

Diversity, Equity & Inclusion Policy

This version September 2024

Next review September 2025

Reviewer: Head of Inclusion Claire Hitchings

Guiding Principles

The Aquila School is committed to:

Respect: We value and respect the diversity of our school community, including but not limited to, differences in race, ethnicity, nationality, gender, religion, socio-economic status, ability, and cultural background.

Inclusion: We strive to create an inclusive environment where all individuals feel safe, valued, and included, regardless of their backgrounds, identities, or abilities.

Equal Opportunities: We are committed to providing equal opportunities for all members of our school community, ensuring fair access to educational, employment, and participation opportunities.

Non-Discrimination: We prohibit discrimination or harassment on the basis of race, ethnicity, nationality, gender, gender identity, sexual orientation, religion, socio-economic status, ability, or cultural background.

Education and Awareness: We promote education and awareness programs to enhance understanding, respect, and appreciation of diversity among pupils, staff, and the wider community. Our careers pathways make use of counsellors in negotiating post-secondary options.

IB Learner Profile: We nurture and develop the 10 learner profile attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

Recruitment and Employment: We will ensure that our recruitment and employment practices are fair, transparent, and free from discrimination. We will actively seek to recruit and retain staff members from diverse backgrounds to reflect the multicultural nature of our school community.



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Admissions

There is no formal assessment to enter our school, rather a dialogue and meeting with the child and their family. We ask families to let us know of any medical or learning needs their child has and to allow the school access to reports from professionals and previous settings as appropriate. It may be appropriate for us to visit and observe the child in their existing setting or for the child to come into school for a trial session. The function of this process is to inform the school's provision planning and enable the child to be enrolled in the school. Children will be enrolled into the year group that corresponds to their age, except where they have already completed a programme of study in another setting that is equivalent to a year group above or below the expected year group.

In exceptional circumstances where The Aquila School is unable to provide a place for a pupil of determination, the criteria and rationale for the decision will be clearly described through the completion of the KHDA's non-admission notification procedure for pupils of determination. This must take place whether the pupil is identified as a pupil of determination prior to the application or as a result of the entry assessment procedure.

Priority admission is provided for a pupil of determination with a sibling already on role in the school.

The school recognises that many members of our community have English as an additional language. Through appropriate intervention and support, coupled with a language rich curriculum, we ensure that children make as much progress as possible.

We also recognise that some children are gifted and talented. (More Exceptionally Able) We define this as being exceptionally able in a particular curriculum area or by working at an age level more than two years higher than the child's actual age. Provision for gifted and talented children includes a wider curriculum, leadership opportunities and enrichment activities as set by the class teacher and members of the inclusion team.

Curriculum and Pedagogy:

We will promote a curriculum that recognises and respects the diversity of our pupil population, which aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

We will strive to incorporate diverse perspectives, cultures, and experiences into our teaching and learning practices to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



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Assessment and Identification

At The Aquila School the phrase 'pupil of determination' does not define a pupil; it simply identifies

the need for additional support to help the child make as much progress as possible. Some children of determination have a formal diagnosis, others do not. Families are not required to obtain a diagnosis in order for their child to gain admission to the school.

Provision and the Standard School Service

The Aquila School provides a standard school service for pupils of determination. This means that they have access to:

1. Human resources that support diversity in schools:

- the leader of provision for pupils of determination
- a nominated class teacher
- the school's team of support teachers
- the school's team of learning support assistants
- counselling and pastoral support staff

2. Physical resources:

- in-school assessment, screening and identification tools including, computer-based programmes to enable the identification of learning needs, and the generation of associated personalised learning plans (e.g. individual education plans)
- adapted, modified or enhanced resources to enable appropriate learning experiences within common learning environments, including access to appropriate classrooms, resource rooms or learning support spaces.

3. Specific services for pupils:

- formal and informal school-based processes that are used to assess and identify pupils of determination
- the development, implementation and review of Pupil Profiles and Individual Educational Plans
- curriculum modifications and adaptations required to enable the pupil to access education in the common learning environment with peers of the same age
- the inclusive access arrangements provided must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests
- small group or one-to-one support sessions within or outside of the classroom delivered by teachers, counsellors or support staff with assistance from support teachers
- additional classroom support from learning support assistants provided as part of the standard school service



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- training to enable the pupil to benefit from assistive devices and associated applications where provided by the school
- access to vocational training programmes offered on the school premises
- appropriate school-based support, advice and guidance to the parents of pupils of determination
- planning, organising, and training the pupil and relevant staff on emergency procedures
- conducting a physical environmental scan to identify and mitigate risks that can be relevant to the pupil.

