

Inclusion Policy

YAS AMERICAN ACADEMY 2024-25



This document covers the policy and procedures for Inclusion at Yas American Academy. It is aligned to the Aldar Education Inclusion policy and the ADEK Inclusion policy.



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1. Inclusion at YAA

Every member of staff in school is responsible for ensuring we have an inclusive culture at Yas American that embraces different levels of ability and performance. It is important we all work together to ensure this culture is embedded in our school environment, learning and classrooms by taking responsibility for ALL the students we work with or encounter in our school community.

1.1 Definition of Inclusion

Inclusion at Yas American Academy means that everyone, no matter their background and individual differences will be included and have access to learning. Everyone of all abilities will feel welcome, safe, supported and have a sense of belonging. Everyone's needs will be catered for and will develop socially, emotionally and academically because they have access to all areas of school. Inclusion means we accept differences and embrace them in our community.



1.2 Vision

All students are given the chance to learn and grow as individuals and have the necessary adaptations made to ensure they can reach their full potential. Staff are well-trained to adapt teaching, learning and the classroom environment to meet the needs of all the students they cater for ensuring they make the best progress socially, emotionally and academically for them as an individual to ensure they leave us equipped for life beyond school.

**Every student matters to everyone.
Every student's contributions are valued.
Every student has a place.**

1.3 Mission

To encourage all students to be aspirational in their goals and build confidence, resilience and self-esteem.

To ensure all students receive the support they need to ensure they can thrive at school and maximize their potential.

To provide high quality support to students and staff that embeds inclusive practices and ensures all students have access to a broad and balanced curriculum.

To foster an inclusive learning community which respects and values differences and promotes a positive understanding of inclusion.

1.4 Strategy

The aim of our procedures is to promote the welfare of all 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 stakeholders.
- To ensure full entitlement and access for pupils, including Students of Determination, to high 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.

2. Admissions

In line with ADEK Inclusion Policy, 2023, the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per ADEK Policy 44 (Student Admission, Registration, and Distribution).

At Yas American Academy we will:

- Prioritize the attendance of students with additional learning needs and their siblings in the same school.
- Request original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician.
- Support the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to students starting school for the first time or coming from alternative early education settings, students transferring from specialized provision, homeschooling, or any other type of educational provision.
- Provide any accommodations required by the student to complete the admissions assessment and utilizing such assessments to inform the provision of learning support, and not used to deny admission to the school.
- Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.

Where a new admission provides specialist assessment confirming them as a Student of Determination, the school is required to upload their assessment and identify the student as a SOD on eSIS. Where a diagnosis is obtained following admission, the HoI will identify the student on eSIS.

2.1 Inability to Accommodate

Children of all abilities are accepted into Yas American Academy, and families interested in having their child attend will be given an equal opportunity for admission. The placement of students identified as SoD are carefully considered, considering the needs of the individual and the capacity of the class, teachers and year team. Account is taken of the student's needs, the needs of their peers, protective factors such as friendship groups and relationships with teachers. An effective placement ensures that an advantageous learning environment is maintained for all concerned.

It is the responsibility of the school HoI and school leadership team to ensure an appropriate distribution of students and staff with learning support needs across classes, year groups and the school to ensure that the needs of staff and students are appropriately considered.

In the event that the school considers they are unable to meet the needs of any student with additional learning needs, the school shall submit an 'Inability to Accommodate' notification to ADEK and the parents within 7 days of the admission decision. HoI will prepare documentation to provide the rationale for the decline in readiness for submission to ADEK for their review.

Should the school establish that an applicant/student require more specialized provisions, the HoI must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision (provided by ADEK) and to determine which, if any, type of placement would best meet their needs.

For additional details on the referral process to specialized provision provided by ADEK, refer to the ADEK Inclusion Policy (2023).

2.2 Waiting Lists

If Yas American Academy does not have vacancies or are at capacity for SOD in a particular grade, 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.

