

Inclusion Policy 2024 - 2025



PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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Rationale

Pathfinders Program:

The Pathfinder Program is designed to embrace and celebrate the unique learning journey our students take to reach their goals. We hope to identify students who we believe would benefit from having a unique progressive plan to help them grow and thrive alongside their peers. The Pathfinder Program stretches across many different student specific domains and include identifying both academic and personal growth goals. Our specialist teachers will work in collaboration with classroom teachers and will facilitate target directed learning on a one-to-one or group basis to guide and support students throughout their learning journey at PACE MBS.

At Pace MBS we realise that not all children reach their learning goals along the same route. While some students benefit from the general course and direction of teaching and learning in the classroom, others require a unique learning pathway and it is with them in mind that we have developed the Pathfinder Program.

Pathfinders Counselling:

At PACE Modern British School, we know that all students find their own unique paths in life. We also know that the different paths life has could have challenging obstacles to overcome. The Pathfinder Program is aimed at helping all students find and progress through their learning journey. Not only academically but also emotionally and socially.

Facing challenging obstacles can be distressing and difficult. It is important for students to find someone they are comfortable talking to about challenges they might be facing. Sometimes it can be helpful for students to speak to a neutral person such as a school counsellor. Our dedicated counsellors will allow for a safe and supported space in which students can explore and discuss topics they are finding challenging to work through on their own.

Topics could range from making friends, dealing with some COVID related challenges, bullying, grief, exams and can even extend to circumstances outside of school. As some topics can be upsetting or distressing counselling may take a variety of forms such as talking therapy, art play, storytelling, role playing and other forms depending on what is most helpful for the student.

Referral Process

At PACE Modern British School our goal is to help give all children the necessary tools and skills to access the curriculum taught in class through the use of well-planned differentiation, classroom strategies, and the use of available resources. The referral process is only initiated once teachers have exhausted all possible solutions to help support a student in the classroom and have not seen any results. At the point where teachers believe additional guidance is required to help identify more structured and specific support for a student, a referral form is filled in and sent to the Pathfinders Team. The referral form needs to be fully filled and relies on a combination of teacher observation as well as assessment data.

Step 1:

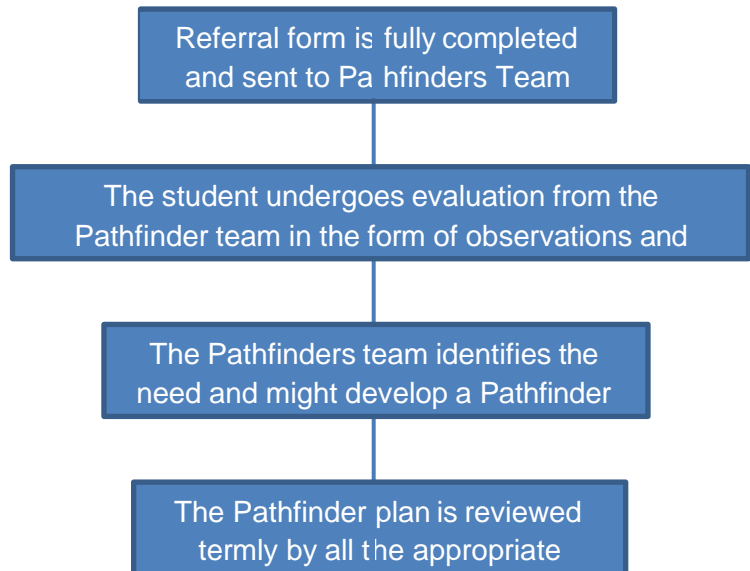
The referral form is fully filled in and sent to the Pathfinders Team who adds the referral information on to the Student Support database.

Step 2:

The Pathfinders Team evaluates the referral and conducts 2 observations, which are on different days, different times, and occur in two different lessons. If the team needs more information to help assess a student's need, they might do some follow up screeners, or conduct more observations. Once the observation process is done, a follow up meeting is arranged with the teacher regarding the case.

Step 3:

If the Pathfinders Team identifies a learning need requiring support, the student is added to the Inclusion database along with the appropriate colour codes. If appropriate, a Pathfinders Plan is developed for the student. The Pathfinder Plan targets are chosen in collaboration between the classroom teachers and the appropriate Pathfinder Team members. The plan can focus on in-class support, or resource room support, and can cover English, Math, and Social Emotional Behavioural development.