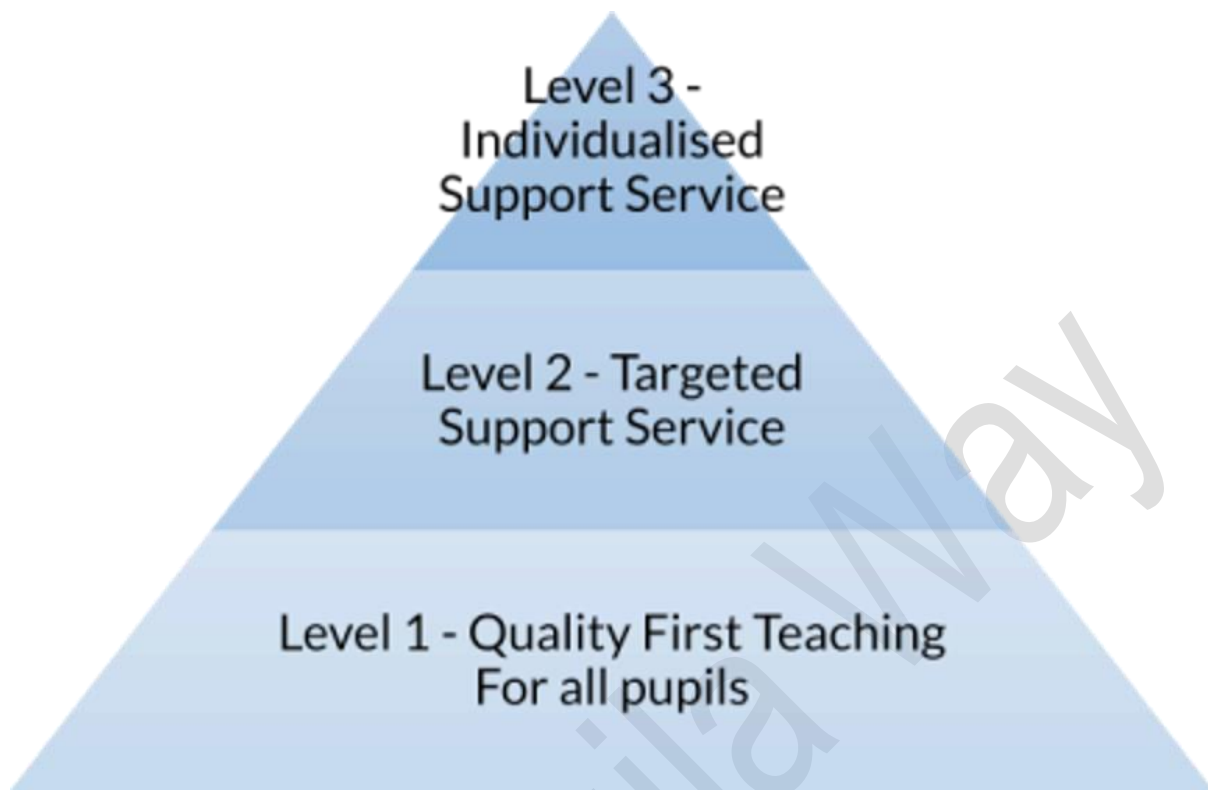
The school's basic tuition fee will enable pupils of determination to access provision included within the standard school service for pupils of determination; they will also have access to all other services available to all other pupils.

When planning provision, the school will, in consultation with the family, decide upon the support needed with reference to the graduated system of support:



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Definitions:

Level 1 – General Support Service

The large majority of all children including pupils of determination are sufficiently supported at this level. This involves high quality differentiated teaching in the classroom, including Universal Design for Learning (UDL). UDL supports both pupils of determination and their peers through the application of inclusive education principles and practices. Level 1 pupils will have a Pupil Profile.

Level 2 – Targeted Support Service

This includes specific and time-limited intervention that is provided to children who are working significantly below age related expectations. A minority of pupils of determination require access to this service. All Level 2 pupils will have a Pupil Profile, some may require enhanced support through an Individual Education Plan (IEP).

Level 3 – Individualised Support Service

A small number of children with very specific needs will require individualised and specialised provision, which is different from that provided to most other children of determination. This may include full time or part time support from an Individual Learning Support Assistant (ILSA). All pupils receiving level 3 support will have an IEP.



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Provision for pupils of Determination and others with additional learning needs

At The Aquila School we review pupil progress and attainment regularly. Some children may be identified as needing short-term additional provision to narrow the gap between them and their peers. This may be delivered by class teachers, LSAs or members of the Inclusion team. These children will be identified as having Additional Educational Needs (AEN).

