



**RADIANT INDIAN SCHOOL
FOR GIRLS AND BOYS,
SHARJAH**

INCLUSION POLICY (2023-2024)

The school has high expectations of effort and success from all children. We believe that our children, including those identified as having "additional needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Radiant School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with 'additional needs'

Purpose of policy

This policy describes the way we meet the needs of children, who experience barriers to their learning, learning difficulties.

Aims and objectives.

We aim to develop an environment where all children can flourish and feel safe. We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Radiant School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve. Radiant School aims to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of all students in class.
- To facilitate access to the curriculum through differentiated planning by class teachers.
- To provide specific input, matched to individual needs, in addition to differentiated activities.
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents.
- To enable children to move on from the school as well equipped as possible in the skills of literacy, numeracy, social independence, resilience and confident to meet the demands of secondary school life and learning.
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported.
- To give the children a voice in planning and in decisions that affect them.

- To have an open-door policy in support of staff and parents.

Learning and Teaching Style

Effective learning

- To aim to raise attainment levels through the use of SMART targets for those who need them.
- To support class teachers in producing Individual Education Plans that are tailored to match the student's needs, provide challenge and are deliverable.
- To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

Effective teaching

Inclusion is a whole school responsibility where all staff must be aware of strategies and procedures to support all pupils, including those with additional needs, through differentiation appropriate.

Teachers must ensure that they build confidence, motivation and self-esteem through a safe, calm and secure atmosphere in all lessons.

The Curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, however they may have individual support which leads towards inclusion.

Activities for Curriculum Enrichment (ACE)

The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities.

The school will take positive steps to create school culture through its governing body and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance,

irrespective of their individual differences. This commitment extends to the whole school community and others connected with it.

The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Involvement of others

The school works together with others to promote inclusion for all children. These include.

1. Parents
2. Class teachers
3. Counsellor
4. School Medical staff

Identification and Assessment Arrangements,

Monitoring and Review Procedures:

The school's system for regularly observing, assessing, and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- Classroom teacher's response to a child's learning need.
- Teachers differentiate their lessons using an IEP which details the child's needs and which is accessible to all teaching staff.
- Collaboration between parents to ensure a successful transition.

Learning Support Assistant.

There may be withdrawal from lessons for extra literacy and numeracy on a one-to-one basis. The curriculum cannot be accessed without this support.

The school's system includes reference to:

- Baseline assessment results

- Progress measured against Internal Assessment and standardized tests.
- Observations of behavioral, emotional and social development.
- Differentiated curriculum support within the class and the class teacher will write an IEP.

Roles and responsibilities Leadership Team

The development and monitoring of the school's work on inclusion will be undertaken by the Radiant Indian School Leadership Team.

Medical Staff to work with all staff to promote the inclusion of all children.