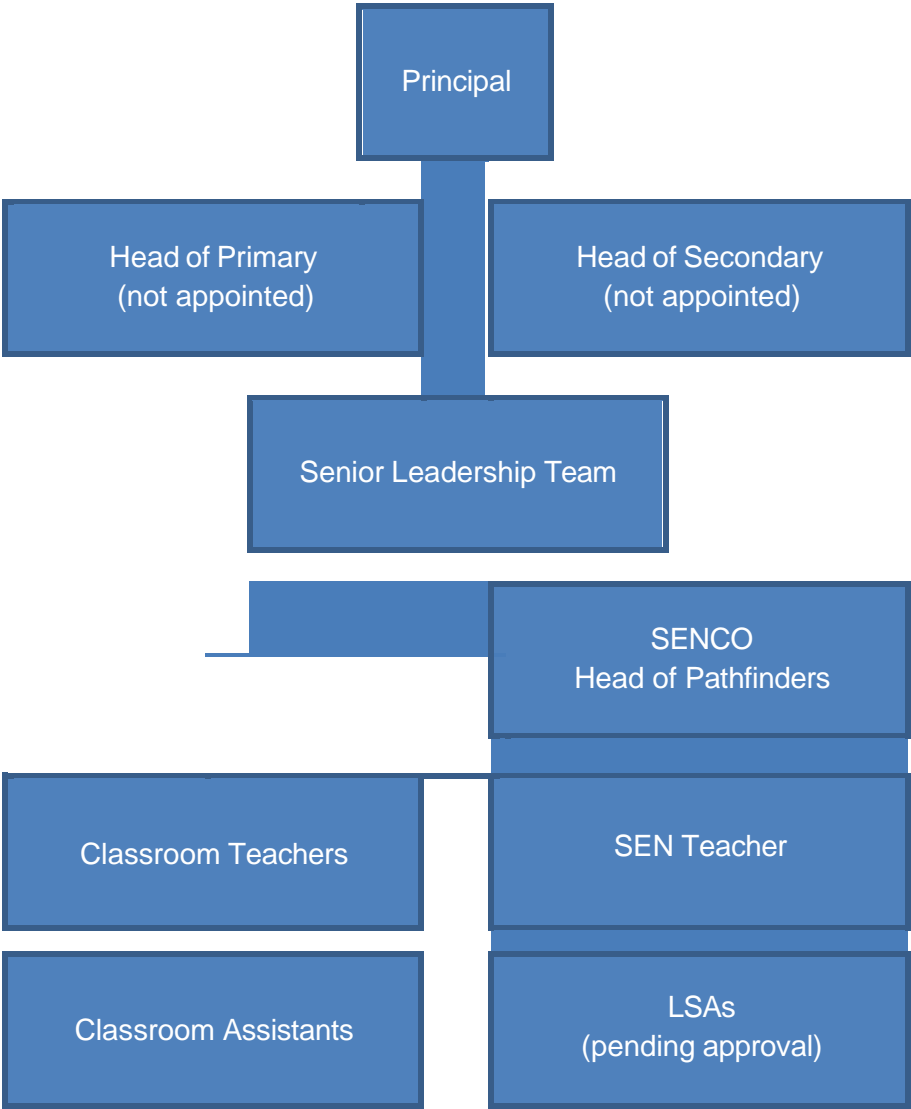
Step 4:

A meeting is held with parents to share the support strategies being implemented in class with specific students.

Step 5:

