HAPPY HOME ENGLISH SCHOOL, SHARJAH

Inclusion Policy
2026-2027

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Table of Contents

Section		Page
1	Inclusion Statement	3
2	Purpose	4
3	Aims	4
4	Objectives	4
5	Definitions	5
6	Meeting Diverse Needs: Rights of Persons with Disabilities	5
7	Inclusion Team	6
8	Roles and responsibilities	6
9	Successful Inclusion	7

Inclusion Statement

At **Happy Home English School, Sharjah**, we are proud of our ongoing commitment to equity, diversity, and inclusion. This statement reflects not only who we are as a school community but also our vision of becoming an increasingly inclusive, welcoming, and equitable learning environment for every student.

Our shared vision at Happy Home English School is to ensure that every student engages meaningfully in learning, receives high-quality education, and is provided with the support needed to achieve academic, social, and emotional success. We are committed to identifying and reducing barriers to learning, participation, and engagement so that every student has the opportunity to reach their full potential.

We firmly believe that inclusion is a fundamental value that should be embedded in every aspect of school life. We strive to ensure that these principles remain at the heart of our educational practices and school ethos. We set high expectations for all students and encourage them to participate fully in all areas of school life while placing a strong emphasis on their wellbeing, personal growth, and academic progress.

At Happy Home English School, we aim to nurture the holistic development of every student by understanding and responding to their individual needs, promoting responsibility, building self-confidence, and fostering the values of respect, fairness, tolerance, empathy, and compassion. We are dedicated to maintaining a caring, safe, and supportive school environment where every member of the community feels welcomed, respected, valued, and secure.

We believe that educational inclusion means providing equal opportunities for all learners regardless of their age, gender, nationality, language, ethnicity, religion, ability, background, or learning needs. We pay particular attention to ensuring appropriate support and provision for students of determination, students learning English or Arabic as gifted and talented students, students with medical conditions, and those who may be vulnerable to exclusion or require additional support.

Furthermore, Happy Home English School is fully committed to safeguarding the wellbeing and safety of every member of the school community through effective prevention, protection, intervention, and support. We believe that every student and staff member has the right to learn and work in a respectful, caring, and secure environment free from bullying, discrimination, or harassment.

We recognize that wellbeing is fundamental to successful learning and personal development. By promoting resilience, positive relationships, and emotional wellbeing, we empower our students to overcome challenges, develop confidence, and become responsible, compassionate, and resilient individuals who are prepared to contribute positively to society.

INCLUSION POLICY

Purpose:

This policy outlines **Happy Home English School, Sharjah's** commitment to fostering and maintaining an inclusive educational environment where every student is valued, respected, and provided with equal opportunities to succeed. Our shared vision is to ensure that every student receives the support they need to feel a sense of belonging within the school community, actively engages in meaningful learning, and achieves academic, social, and emotional success.
Happy Home English School believes that every student has the right to develop their full potential. We are committed to providing high-quality educational experiences that recognize and celebrate each student's individuality, strengths, abilities, and learning needs. Through inclusive teaching practices, appropriate support, and a nurturing environment, we strive to enable all students to participate fully in school life and achieve their highest possible outcomes.

Aims

- ✓ Help studentss develop their personalities, skills and abilities
- ✓ Provide high quality learning experiences to enable the acquisition of skills, knowledge and concepts relevant to their future
- ✓ Promote an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.
- ✓ Provide high quality curriculum design that meets the individualized learning needs of each student.
- ✓ Provide high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning
- ✓ Provide the specialist support and guidance to all students and staff as needed.
- ✓ To ensure that students with SEND and /or gifted and talented are provided for and listened to ensure they reach their full potential
- ✓ Provide appropriate teaching which makes learning challenging and enjoyable

Objectives

1. Ensure the school's inclusion policy is implemented consistently by all staff.
2. Ensure any discrimination or prejudice is eradicated.
3. Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
4. Ensure all students have access to an appropriately differentiated curriculum.
5. Work in partnership with parents / carers and outside agencies in supporting their child's education.

Definitions

What is inclusive education?

Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighbourhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs.

(MOE – School for All framework)

Inclusion, Special Educational Needs, and the More and Exceptionally Abled.

"Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment." Ministry of Education, Schools for all. (Page 60)

According to the United Arab School Inspection Framework, there are three categories of need:

- ✓ General Learning Difficulties: learning difficulties, Profound Multiple Learning Difficulties, Assessed Syndromes
- ✓ Specific learning Difficulties: Dyslexia, Dysgraphia, Dyscalculia, dyspraxia
- ✓ Severe Difficulties: Behavioral-Social-Emotional, Sensory, Physical Disability, Medical Conditions, Speech and Language Disorders and communication-Inter action.
- ✓ In addition, they recognize:

  Students who are Gifted and/or Talented (G&T) (see United Arab Emirates School Inspection Framework page 117 to 120)

Meeting Diverse Needs: Rights of Persons with Disabilities

we recognise that in order to achieve aims we must actively seek to recognise and meet the very diverse needs of our students by:

- ✓ Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- ✓ Tracking each student's academic, social, and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- ✓ Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- ✓ Developing and deploying our resources to best reflect the various levels of need experienced by students.
- ✓ Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
- ✓ Sharing any concerns, we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
- ✓ Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- ✓ Ensuring that schools have access to appropriately qualified and experienced staff.
- ✓ Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

Roles and responsibilities

Inclusion Team

Members of the Inclusion Team includes the Senior Leadership Team, the Head of Inclusion, SEN teacher(s), and champion for Inclusive education, student representation, Learning Support Assistant(s), the Social Workers, Guidance Counsellor, School Doctor/Nurses and /or classroom /Subject teachers.

