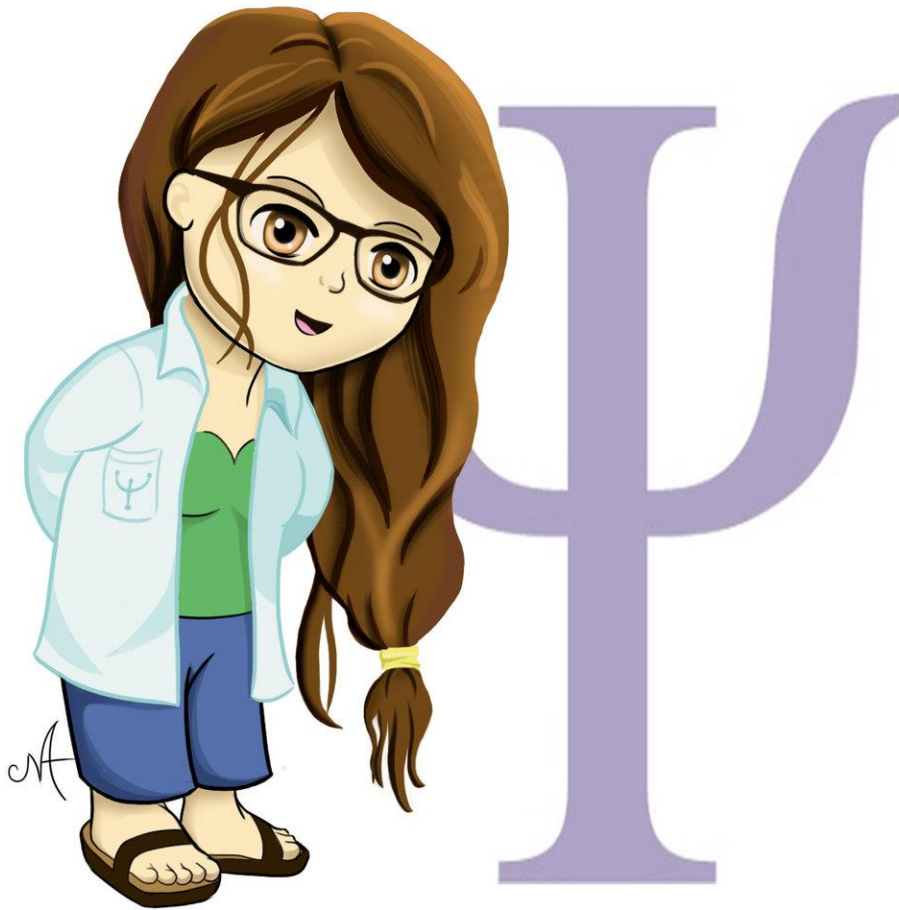


جيمس مدرستنا الهندية
GEMS OUR OWN INDIAN SCHOOL



Anchored In Excellence

Inclusion POLICY



Our Own Indian School's approach to Students with Determination

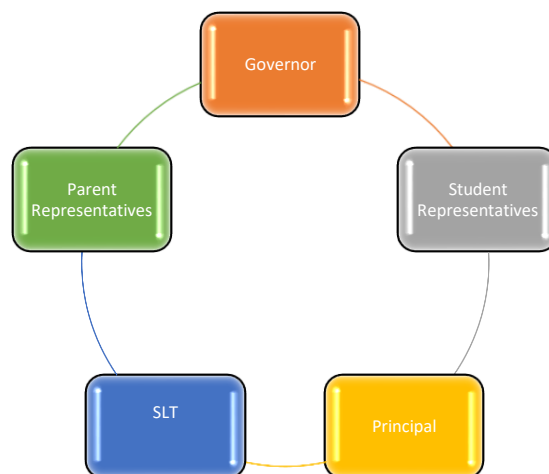
OIS is dedicated to positive growth of its students in all areas of life. We believe that every student is unique and strive to provide a well- rounded educational program that is suitable for the diverse intellectual, social, emotional and physical needs of all our students.

