



# NEASC Internal Reflection 2020 - 2021

## Learning Principle 7

### Inclusiveness of Learning

ENGAGE INSPIRE **INNOVATE** CREATING A BETTER WORLD THROUGH EDUCATION

## Learning Principle 7: Inclusiveness of Learning

The learning community embraces a culture of inclusiveness.

### Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')  
We have made greater progress in some aspects of this phase than in others.



## Future Design: Where do we want to be? What will our learners be doing?

As a result of embracing a culture of inclusiveness, our learning community will have:

1. an inclusive school which we are proud of and better because of;
2. effective systems and programs to meet the needs of learners with special needs (SEN), as well as those who are gifted and talented (G&T);
3. effective CPD programs to improve school performance in addressing inclusion;
4. enhanced Performance Development Policy and Targets which effectively address inclusion.



## The Current Reality: Where are we now? What are our learners currently doing?

### March 2020 to date

- Our definition of inclusion is “access, support for learning and equal opportunities for all students, regardless of age, gender, ethnicity, ability or background” and our vision, based on our belief that all children can learn, is to be as inclusive as possible.
- Our school is inclusive, providing a welcoming and nurturing environment.
- Our thorough systems to identify students with special educational needs (SEN) as well as Gifted and Talented (G&T), has resulted in 36 SEN students on roll, while this year’s Gifted and Talented are still being identified.
- Modifications in teaching, learning and assessing students are meeting the needs of most students, enabling them to make consistent personal and academic progress.



## The Current Reality: Where are we now? What are our learners currently doing?

### Pre-Covid, prior to March 2020

- Virginia International Private School (VIPS) opened its doors to the community of Abu Dhabi in 2015, dubbed the “Year of Innovation”. As an integral part of fulfilling our vision, carrying out our mission, and upholding our values, we believe in inclusivity and, therefore, cater to all students to the best of our abilities and resources. Our SEN Department, in line with our school's leadership and governance, is committed to high-quality education and continuous school improvement, with a main focus on improving students' outcomes.
- Based on our strong belief that all children can learn, we offer an inclusive academic setting for our students. We believe that our students can benefit most in an inclusive environment and, as such, we make modifications to our curriculum, addressing the needs of all learners. We enroll students from a broad spectrum of learning needs and provide learning opportunities to meet their educational needs.



## The Current Reality: Where are we now? What are our learners currently doing?

### Pre-Covid, prior to March 2020

- SEN students in our school benefit from a differentiated curriculum, in keeping with their Individualized Educational Plan (IEP) or Personalized Support Plan (PSP) to ensure maximum levels of progress and attainment.
- At VIPS, we are a relatively new, growing department. Our distributed leadership model enables our Primary and Secondary SEN Coordinators, along with support teachers, and twelve Learning Support Assistants (LSA). Our department caters to 36 SEN Students that belong to different SEN categories. The majority of these students have been identified by external agencies while the rest of them were identified internally through our department. All of our students are provided by comprehensive Individual Educational Plans and accommodated accordingly.



## The Current Reality: Where are we now? What are our learners currently doing?

### Pre-Covid, prior to March 2020

- Our SEN Department partners with our parents, teachers, and care providers to form support teams, develop IEPs, modify instruction, and monitor progress. Our school's Parent Engagement Policy is at the core of our communication and partnerships with parents.
- While we endeavor to provide our SEN students with a high-quality education, our students are learning, playing and growing alongside their peers as integral members of our school community.



## Learning Plans - How will we close the gap? What will be our major actions?

### March 2020 to date

- Further develop our strategic direction and future design, ensuring it promotes and embeds an inclusive learning culture which we are proud of and better because of;
- Further develop our teaching, learning, and assessment practices in meeting the needs of our SEN / G&T learners;
- Further develop our CPD programs to improve school performance in addressing inclusion;
- Further develop our Performance Development Policy and Targets to effectively address inclusion.





## Learning Plans - How will we close the gap? What will be our major actions?

### Pre-Covid, prior to March 2020

- Regular classroom observations to determine if SEN students are being accommodated in the classrooms
- Evaluate planning and assessment to identify appropriate differentiation in both
- Evaluate teacher performance and capabilities regularly to determine SEN support suitability
- Curriculum departments use established G&T success criteria and approach in planning suitably challenging learning targets as a part of every lesson
- School will direct G&T students to appropriate local and regional contacts within their chosen field.