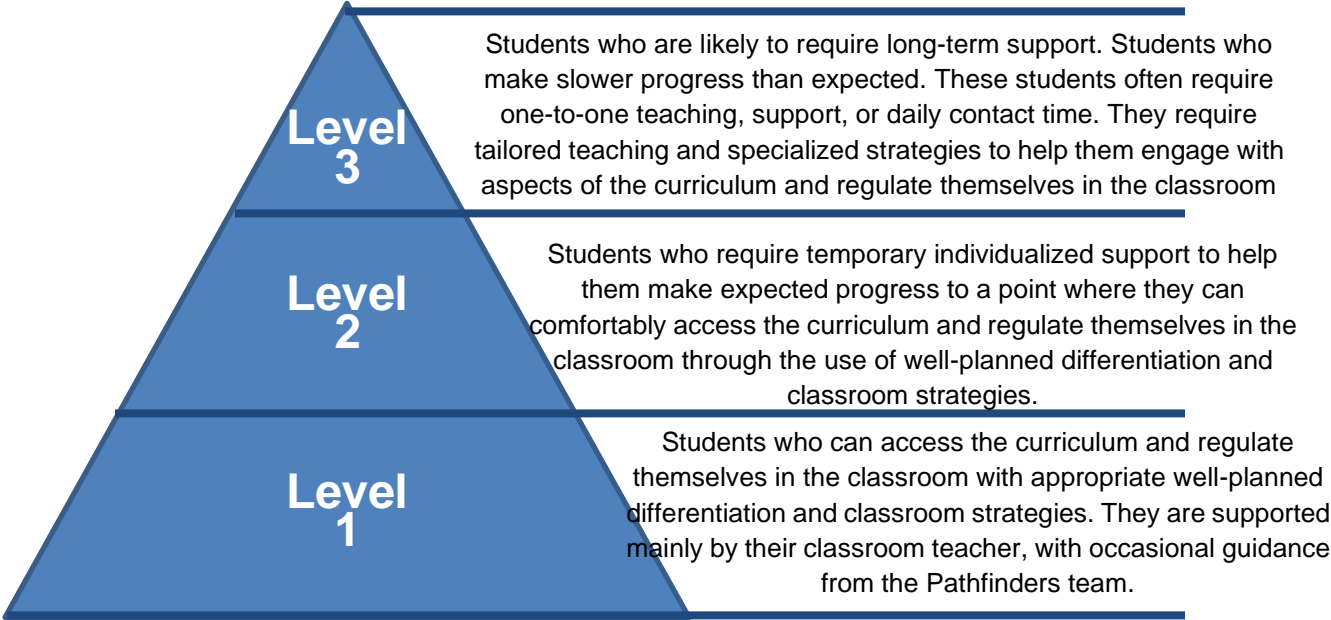
The plan is followed by all the appropriate staff members and reviewed termly by the appropriate staff members. Parents are given feedback and opportunities to address any concerns they might have regarding either the progress of the student, or the identified targets.

The Pathfinder Team Structure



Levels of need

In the Pathfinders Program, students are identified as requiring a certain level of support which is indicated on their Pathfinder Plan, alongside their category of need, as listed and defined by KHDA.



Additional Documents

Pathfinder Plan

Transition

Target Tracker

Observational Document

EAL Referral Form

Referral Form

Individual Pathfinder Plan – Term 1



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Meeting Date	Click or tap to enter a date.	Pathfinder Plan Start Date	
Classroom Teacher		Pathfinder Plan Review Date	
Attendance notes			

Student Profile					
Student name					
Year		Student ID			
Date of birth		Nationality			
Support Level	Choose an item.	Area of Need	Choose an item.		
Strengths					
Development Points					
Learning Style	<input type="checkbox"/> Auditory	<input type="checkbox"/> Visual	<input type="checkbox"/> Kinaesthetic	<input type="checkbox"/> Reading & Writing	<input type="checkbox"/> Social

Support Provision			
Support Plan	<input type="checkbox"/> In-class Support Plan		<input type="checkbox"/> Resource Room Support Plan
Target Areas	<input type="checkbox"/> English	<input type="checkbox"/> Math	<input type="checkbox"/> SEB Learning
Number of Lessons			
Assigned Teacher			
Accommodations	<input type="checkbox"/> Resource assistance (manipulatives, calculator, computer, word mats, visual ques etc.) <input type="checkbox"/> Assigned reader	<input type="checkbox"/> Academic, emotional overload breaks <input type="checkbox"/> Seating arrangements within a classroom setting <input type="checkbox"/> Assigned writer	<input type="checkbox"/> Differentiated tasks, projects (LA) <input type="checkbox"/> Differentiated presentation of work <input type="checkbox"/> More time for submitted work/ tests

Modifications		<input type="checkbox"/> Differentiated curriculum	<input type="checkbox"/> Different tests/ exams	<input type="checkbox"/> Subject exemption
Subject	Learning Objective	Success Criteria	Strategies	
English				
	<input type="checkbox"/> Not Achieved Feedback:	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved	
	<input type="checkbox"/> Not Achieved Feedback:	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved	
Math				
	<input type="checkbox"/> Not Achieved Feedback:	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved	
	<input type="checkbox"/> Not Achieved Feedback:	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved	
Persona I Growth				
	<input type="checkbox"/> Not Achieved	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved	

	Feedback:		
	<input type="checkbox"/> Not Achieved	<input type="checkbox"/> Partly Achieved	<input type="checkbox"/> Achieved
Feedback:			