OIS governing board plays a critical role in providing systematic support for the development of an inclusive school. The importance of their influence is further emphasised by the requirement for every governing board to appoint a dedicated governor for inclusive education.

The governor for inclusive education is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice. This will include supporting the governing board to:

- set strategic direction through a clearly-stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Governing Board



Inclusive Education Action Team

The inclusion support team is led by the school principal, and include school staff with specific roles in developing inclusive education. Core members of the team are: The Principal, the Inclusion champion, the leader of provision for students of determination and representation from both support teachers, student determination with coordinators and learning support assistants. Each member's core role within the school is specific and distinct, however, as a team, they serve the same function; to generate an inclusive system of education for students of determination.

Inclusion Supporting Team

- Principal
- Leader of Provision for Students of Determination
- Support Teachers
- Inclusion Champion
- Sectional student with determination Coordinators
- LSA/Volunteer

Our Aim

We aim to create a nurturing and positive learning environment, where each student has easy access to a quality education and become independent, valued, competent, skilled members of the school as well as the wider community.

The Inclusive Education Action team headed by the Inclusion Champion will do their best to ensure that the necessary provision is made for all students with determination and ensure that, where the Leadership Team has been informed of those needs, that these needs will be made known to all who are likely to work with them.

The staff under the guidance of the Inclusion team in the school are aware of the importance of identifying and providing support for all determined ones.

The staff will ensure that students with determination participate in activities as other students.

Objectives

- Work towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach to identification and provision.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Raise attainment and progress for all students, regardless of their abilities.
- Follow a team approach with increased parental engagement.
- To involve and work in close partnership with teachers and parents in the identification and review of goals set in the IEP.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.

Definition of Inclusion

According to the Federal Law 29 (UAE), a Person with Special Needs is defined as: "Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs." In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) remains a priority for Dubai.

DSIB Definition of Special Educational Needs (SEN)

Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.'

DSIB further states, Special education needs could mean a child has difficulties with:

- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school;
- Organizing themselves, completing tasks or focusing on activities OR

- Some kind of sensory or mobility needs that may affect them in some or all school activities

Type of Need	Compiled from a range of international best practice and using the DSIB definition and UAE School for All guidance.
Behavioural, Social, Emotional	Students whose behaviour presents a barrier to learning.
Sensory and Physical	Blind students or those with partial sight Deaf students or those with partial hearing Students who are deaf and blind
Medical Conditions or Health Related Disability	Medical conditions may lead to an associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.
Communication and Interaction [This does not include students with additional language needs.]	Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp. Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood. Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to: <ul style="list-style-type: none"> • communicate with others; • understand social behaviour ; • think and behave flexibly.
Learning	Specific Learning Difficulty (SpLD) - students who have specific difficulties with any of the following: <ul style="list-style-type: none"> • reading, writing, spelling • using numbers • writing General Learning Difficulty 1 - students' whose attainment is well below expected levels in all or most areas of the curriculum.
Gifted and Talented	Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement.
Disabled	Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder.

Inclusion/ Procedure

OIS has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.

The following are some of the ways in which we identify a student with determination-

1. Parent may directly approach teacher or school administration during admission and present the diagnosis and request for services.(Parent referral)
2. Parents may choose to not disclose the child's condition. Subsequently, teacher may identify in class and get in touch with the Inclusion department. While being empathetic here, we help parents overcome denial. This may take few sessions for the counselor or special educator with parents.
3. Teachers may spot a child with Students of Determination, parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness.(teacher referral)
4. We can also identify students with additional needs by the following tests employed in school.
 - a. CAT4 which is compulsory for new admission and used for 3-12 grades
 - b. Entry Level Tests which are conducted at the beginning of term
 - c. Observation of class grades

Levels

Students are divided into following levels according to need and diagnosis:

Level I: Students in the classroom who can be helped in the classroom setting using various teaching strategies and doesn't show any major difficulty or disability.

Level I A- Students that are identified in the classroom setting who need further observation to determine if they require additional assistance or provisions . These students are supported by the teacher using different strategies within the classroom.