3. Provision

3.1 Staffing

Specialist Staffing is required to ensure that there are qualified and experienced teachers and assistants working with students. Inclusion Teams are led by a Head of Inclusion and supported by a team of specialist teachers and assistants based on the needs within the school and in line with the ADEK Inclusion Policy (2023).

Whole School Head of Inclusion



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3.2 Accessibility

3.2.1 General Accessibility

Yas American Academy will ensure that the school building and learning spaces provide equitable access to education to all students and reflect a Universal Design for Learning approach as per Policy 66 Construction Standards.

An environmental accessibility audit will be undertaken to facilitate the development of a School Accessibility plan, considering:

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility where identified.
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- The school buildings are accessible on the ground floor to all students and lift access is available for the 2nd floor.
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) are developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).

3.2.2 Accessibility of learning Spaces

Educators at Yas American Academy use developmentally appropriate practices and consider the unique needs of all students when planning. Teachers will make every attempt to make any adaptations, accommodations or modifications necessary to meet the needs of the students and remove barriers to learning.

Based on the needs of students in the school, specialized teaching spaces are accessible, and a range of learning resources are available to offer choice and ease of use for students. In order to provide specialist pull-out intervention or targeted specialist therapy in line with the *ADEK In-school Specialist Services Policy*, the school will allocate an appropriate room where specialists can deliver interventions during their visits.

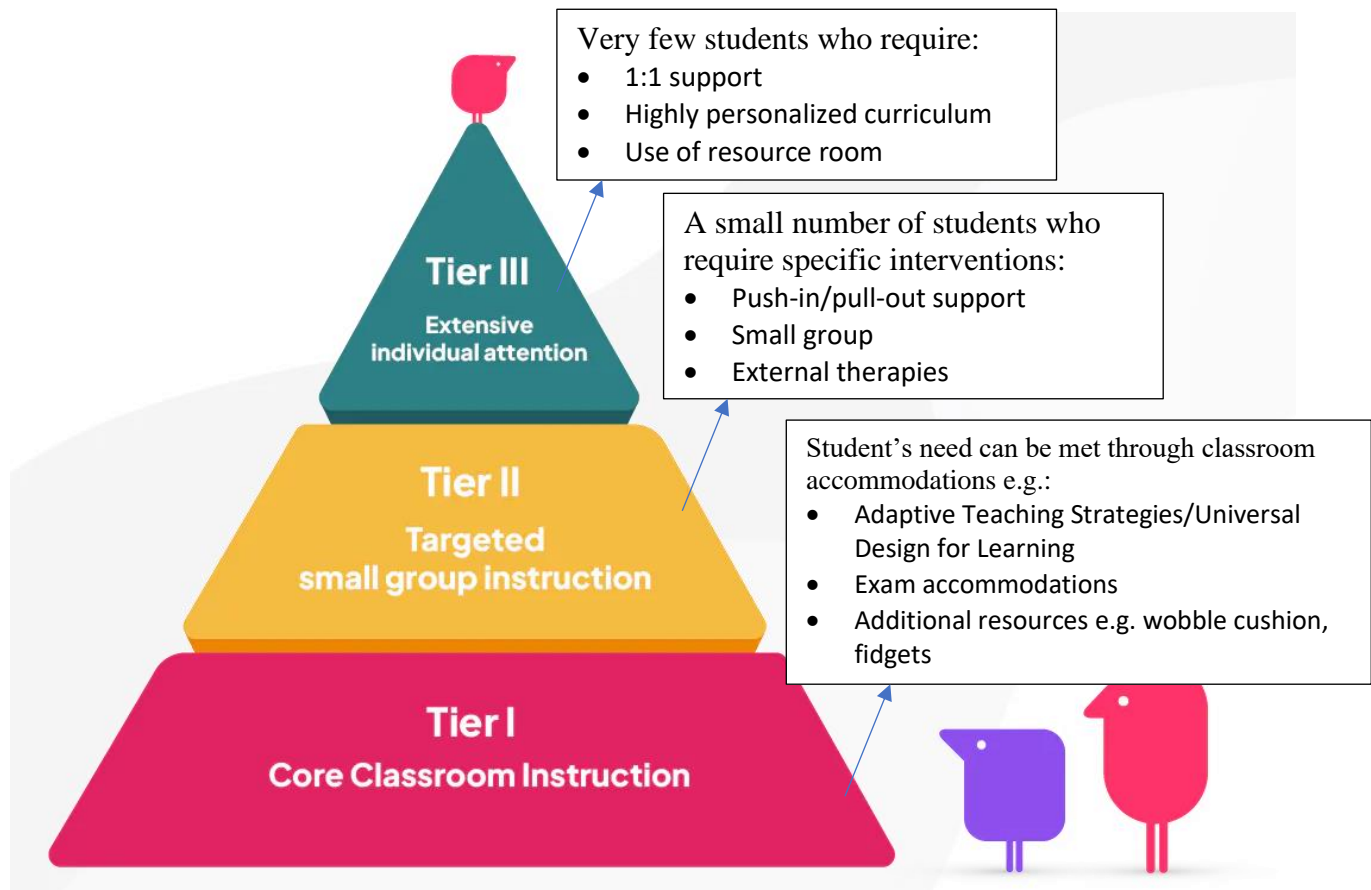
Consideration will be given to classroom acoustics and lighting, and sensory requirements and reflect a Universal Design for Learning approach.

