reports, observations of the child in their current setting and meetings with specialists working with the child will be necessary to ensure the correct placement and a successful transition. Parents are required to provide all information and assessments to support our evaluation of their child's needs.

## **Inclusive Assessment Arrangements**

In IB DP and CP assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. However, access arrangements for assessments must reflect student experiences in learning<sup>2</sup>. All requests made by the IB DP/CP Coordinator via IBIS for access arrangements for IB assessments must be:

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<sup>2</sup> Access and Inclusion Policy, IBO, 2022

- Based on the usual way of learning and teaching in the classroom
- Submitted along with medical reports, standardised testing and/or supporting documents as evidence
- Submitted before six months of the examination session

### **Professional Development and Support for Staff**

An extensive range of professional development sessions are available to all staff at Bateen World Academy, some of which relate specifically to inclusion and special education. In addition, training and support is provided to ensure all staff are comfortable, confident and competent to meet the developmental and educational needs of all children. All staff receive annual child protection training and an orientation to inclusion policies and practices, and attend training focused on effective inclusion and/or other disability or learning difficulty topics as appropriate.

### **Summary**

Bateen World Academy is committed to providing an inclusive and supportive learning environment that values diversity and respects the rights and needs of all students. This Inclusion Policy reflects our dedication to promoting equity, accessibility, and individualized support for every member of our school community. Together, we strive to create a welcoming and inclusive environment that allows each student to thrive and reach their full potential.

### **Evaluation of Policy**

This Inclusion Policy will be reviewed annually and is supported by:

- A firm commitment to continuous improvement in the quality of teaching and learning of students.
- The use of continuing professional development (coaching, mentoring, INSET, peer observation)

- The formal and informal monitoring and review processes which are in place (lesson observations, peer observations, work sampling, student voice, analysis of assessment data)

## **References**

Inclusion Policy, Aldar Education, 2023

Access and Inclusion Policy, IBO, 2022

Academy of Excellence Guidebook, Aldar Education, 2023

This policy has been written in line with the following legislation:

ADEK Student of Determination Directory (ADEK 2016).

- School for All, General Rules for the provision of Special Education Programs and Services (Public and Private Schools), Ministry of Education (MoE, 2012).
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, Abu Dhabi Education Council (ADEC, 2013).
- Federal Law 29, Article (12) Equal Opportunities for Education, (UAE Government, 2006)

**Reviewed by: Samantha Marsden, IB DP/CP Coordinator**

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