

Star International School, Mirdif



INCLUSION POLICY

Company: Star International School 24b Street Mirdif Dubai	Effective Date : 26.08.2019 Revision Due Date : 20.06.2020 First Edition Date : 20.06.2016 Third edition date: 20.06.19 Edition No: 3
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Statement

Star International School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences, and culture and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

At Star we understand the importance of collaboration between the different stakeholders in order to remove barriers to inclusion. The school has appointed an Inclusion Champion an Inclusion governor (a member of the school board). The school has also formed an "Inclusive Education Action Team" which consists of: The Head of Inclusion, Learning Support teachers and Learning Support Assistants.

Aims:

Star International School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Boys
- Girls
- SEND
- EAL
- Emirati
- Gifted and Talented

The English National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting appropriate learning challenges;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children;

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We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Are our students socially included?

Learning and teaching styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level.

When the attainment of a child falls significantly below the expected level, using formative and standardised assessments, teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later curriculum or extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully regardless of disabilities or medical needs.

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Children with SEND

Some children at Star International School have SEND needs. We are committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non SEND children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, that allows the participation of all children. All classroom entrances are wide enough for wheelchair access and designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.

We understand the importance of the full participation of SEND students in all aspects of school life, academically and socially, and insure that all teachers are fully informed about their students strengths needs and learning styles.

Disapplication and modification

The school, where necessary, will modify or disapply the National Curriculum and its assessment arrangements. Star International school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. Star International School achieves this through greater differentiation of planned learning or through the provision of learning resources. When necessary, Star International School also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

Inclusion and racism

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the English National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of cultural or social background. All racist incidents are recorded and reported to the Principal. The school contacts parents of those pupils involved in racist incidents. More Able and Talented.

Summary

At Star International School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

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Designation: Head of Inclusion

Signature:

Date:26.08.2019

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Designation: Principal

Signature:

Date:26.08.2019