Educators 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. Teachers will use an adaptive teaching approach to ensure the needs of all learners are catered for and all students have access to in-class learning.

3.3 Inclusive Teaching and Learning

At Yas American Academy we incorporate inclusive learning pedagogy into lesson planning and provision for students, taking a personalized approach to delivery of teaching content aligning with a tiered model of support and achievement of Documented Learning Plan (DLP) targets.



Support comes in a variety of ways and we aim to ensure support is tailored to the needs of the student. Support can be offered in the following ways:

- In-class support through classroom adaptations
- Push-in support through the Inclusion team/Classroom Assistants supporting small groups to access the classroom learning
- Pull-out support through small group and 1:1 interventions delivered out of the classroom to targeted academic areas
- Counselling support for support with Social, Emotional and Mental Health concerns
- Weekly check-in meetings to review target areas and provide advice and strategies to support in class
- Accommodations for exams and assessments

From medical reports, in school assessments, meetings and observations, we will work closely with parents and staff to ensure the support that is needed is put in place. The above list is not limited and the team will always look to provide what each individual student needs to ensure they can make progress academically and socially.

3.4 Curriculum

Students are provided an appropriate curriculum pathway that enables them to achieve appropriate outcomes, based on their individual strengths and support needs.

At Yas American Academy we:

- Ensure all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
- Ensure Technical and Vocational Education (TVET) pathways are aligned with UAE MoE guidance on pathways to equivalency, where appropriate.
- Ensure that where any agreed modified curriculum pathway may not fulfil equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- Ensure that eSIS is updated to indicate when the student is following a modified curriculum.
- Ensure parents sign an agreement to a personalized or alternate curriculum.

3.5 Assessment Accommodations

At Yas American Academy, we want to ensure students with additional learning needs are not disadvantaged during any form of assessment. Exam accommodations are pre-examination adjustments for students based on evidence of need and the normal way of working. They allow students with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the test.

Accommodations might include 1 or more of the following:

- Reader or Text to Speech
- Scribe, Speech to text or laptop
- Enlarged or braille question papers
- 50% additional time
- Taking the exam in a separate location
- Rest breaks
- Use of four function calculator

Testing accommodations apply to all subjects including MOE.

3.5.1 Measure of Academic Progress (MAP) Assessments

MAP assessments are carried out in Term 1 and Term 3 from KG2 to G10. Students identified as requiring support will be identified by the team prior to the MAP assessment window. Students will then be timetabled to complete their tests in a separate location either in a small group or with one-to-one support based on their needs and normal way of working in class.