We use Individual Pupil Profiles and Education Plans (IEPs) to plan individualised provision in order to reduce the barriers to learning experienced by pupils of determination, as a result of their difficulty, condition or disorder. IEPs document short term targets (10 - 12 weeks) and the actions/interventions to be taken to help the child meet these outcomes. At The Aquila School, class teachers work with the Head of Inclusion and Inclusion teachers to create the IEP in consultation with the family, the child, and outside agencies as appropriate. The class and subject teachers are then responsible for its implementation supported by the Inclusion team. At the review meeting, progress towards desired outcomes is measured and an informed decision is taken as to whether such additional provision should continue. This cyclical approach with comparatively short time scales ensures that provision is tightly matched to need.

Provision payments and fees

The Aquila School provides the standard school service for pupils of determination as part of the provision offered through the school's published tuition fees. Fees are approved by KHDA. The school does not charge additional fees for inclusion support at any level. Parents may source required therapies, such as speech and language and occupational therapy, from the Hemam Centre or their preferred provider and this contract does not form part of their agreement with the school.

Pupils who access level 3 support services may require support from an ILSA. Where this is recommended by medical or educational professionals due to an educational or medical diagnosis, the school will support the family in sourcing a suitably-qualified person. The family will meet the cost of this additional provision directly with that individual or the agency providing them, if applicable. A Memorandum of Understanding and appropriate safeguarding checks will be required.

Key facilitators

The Governing body: ensures that the school implements a fully inclusive education for the children in its care. At The Aquila School our appointed governor for inclusive education is Louise Dawson. She monitors the effectiveness of provision and supports the school in implementing a strategic direction through a clearly stated inclusive vision and ethos.

School principal: Wayne Howsen ensures that the school is committed to inclusive approaches to teaching and learning and ensures staff are sufficiently trained to support all



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children. The school principal also ensures the school has a rigorous system of monitoring and evaluation to track progress and inform strategic planning.

Inclusion champion: a key advocate for inclusion and pupils of determination, playing an important part in promoting the highest quality provision for all children. In our school, the inclusion champion is Claire Hitchings, the Whole School Head of Inclusion; sits on the Senior Leadership Team. **Leader of Provision for pupils of Determination:** a role model, coach and professional mentor for class teachers to help them develop their effectiveness in meeting the needs of all children. In our school, this role is fulfilled by Claire Hitchings Head of Inclusion. Approximately 60% of her time is engaged in activities to support the development of teachers.

Inclusion staff: the Head of Inclusion, Secondary and Primary SENCOs, Secondary inclusion teachers, Primary inclusion teachers, support teachers and learning support assistants (Inclusion Support Team) work alongside class and subject teachers to provide support in line with pupils' needs. This could include work inside the classroom or, where appropriate, withdrawing children from the classroom for specialist intervention programs and therapies.

Classroom teachers: teachers are responsible for the learning, progress and outcomes of all pupils that they teach. They work collaboratively with parents, inclusion staff and specialists to maximise pupil engagement and progress.

Ratios of Inclusion Support Team (as set by KHDA)

A minimum of one support teacher for every 200 children on roll. One LSA for every 125 children on roll.

Hemam Centre

The school works in partnership with the Hemam Centre - a CDA registered organisation that provides specialist one-to-one therapy for children who have significant, complex needs that cannot be fully met in a full time mainstream classroom. Hemam children, as and when appropriate, integrate into mainstream classes with their allocated therapist. Class, subject teachers and specialist inclusion teachers take responsibility for their learning, progress and attainment. Class teachers also write IEPs for these children with support from the Inclusion Team and Hemam staff. The Head of Inclusion oversees provision for Hemam children to ensure there is continuity and effective communication between all stakeholders, so each child makes as much progress as possible.

The School Register



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Pupils who are identified by the school as being, SEND (level 1, level 2 and 3), ELL and Gifted and Talented (MEA) are entered on to the school inclusion register, EYFS through to KS5.

The register will be reviewed at least three times a year at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

Progress will be monitored closely to ensure that pupils have a full range of opportunities to grow and develop their potential.

Personalising the Curriculum

School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School and where required alternative frameworks such as the ASDAN programme are utilised to support pupils' needs.

The Aquila School currently uses bespoke versions of recognised national and international curriculums to support the staff, at all levels, in planning the curriculum.

The Aquila school has long term curriculum maps which are used by year-level and individual class teachers and subject specialists to plan appropriate, differentiated activities for all pupils. Staff ensure appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.