Level 2: Level I A students who are showing no improvement in the classroom setting (after 6 weeks / counsellors observations) and require assistance outside the classroom.

Students who have special needs but don't have Psychological reports because of unavoidable reasons (e.g. Parental denial)

Level 3: Student with Special needs and Psychological reports requiring external support along with Inclusion department support.

Referral process

1. Teachers may notice problems in terms of academics or behavior.
2. Teachers will provide differentiated activities, make their observation, anecdotal notes for two to three weeks depending on the child's need.
3. Support teacher/ Head of Inclusion can be consulted to confirm /clarify if there is a genuine problem before approaching the parents. Counselling / supportive service to respond within a week. Sometimes if requests are more Counselling / Remedial can take extend to two weeks. Requests are to be sent by email to Head of Inclusion.
4. If the problem is severe, class teacher will immediately email parents and call for a meeting with parents.
5. In this initial meeting with parent, teacher to include Support teacher/ Head of Inclusion based on need.
6. Teacher will fill in referral form and counsellor will get consent from parents to work with their child by signing the consent form.
7. After referral is placed, Support teacher/ Head of Inclusion will complete observation in two weeks. It may extend to three weeks depending on the caseload and student need.
8. Parent referral or self-referral will proceed for intervention by just signing in the consent form.

Observation

1. Before we set out to provide intervention the student's level is determined by observation by the special educator, parent and teacher feedback.
2. Special educator may conduct a functional assessment. The department has adapted checklists for learning difficulty, autism, ADHD and Grade wise curriculum expectation.
3. The school may request parents for an assessment by external professionals for which this above mentioned checklist can be shared.

Team Meetings

We recognize that for our special needs students to achieve their maximum potential, the key is to establish and build on successful partnerships with the team - Parents , student with determination coordinators, Support teacher, Head of Inclusion , Learning Support Assistant, Teachers, SLT and external professionals.

- Scheduled meetings with the team for IEP (Individualized Education Plan)/IBP (individualized Behavior Plan)/ILP (individualized Learning Plan/IAP (individualized Action Plan) planning by two to three weeks at the start of term and end of term review meeting.
- Scheduled meetings with teachers and SLTs are also held to ensure best support in classrooms.
- Work closely with parents and teachers by providing information on provisions and arrangements for special educational needs, including ways in which they can participate in the process.
- CPDs are conducted for staff on related topics.

Support

1. Student placed in School action may or may not have Formal diagnosis.
2. Student will be placed in the levels.
3. Student can have IEP or IAP depending on the need.
4. IAP (Individual Accommodation Plan) is a document providing strategies to the teachers to work with the student.
5. Suggestions for differentiation, modification and accommodation will be given.
6. There may be push in or pull out session by the special educator based on the student need.
7. **Provisions and exemptions** may also be provided as per the need of the student. The following is the list of provisions available:
 - a. Modified curriculum – curriculum is simplified at the student's level
 - b. Modified assessment- tailored to concepts that the student has been taught

- c. Exemption from languages- second language and Arabic from KHDA
- d. Learning Support Teacher in class

8. Exam provisions

- a. Separate seating during examination
- b. Additional time during examination
- c. Enlarged fonts
- d. Use of reader(only read out)
- e. Part or whole question can be read out
- f. Use of writer/scribe to write answer paper
- g. Use of calculator
- h. Use of computer/laptop to write exam
- i. Condone spelling error
- j. Accept answers in key points
- k. Learning Support Teacher (shadow) in class and during assessments

Responsibilities of the Principal

Strong leadership is a critical factor in generating inclusive schools. School principals play a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. She develops a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across their school. The principal, in partnership with the inclusion support team will:

- effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- develop and implement a comprehensive and strategic inclusive education improvement plan
- ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- provide an annual programme of continued professional development for all staff at all levels across the school
- apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

Responsibilities of the Inclusion Champion

Our school's nominated inclusion champion has been identified as a key advocate for the inclusion of students of determination. The inclusion champion is a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.