If it is felt that, even with exam accommodations, a student would still be disadvantaged by sitting the exam, exemption can be requested with ADEK. Exemption is only granted in exceptional cases and a medical report detailing the students diagnosis is needed.

3.5.2 College Board Exams

Advanced Placement (AP), PSAT and SAT assessments are externally assessed examinations through College board. Before a student can take College Board exams with accommodations, students must request the accommodations and be approved by College Board's Services for Students with Disabilities.

Exam accommodations can be requested through the school which streamlines the process for families. As soon as a student knows they will be sitting a College Board exam and need accommodations, they should contact the school. The school will then request a parent consent form to be completed and will then submit a request detailing requested accommodations and information about the student's disability (DLP or medical report) on College Board to submit for their approval.

Once documentation has been submitted to College Board, it can take up to 7 weeks for a response.

However, a student can request accommodations without going through the school.

3.5.3 Internal Assessments

For internal formative and summative assessments, students who are identified as requiring exam accommodations should receive these same accommodations as standard practice in class. Teachers will be made aware of any exam accommodations and classroom accommodations students should be receiving. Where teachers need support from the inclusion team to administer the accommodations, a request to the inclusion team needs to be placed at least 2 weeks in advance to ensure the team can adjust their intervention timetable having the least impact on other student support.

3.6 Identification and Referral Process

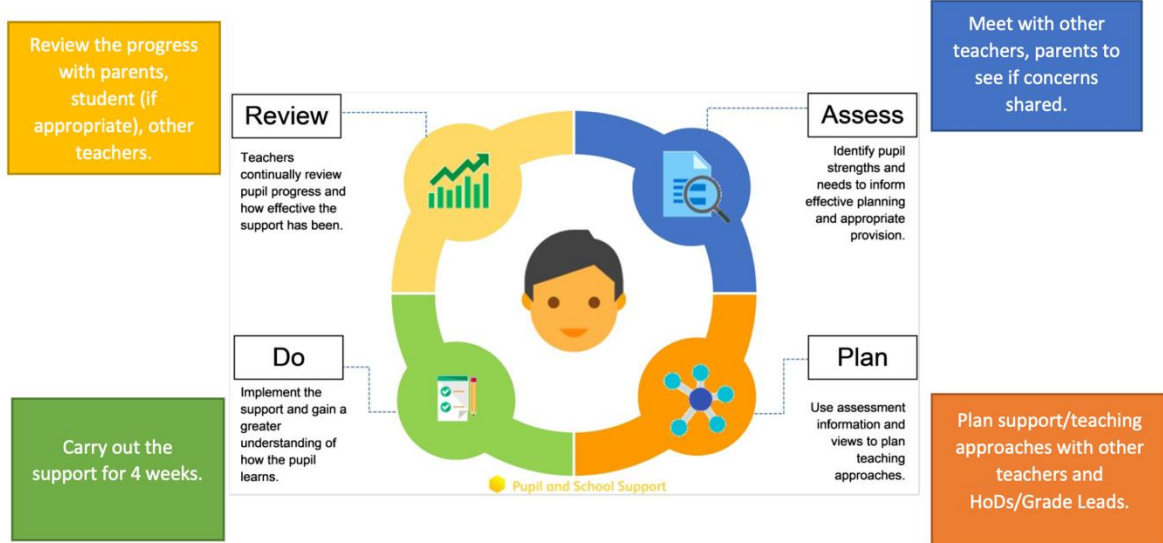
Students are raised as a cause for concern by the class or subject teacher if they become aware that a student is experiencing academic, social, emotional or behavioural and/or physical difficulties. This may present in the following ways:

- Consistently working significantly below peers in academic studies
- Difficulty concentrating or staying on task
- Difficulty organising themselves
- Making no progress despite interventions and support in place
- Struggling to maintain friendships
- Persistently disruptive in class with little to no change after pastoral support

Parents can raise a cause for concern about their child's progress. This would be done by communicating with the homeroom teacher and the teacher would then follow the procedure for raising a cause for concern.