Transition Document

Student Profile					
Student name					
Student ID		Date of birth			
Nationality		First Language			
Support Level			Area of Need		
Learning Style	<input type="checkbox"/> Auditory	<input type="checkbox"/> Visual	<input type="checkbox"/> Kinaesthetic	<input type="checkbox"/> Reading & Writing	<input type="checkbox"/> Social
Class Transition Information					
Previous Class			New Class		
Previous Class Teacher			New Class Teacher		
Previous Support Teacher			New Support Teacher		
Strengths					
•					
Developmental Areas					
•					
In-class strategies that are effective					
•					
Additional notes for new class teacher					



Target Tracker

Student name		Class	
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Target 1		
Target 2		
Target 3		

Target	Date	Lesson	Activity/ Evidence



Pathfinders at PACE MBS: Counselling

As part of our Pathfinders initiative at PACE Modern British School, we offer student counselling facilitated by our dedicated school counsellors. This form outlines what you could expect if your child receives counselling at PACE MBS.

Counselling is voluntary and although recommended to complete the full counselling program, your child is not obliged to attend sessions and can withdraw at any time.

What the program is about

At PACE Modern British School, we know that all students find their own unique paths in life. We also know that the different paths life has could have challenging obstacles to overcome. The Pathfinder Program is aimed at helping all students find and progress through their learning journey. Not only academically but also emotionally and socially.

Facing challenging obstacles can be distressing and difficult. It is important for students to find someone they are comfortable talking to about challenges they might be facing. Sometimes it can be helpful for students to speak to a neutral person such as a school counsellor. Our dedicated counsellors will allow for a safe and supported space in which students can explore and discuss topics they are finding challenging to work through on their own.

Topics could range from making friends, dealing with some COVID related challenges, bullying, grief, exams and can even extend to circumstances outside of school. As some topics can be upsetting or distressing counselling may take a variety of forms such as talking therapy, art play, storytelling, role playing and other forms depending on what is most helpful for the student.

Confidentiality

Confidentiality is critical in helping to establish a trusting comfortable environment in which students can work through challenges. As such, the sessions will not be freely discussed with anyone, unless your child has given specific permission. However, if there is a concern for the safety of your child or other people, the appropriate people will be informed.

Sessions within school

Sessions will be offered in school times at the most appropriate time for your child based on their learning schedules. Sessions can vary from 20 – 45 mins depending on students, or what some of the challenges they might be working through. Counselling is typically once or twice a week and can continue for about 6 – 8 weeks depending on need.

Informed consent for counselling

By signing this form, you will show that you have read and understood the counselling guidelines laid out above, including student confidentiality.

I, _____, the legal guardian of _____,
(admission number), _____ (year and class) hereby give full permission for my child to participate in the Pathfinders Counselling Program as offered by PACE Modern British School.

Date: _____

Signature:

Observation and Learning Need Evaluation Document



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Student name		Year	
Date of observation		Subject	
Time in:		Time out:	
Reason for Observation			
Information for facilitating in class learning			
<input type="checkbox"/>	Is the Student being differentiated for in class		
<input type="checkbox"/>	Does the student have any physical difficulties		
How much adult support does the student need?			
Hardly any/ mostly works independently	Sometimes	A lot/ the student needs almost constant adult contact	
Observations regarding start of lesson		Observations regarding end of lesson	
Observed Energy Levels			
Low Energy	Expected level of energy	Hyperactive	

Classroom Observation Notes

Social Interactions	
<input type="checkbox"/>	Interacts with teacher appropriately
<input type="checkbox"/>	Interacts with peers appropriately
<input type="checkbox"/>	Follows instructions/ requests correctly
<input type="checkbox"/>	Maintains eye contact while speaking/ being spoken to
<input type="checkbox"/>	Reacts when called on
<input type="checkbox"/>	* When answering, it is always off topic

Receptiveness to Learning	
<input type="checkbox"/>	Stays focused on teacher while she is teaching
<input type="checkbox"/>	Engages with learning environment
<input type="checkbox"/>	Shows an awareness of what is being taught in class
<input type="checkbox"/>	Achieved learning objective
<input type="checkbox"/>	Stays focused on task/ work
<input type="checkbox"/>	* Shows signs of cognitive overload