All members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

Statutory requirements

The Aquila School is fully compliant with the statutory requirements as set out in the Dubai Inclusive Education Policy Framework (KHDA, 2017). Further guidance is also available in Implementing Inclusive Education: A Guide for Schools (KHDA, 2018) and Directives and Guidelines for Inclusive Education: Ensuring Equitable Access to Education for pupils of Determination (KHDA, 2020). In addition, the school operates within the legislative frameworks provided by Dubai Law No. 2 (2014) concerning the rights of persons with disabilities, Federal Law n.29/2006 (articles 12-15) and Executive Council Resolution No. 2 (2017), which regulates private schools in Dubai. The school also complies with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008 and 2010).



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The school facilities are accessible for all pupils and have been assessed against the Dubai Universal Design Code.

Reflecting usual ways of working

Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

At The Aquila school we plan inclusive access arrangements for our candidates based on the IB criteria and OFQUAL with observations of the candidate in the classroom during classwork and tests.

The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy and have not been previously discussed with the IB (see Section 1.8), they cannot be authorised by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorise a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

Staff Development and Training

All teaching staff complete the people of determination Module under the teacher licence scheme.

New staff are inducted on the inclusion principles of Level 1 to 3 support and expectations are made clear during induction.

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

The Inclusion support team provides regular additional training to all staff to ensure a clear understanding of SEND/EAL/MEA and particularly how they can adapt their learning environment and teaching to ensure the removal of barriers to learning.



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Learning Assistants and Learning Support Assistants are trained to use specific interventions such as: Wellcomm programme, Power of 1, Power of 2, Nessy, RWI individual coaching and reading fluency.

The inclusion team is trained to support pupils effectively when sitting formal/informal assessments as set out by OFQUAL and IB.

Appendix 1

Whole school inclusion team

Role	Responsibilities
Principal Mr W Howsen	Supporting and leading all aspects of the inclusion team including Effectively communicate a vision of inclusion, ensuring the engagement of the school community
Governing board	Provides systematic support for the development of our inclusive school
Inclusion Governor Louise Dawson	Holds the school to account and monitors the overall education outcomes



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Head of Inclusion Inclusion Champion Claire Hitchings	Principal advocate for inclusion and pupils of determination, ensuring the highest quality provision is continually assessed and developed Lead the Inclusion Support Team Role model, coach and mentor for classroom teachers
Primary SENCO Tara O'Grady	Support the Head of Inclusion to lead provision in Primary and Secondary
Secondary SENCO Ingrid Rodridgues	Provide advice and guidance to teachers and parents Implement evidence based programmers of intervention and determine attainment and progress
Support teachers Mrs J Hoyland Ms S Rangasamy Ms A Murtuza Ms E Charles Ms N O'Connor Ms R Mulla Ms D Watson	Role model, coach and mentor for classroom teachers Work with individuals and small groups of children who require intervention support Co-plan with class teachers to meet the need of all learners Track pupil progress and support IEP writing with teachers



Inclusion Support Assistants Ms M Ibrahim Ms P Mishra Ms N Hogwood Ms R Mohamed Ms E Mogborukor Ms D Eswaran	Provides targeted support through evidence based interventions Keep records of pupil progress Works with individuals and small groups to support amazing learning
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Appendix 2

Pupils of Determination Definition

What are special educational needs and/or disabilities (SEND)?

'A pupil of determination is a pupil with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the pupil's full and effective participation in education on an equal basis with peers of the same age. Pupils of determination are identified through one or both of the procedures listed below:

Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder.

Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder.

Appendix 3 Categories of disability and barriers to Learning

Common barriers to Learning	Categories of Disability (aligned with the UAE unified categorization of disability)
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Cognition and learning	1. Intellectual disability (including intellectual disability – unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five year of age)
Communication and interaction	5. Communication disorders 6. Autistic spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyperactivity Disorder 8. Psycho- emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical condition

Appendix 4 Pupil Profiles and Individual Education Plans

All Pupil Profiles will contain the following:

Pupil Information

- Category of need
- Main barriers to learning
- Additional barriers to learning

Pupil Learning Profile

- Performance level
- Areas of strength
- Areas of difficulty
- Areas of interest
- Learning style

Classroom Accommodation

- How to help
- Things to avoid
- Access arrangements

Examination Accommodation

- Time allowance/Additional time
- Normal way of working procedures (KS3 to 5) e.g. scribe, reader, use of assistive technology etc.

IEPs will have additional:

Individualised Targets (SMART)

- Specific
- Measurable
- Achievable
- Relevant



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• Timeframe

Development Team

- Parents
- Pupil
- Teacher/s
- Leader of Learning Provision
- Other Professionals

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Appendix 5

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstance

Circumstances that are not commonly within the experience of other candidates with access requirements.

The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular access arrangement.



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Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support. Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to fully understand the subject. Refer to Developing academic literacy in IB programmes (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

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