Referrals from the class/subject teacher are made following the below process ensuring they are using the Assess, Plan, Do, Review model at each stage (please see Appendix E for examples of what to do at each stage). Throughout this process, there will be regular communication between all involved with the student to gather evidence and build an accurate picture of their needs and possible further support that may be needed.

1. If a teacher has initial concerns, they will:



This will be recorded on the CC1 form as evidence (Appendix B).

2. If there has been little or no progress at the review stage, complete a referral using CPOMS attaching the CC1 form as evidence. If there has been progress, repeat the Assess, Plan, Do, Review model again to ensure progress continues.
3. The Inclusion Team will look at the Cause for Concern and will complete an assessment plan which will be completed within 4 weeks. This will be followed with a meeting with teachers/parents to plan further support and interventions with the support of the inclusion team. The support will be carried out for 4 weeks and reviewed at the end with parents, teachers and students if appropriate.

During this phase, assessments may include:

- Classroom Observations
- Checklist questionnaires
- Screening for possible dyslexia/dyscalculia

4. If regular interventions are needed from the Inclusion team, or a specific need is identified, the student will be moved to Tier 2 on the Inclusion register. This will be done in discussion with parents and may include recommendations for specialist assessments by an external centre. Students identified as Tier 2 will have a DLP written with key targets and their identified area of need and DLP added to eSIS.
5. At any point in this process, parents can seek private assessments from medical professionals. The school will support in this area.
6. For students posing a significant risk to themselves or others in school, an urgent referral can be submitted on CPOMS by Grade Leaders. Parents will be informed immediately in this instance. Observations and assessments will be completed within 1 week.

Please see the Cause for Concern Referral flowchart (Appendix A)

3.7 Tracking and Monitoring Progress

Students' progress towards their DLP targets will be monitored in a variety of ways including:

- Baseline assessments
- Mid/End of Intervention assessments
- Observations in class
- Looking at classwork
- Meetings with teachers
- Monitoring grades
- MAP assessments
- Record notes from interventions

This information will be monitored, and a central tracking sheet will enable the Inclusion team to have a constant overview of progress throughout the year to identify gaps and analyze the impact of interventions for students. This will enable the team to adapt the support provided as needed to ensure the students have the best support.

Yas American Academy maintains Provision Maps of accommodations, modifications and/or interventions provided for SoD. Provision Mapping at Yas American Academy manages record keeping of DLP's, provision, progress and attainment data for students receiving support and interventions delivered by the Inclusion team. The Provision Map should be maintained regularly. The Provision Map acts as an important summary of provisions, their impact, and monitoring that a student is responding to interventions in place.

Data contained within the Provision Map includes:

- start and end date
- the nature and frequency
- who delivers the provision
- start and end levels – summary of impact
- students allocated

The data and information from the Provision Map is used to inform an impact portfolio collated at the end of the Academic Year. The purpose is to ensure Students of Determination are consistently receiving the most appropriate and impactful provisions to meet their needs and achieve their full potential.