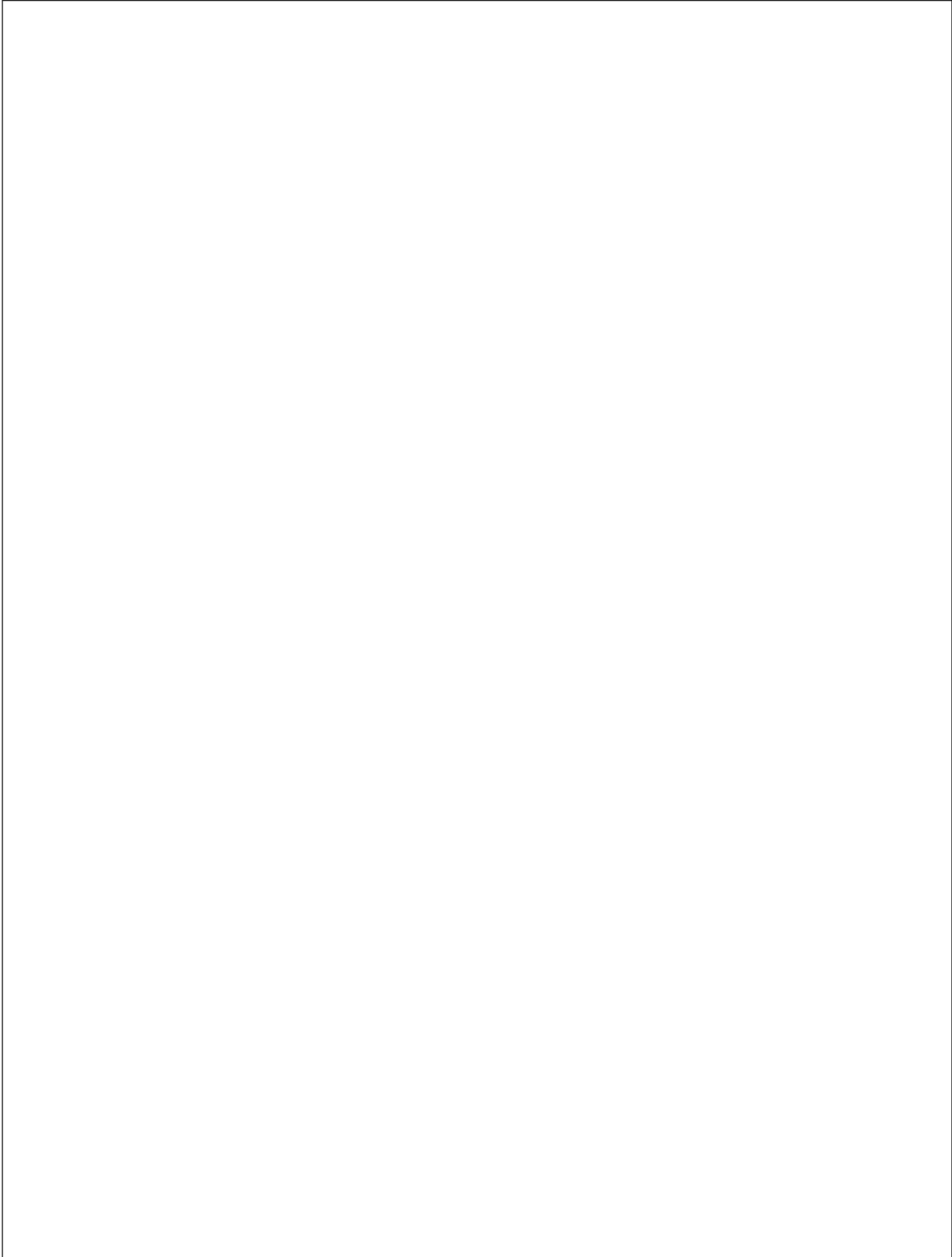
Attention Deficit Indicators

<input type="checkbox"/>	Shows impulsive/ uncontrollable behaviour	<input type="checkbox"/>	Shows inattentiveness
<input type="checkbox"/>	Shows inappropriate desk behaviour	<input type="checkbox"/>	Shows signs of disorganisation
<input type="checkbox"/>	Does not wait their turn to speak/ answer	<input type="checkbox"/>	Cannot finish a given task without getting distracted

Maladaptive Behaviour Indicators

Shows Disruptive Behaviour	Shows Avoidance Behaviour	Shows Defiant Behaviour	Shows behaviour unsafe to self/ others

Additional Notes



Feedback

Potential Identified Area of Need

Further Assessment Recommendations

<input type="checkbox"/>	Phonics
<input type="checkbox"/>	Dyscalculia Assessment
<input type="checkbox"/>	Dyslexia Assessment
<input type="checkbox"/>	Hearing Test