The Inclusion Team will:

- ✓ Work in close collaboration with classroom, subject teachers and other educational staff to support the education of students who experience SEND in mainstream learning environments by providing coaching and support to teachers on a timely basis
- ✓ Members of the team meet on a regular basis.
- ✓ Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies.
- ✓ Work with parents to ensure that they provide learning support assistants as needed to individual students who experience SEND.
- ✓ Where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEND and their families to ensure access to high quality inclusive education.
- ✓ Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
- ✓ Work alongside staff and students to promote positive relationships for all students

Senior Leadership Team Role

- ✓ Make the school truly inclusive lies with the Principal and Senior Leaders of the school.
- ✓ Promote inclusion through all of our policies, systems and practices.
- ✓ Ensure that daily management of special needs provision and inclusion overall is effective
- ✓ Monitor the effectiveness of this policy.
- ✓ Identify areas for development in Inclusion department and contributing those developments to the school's development plan.

Head of Inclusion

The Head of Inclusion is a member of the Senior Leadership Team (SLT) and the identified Inclusion Champion. The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students and families in the aforementioned groups.

- ✓ In partnership with other senior leaders and the Principal, the Head of Inclusion monitors, advises evaluates and plans for the development of inclusive practice and provision across the school
- ✓ The Head of Inclusion will liaise with external agencies including medical services, educational psychology services, and health services in order to provide referral to the students with special educational needs.
- ✓ The Head of inclusion is responsible for the maintenance of a register of all students who have a diagnosed

SEND with an IEP, an undiagnosed but suspected SEN, and those who are being monitored for special educational needs.

- ✓ The Head of Inclusion will work closely with all administrations, teaching staff, assistant teachers, Learning Support Assistants etc.) to ensure the effective day-to-day operation of the school's SEND Policy.

Classroom Teacher and Subject Teachers

Classroom Teacher and Subject Teachers are responsible for managing and creating an inclusive classroom environment.

- ✓ Students receive differentiated instruction according to abilities.
- ✓ Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide students with learning opportunities that allow all students to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher as part of the student's individual educational plan (IEP) or Pupil Passport (PP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- ✓ Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews. Classroom teachers and Subject teachers have a pivotal role to play in achieving positive and supportive parents/careers and colleagues.
- ✓ All teachers must be aware inclusion register depending on their student's with wave 1, 2 or 3 categories and have a copy the IEPs.
- ✓ Wave 1 students on the Inclusion register must be supported by the classroom and subject teacher through QFT.

Learning Support Assistants (LSAs)

- ✓ Learning Support Assistants (LSAs) work with individual or groups of students during lessons and break or lunch times to support students' learning and promote their well-being. The work of an LSA is directed by the teacher during lessons. They will meet for planning the IEP goals.
- ✓ To address very specific needs, students may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- ✓ In order to best utilize their support for students' learning, the deployment of Learning Assistants within the school is strategically managed by the Head of Inclusion in consultation with other members of the Senior Leadership Team.
- ✓ Learning journeys in terms of tracking the SEND progress work on wave 2 and wave 3 targets are the responsibility of the LSA and will be monitored by the inclusion team.
- ✓ Regularly update the parents, the case manager of the Inclusion team on the student's progression or regression.

Social Worker (SW)

The Social Worker (SW) has a key role in promoting and supporting inclusive practice at the School. The Social worker undertakes a variety of tasks, which include:

- ✓ Observing and engaging with any students who may be vulnerable, liaising with teachers or senior staff regarding any concerns.
- ✓ Being the point of contact and supporting all students including new student's as required.
- ✓ Helping to devise ways of best supporting the students he/she works with.
- ✓ Observing the well-being of students within social settings and spending time within classes or in conference working with individual students.
- ✓ Working alongside staff and students to promote positive relationships for all students throughout the school day; including break and lunchtimes.
- ✓ Undertaking individual or group work with students whose behavior gives us cause for concern. This work will be evidenced in workbooks.
- ✓ The SW advises other support staff on the running of groups aimed at developing students' Social skills in Wellbeing sessions.
- ✓ Taking a supporting role in working alongside external family support agencies

Successful Inclusion

- ✓ Should result in every student feeling safe, confident and happy at school.
- ✓ Should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.
- ✓ Promotes the students' beliefs in themselves as a learner and valued member of our school community.
- ✓ Is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students

The Inclusion Policy is linked to:

1. SEND Policy
2. More and Exceptionally Abled Policy
3. Teaching and learning policy
4. Curriculum Policy
5. Assessment Policy
6. Admission Policy
7. Safeguarding Policy