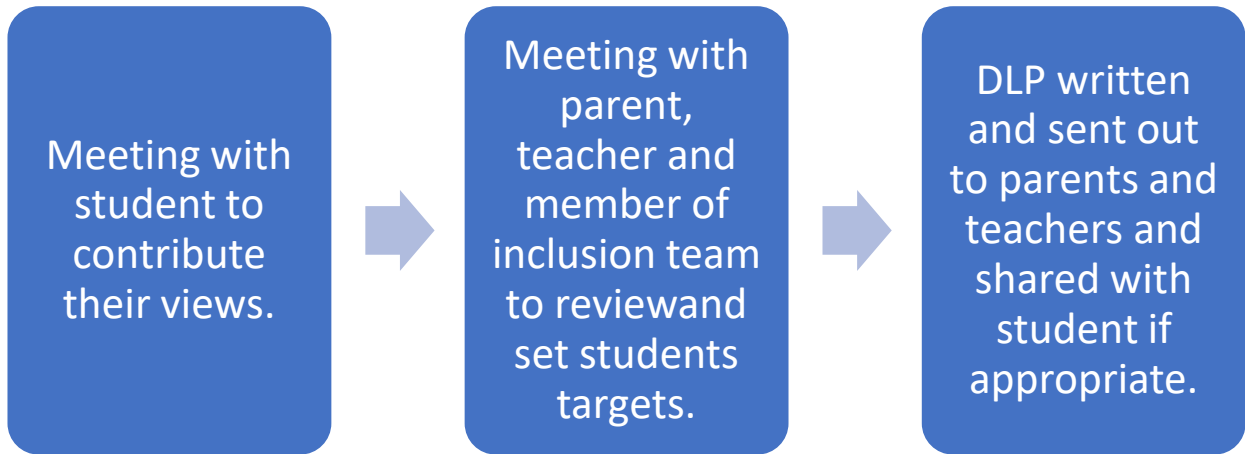
3.8 Documented Learning Plans (DLPs)

At Yas American Academy we develop DLPs in conjunction with teachers, parents and students. We strongly believe that working as a partnership where all views are considered is key to making the most progress towards students' targets.

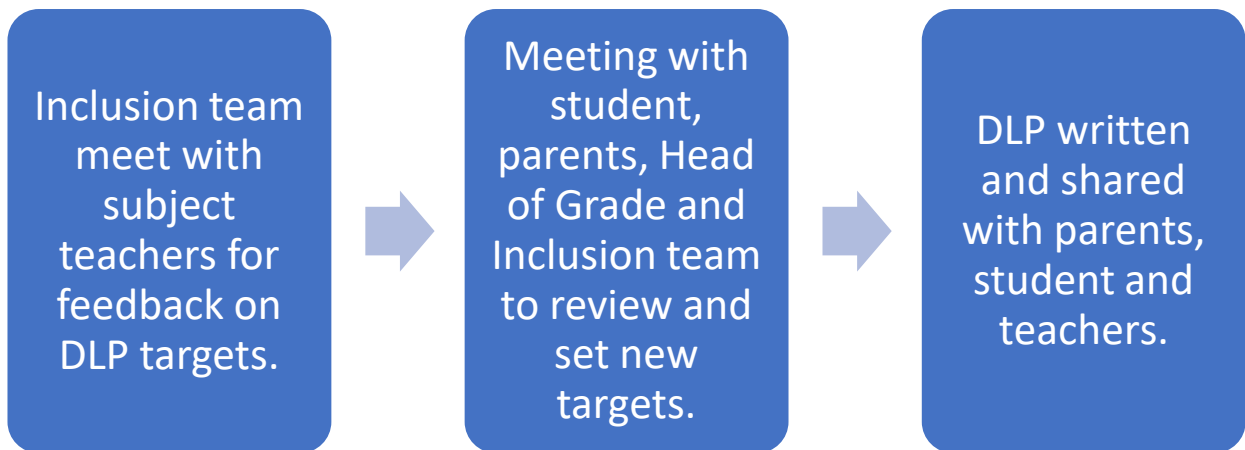
DLPs are put in place for students who are identified as receiving Tier 2 or Tier 3 additional learning support. Additional Learning Support (ALN) could take the form of support for students struggling with an aspect of their learning, emotional wellbeing, social communication or behavior.

During the meeting, strengths and areas for development for the student are identified and targets on areas they need to develop further are written. The DLP is reviewed each term and new targets set as appropriate.

3.8.1 Elementary DLPs



3.8.2 Secondary DLPs



As per ADEK policy, all DLPs will be uploaded to ESIS and the student's progress towards their DLP targets will be updated each term.

3.8.3 Annual Reviews

For students identified as receiving Tier 3 support, an annual review will be held. At this meeting all the team working with the student, including external specialists, will review progress and discuss the level of 1:1 support needed for the student. The annual review can be held at any time within the school year and is not limited to the end of a year.