<input type="checkbox"/>	Working Memory and Processing Assessment
<input type="checkbox"/>	Receptive Language Assessment
<input type="checkbox"/>	Psychological Assessment
<input type="checkbox"/>	Eye Test

Additional Notes:

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Student English Ability Referral Form

Student name			
Year		Student Number	
Date of birth		Date of referral	
Referred by			

Please indicate the following:

	No	Yes
Is the student new?	<input type="checkbox"/>	<input type="checkbox"/>
Did the previous teacher have the same concerns?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student have any physical difficulties?	<input type="checkbox"/>	<input type="checkbox"/>
Is the student within their expected age group?	<input type="checkbox"/>	<input type="checkbox"/>

Academic Concerns

In your teacher opinion, how is the student's overall academic performance?

Severely below age expectation Below age expectation At age expectation

Please indicate any concern areas

English Reading
 English Speaking
 English Listening
 English Sentence Structuring
 English Spelling
 Phonics

Science vocabulary

Math vocabulary

Other: _____

Please indicate the following:

GL Progress Test SAS for English	<input type="checkbox"/> Below 75	<input type="checkbox"/> 75 - 90	<input type="checkbox"/> Above 90
NGRT Reading level	<input type="checkbox"/> Below 75	<input type="checkbox"/> 75 - 90	<input type="checkbox"/> Above 90

Scores for most recent English assessments

Writing	Comprehension	Reading

Please indicate the following:

	Always/ Often	Sometimes	Never/ Rarely
Do you believe the student is learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe the student comfortably understand what is being asked of them in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student attempt activities/ tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home language Communication Ability

English

English

At or above age expectation

Arabic

Somewhat below age expectation

Other: _____ Extremely low

Please indicate strategies tried

- Visual aids have been provided (instructions/tasks/schedule)
- Seating has been changed
- Rules and expectations have been explained clearly in a one-to-one environment
- Student has been provided with prompting resources (word mat/ vocabulary mat/ hundred square)
- Work has been differentiated
- Peer grouping for work
- Variety of instructional styles (videos, speaking, pictures)
- Variety of work submission styles (videos, speaking, pictures)
- Student has been given more time for tasks/ tests

Any additional objective observations:

Student Academic and Behavioural Referral Form

Student name			
Year		Student Number	
Date of birth		Date of referral	
Referred by			

Academic Concerns

In your teacher opinion, how is the student's overall academic performance?

- Below age expectation
 At age expectation
 Above age expectation

Please indicate any concern areas

- English
 Arabic
 Math
 Organisation
 Attention/ Focus
 Memory
 Writing/ Handwriting
 Phonics/ Reading
 Other: _____

Please indicate the following:

GL Progress Test SAS for English	<input type="checkbox"/> Below 75	<input type="checkbox"/> 75 - 90	<input type="checkbox"/> Above 90
GL Progress Test SAS for Math	<input type="checkbox"/> Below 75	<input type="checkbox"/> 75 - 90	<input type="checkbox"/> Above 90
NGRT Reading level	<input type="checkbox"/> Below 75	<input type="checkbox"/> 75 - 90	<input type="checkbox"/> Above 90

Scores for most recent English assessments

Writing	Comprehension	Reading

Scores for most recent Math assessments

Arithmetic	Problem Solving

Please indicate the following:

	Always/ Often	Sometimes	Never/ Rarely
Do you believe the student is learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe the student comfortably understand what is being asked of them in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student attempt activities/ tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student socialise within their year group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student stay focused during the input teaching time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home language Communication Ability

- English
 Arabic
 Other: _____

English

- At or above age expectation
 Somewhat below age expectation
 Extremely low

Behavioural Concerns

	Never/ Rarely	Sometimes	Always/ Often
Does the student disrupt the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student distract their peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the student a safety risk for their peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the student a safety risk for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student try to leave the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student damage resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student show defiant behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student show any aggressive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the students disrespectful to staff or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the student excluded in their year group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student struggle to stay seated during the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the student eat strange objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the student often absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Behavioural Concerns

- | | | |
|---|---|---|
| <input type="checkbox"/> Lying | <input type="checkbox"/> Fighting | <input type="checkbox"/> Using bad words |
| <input type="checkbox"/> Stealing | <input type="checkbox"/> Grief/loss | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> Signs of neglect | <input type="checkbox"/> Bullying behaviour | <input type="checkbox"/> Victim of bullying |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> Depression | Other: _____ |