3.9 Collaboration with parents

Parental support and communication is key to ensuring students achieve the best possible outcomes. As a school we aim to ensure we listen and respond to parents to ensure we are providing the best support for the whole community.

We offer an open-door policy to parents should a parent need to discuss anything with the team. During Parent Teacher Conferences (PTCs), parents will be able to book meetings with the team.

For students with a DLP, as well as the termly review meetings, we will also ensure more regular communication of student progress in class through several email updates in-between review meetings.

For students receiving Tier 3 support, we will provide biweekly updates via email to share progress against DLP targets as well as other goals being worked on. Additional meetings can also be set where necessary during the term to review progress or discuss any concerns.

3.10 Therapy Services

Some students may require support from developmental and educational professionals such as therapists, specialist teachers and others. Yas American Academy welcomes those professionals and works with them to assure the child's success. The service provider is encouraged to provide services to the child in the context of the school and classroom environment and the HoI, child's teacher and the service provider work collaboratively to determine the best strategies to support the student. There is the opportunity for students to receive SALT/OT and or psychology sessions in school. Please refer to the Service Guideline Specialist Services in Schools for further guidance.

3.11 Transition

Transition is about students moving from one stage of education to another. This could be starting a new school, moving from elementary to secondary school, changing grade or finishing school. Transitions are hard but can be even harder for some students. To support students with these transitions, we can offer a range of support depending on the student and the phase of transition they are going through.

These are some of the things we can offer at Yas American Academy to support students transitioning to a new phase of their education:

| Change of School | Grade 5 to Grade 6 | Grade 12 | Other |
|--|--|--|--|
| <ul style="list-style-type: none"> •Additional visits to the school •Meet new teacher (where possible) •Liaise with current/new school •Social story | <ul style="list-style-type: none"> •Additional visits to secondary •Taster lessons •Visits to work with secondary inclusion team •Meeting homeroom teacher (where possible) •Meeting current G6 students to ask questions | <ul style="list-style-type: none"> •Close work with College Councillor •Regular meetings •Communication with next phase of education (where possible) | <ul style="list-style-type: none"> •Social stories •Meet new homeroom teacher (where possible) •Question/answer session with students from next Grade |

4. Additional Support

4.1 Additional Fees

Yas American Academy shall follow the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report, schools may request additional school fees.

Where additional school fees are necessary, Yas American Academy shall:

- Justify, with evidence, the requirements and costs for additional provision which extend beyond the standard inclusive provision.
- Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges. Yas American Academy shall also provide financial statements to parents itemizing the allocation of additional funds charged on a termly basis.
- Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of cost, as per the ADEK In-School Specialist Services Policy.
- Review all additional charges on a termly basis and evaluate impact and ongoing applicability if specialist services or additional resourcing.

Should an individual student's need exceed the 50% additional charge, Yas American Academy shall seek approval with ADEK for any extra charges.

4.2 Individual Assistant

Previously referred to as 'shadow teachers', they can be appointed (parent funded) for additional individualized assistance for personal care or other non-teaching related support. HoI should hold a copy of the employment agreement between IA and family, the parental no objection, IA code of conduct and wherever possible be involved in the interview process to confirm suitability to work with the child and support their needs. IA needs to obtain PASS approval and related documents uploaded on eSIS on the student's file. IA will be available outside the classroom and is authorized to enter the classroom to support the student only upon request by the teacher.

5. Roles and Responsibilities

Roles and responsibilities of stakeholders involved in providing Inclusive Provision ensure that Inclusion is fundamental to school culture and educational provision.

All members of the school community contribute by:

- 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.

Aldar Education Board and Executive Management Team

- Support inclusion, equity and opportunity at all levels within Aldar Education; and
- Ensure school facilities are accessible and accommodate the needs of SOD.
- Lead strategic development of Inclusion within Aldar Education;
- Monitor and maintain quality provision for students with SEND; and
- Ensure appropriate CPD is provided to Aldar Education Staff.

School Principal

- Include inclusive provision as part of the School Development Plan;
- Ensure a senior leader has direct oversight of Inclusive Provision;
- Appoints a HoI as an SLT member;
- Appoints a separated member of staff responsible for ELL/EAL;
- Appoints a separate member of staff responsible for G&T;
- Ensures data on identification of students is submitted to ADEK as per requests;
- Ensures all cases of maltreatment of SoD is recorded and resolved;
- Safe evacuation and risk assessment procedures are in place
- 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, and
- Ensure inclusion team staffing is sufficient to meet the needs of the students in their school.

School Head of Inclusion

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate.
- Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per Policy 64 (Health, Safety, and Environment). This should be reviewed on a termly basis or where the needs of the individual or setting changes.eg. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- Ensure all data requirements and eSIS information on students with additional learning needs is reviewed and updated.
- Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting.
- Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.
- Contribute to Senior Leadership strategic planning and lead the Inclusion Team.
- Provide professional support and guidance to teachers;
- Ensure that appropriate funds and resources delegated to SEN are used for appropriate provision;
- Coordinate the monitoring of progress using a response to intervention approach;
- Collate data to demonstrate effectiveness of quality first teaching and intervention strategies;
- Responsible for the progress and attainment of SOD and impact of provisions; and
- Provide professional development.

In addition, the Head of Inclusion should:

- Co-ordinate the day-to-day implementation of the school's Inclusion Policy;
- Liaise with and delegate responsibility to Learning Support team;
- Maintain the school's SOD register;
- Oversee the records of all pupils with special educational needs;

- Organize necessary reviews and referrals;
- Liaise with parents and external agencies; and
- Coordinate with external therapy providers to facilitate the delivery of therapy services in school where required, in line with the *ADEK In-School Specialist Services Policy*.

Inclusion Teacher

- Work under the direction of the Head of Inclusion;
- Develop and facilitate the delivery and review of DLPs which inform learning and teaching;
- Work closely with all members of staff to identify pupil's needs and strategies to support students throughout school
- Monitor and review progress to inform provision and be accountable for impact and progress;
- Plan and deliver effective interventions (push in and pull out) identifying suitable programmes for all Tier 2 and Tier 3 students which promote progression within an inclusive setting;
- Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support which can be provided in the home setting;
- Liaise with therapists to ensure DLP targets are linked with therapy goals.

Class/Form/Subject Teachers

- Undertake all appropriate actions to remove identified barriers to learning for all students within the class;
- Develop and promote an inclusive classroom
- Be responsible for the progress of all students in their class;
- Keep up to date with information on the Inclusion Register;
- Ensure all classroom accommodations for identified students are in place and consistently used;
- Closely monitor pupil attainment and progress in line with policies and procedures to identify underachievement in a timely manner;
- Gather information through observation and assessment;
- Follow the Cause for Concern referral process for any students whose progress concerned about;
- Work closely with other staff to plan for teaching and learning and adapt appropriately for student needs; and
- Contribute to, manage, implement and review DLPs in consultation with the Inclusion Team.

Inclusion Assistants

- Work under the direction of the Inclusion Teachers and/or Head of Inclusion
- Deliver effective interventions for Inclusion students
- Liaise with Inclusion teachers and class teachers regarding targets and progress of students
- Keep records of interventions to show targets worked on and progress
- If requested, work 1:1 with a student within the classroom supporting their access to learning under the guidance of the class teacher

Individual Assistants

- Follow school policies and guidelines for working with students in school.
- Undertake any mandatory school training as directed by Head of Inclusion/School Principal
- Provide 1:1 support for a student for behavior, pastoral or medical support as per teacher request
- Enter the classroom to provide support as requested by the class teacher or as detailed in the students documented learning plan

Parents

- Share all relevant information, including medical reports, with the school to ensure the school can provide the best support for the child
- Attend meetings with teachers/Inclusion team to review progress and identify next steps
- Work closely with the school to ensure any necessary support/external