The inclusion champion plays an important role in:

- promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time.

Responsibilities of the Head of Inclusion

- Responsible for the operation and monitoring of the Special Needs Policy in school
- Maintain the schools Inclusion documents
- Provide classroom observations of students that are referred by teachers and provide feedback and support intervention as determined by student need.
- Oversees all assessment and ensures that all records and the correct documentation is available for statutory assessment.
- Liaise with parents, school counsellor and outside agencies, to provide proper assessments and intervention for a student's individual and specific needs.
- Contribute to in-service training by regularly performing staff Professional Developments.
- Regularly attend Professional Developments outside the school.
- Communicate regularly with learning support staff, classroom teachers, specialist teachers, and shadow teachers to determine ongoing progress/challenges of students, and intervening when necessary with parent meetings to discuss more intensive interventions.
- Monitor teacher's use of IEP's to provide accommodations, modifications, and differentiation to diagnosed SEN students and those in learning support.

Responsibilities of Special educators (support teachers)

- Assesses the students' levels of academic functioning
- She provides remediation for students who are struggling and works closely with their parents.
- Help these students to advance back into the mainstream of education.
- She conducts the pre-tests and post-tests to see where the students' strengths and weaknesses are.
- Individual learning and accommodation plans
- Submits progress reports periodically to show a student's progress.

Responsibilities of Class Teachers

- Although the SEND head has the overall coordinating role, the role of the class teacher is important both within their classroom and in their role as subject coordinator as it is their responsibility to:
- Set the school procedure into motion if there is a concern about a child's progress, beginning with a referral form.
- Collate accurate information where there are concerns
- Deliver quality practice for children with special needs
- Liaise with learning support staff to ensure correct learning objectives are met
- Assist with the implementation of IEPs
- Liaise regularly with Head of Inclusion about Students with determination and those receiving learning support.
- After consultation with Head of Inclusion and learning support staff, exit students from learning support as appropriate.
- Ensure that individual needs are provided for within their curriculum area e.g. suitable resources, planning etc.
- Use IEP's to differentiate lessons in the classroom to meet the needs of SEN and learning support students.
- Use CAT 4, IBT and all other important and relevant information to meet the needs of the students in the classroom.

Responsibilities of the Students with determination Coordinators

- They coordinate between teachers and the Inclusion team.
- They ensure that environmental and examination accommodations are successfully provided to all the Students of determination students.
- They make sure that the documentation is regularly maintained by the teachers- example Students session forms, behavior log and wave I referrals
- They help in consolidating and collecting IEP reviews and progress data from the teachers
- They help in scrutinizing probable Students with determination collected from CAT4 results
- They also help in consolidating progress of wave I students.
- They help in organizing different remedial programs like children for children.

The IEP will set targets for the pupil and will detail:

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- Accommodations and modifications
- Roles and responsibilities of parents
- Roles and responsibilities of learning support staff
- In-class and withdraw support.
- Provisions for those who are gifted and talented

Inclusion Process

Flow chart – Inclusion Support Team

Level 1: High quality teaching where teachers accommodate within the classroom individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice. In order to lower the barrier to learning and reduces behavioural concerns referrals are made for a graduated approach to intervention.

1. Referral: Filled by teacher or parent.
2. Parent Consent received for further intervention.
3. Clinical History Form information is collected.

1. Informal screening: to assess the needs.
2. Learning walk: to evaluate the child's challenges faced in the classroom.
3. Emotional Literacy: completed by the student, teacher and parent.

Level 2: personal support and /or curriculum modification to enable a student to engage with and participate in appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and mentoring.

Support

1. IEP is developed in collaboration with teachers, parents and the child, every three months after collecting the academic and behavioural evaluation. IEPs are reviewed at any point of time depending on the need.
2. Accommodation & Seating Plan are created focussing child needs by teachers.
3. Teacher session forms- monthly report maintained by the teachers for monitoring their classroom performance keeping the IEP targets in mind.
4. Behavioural log – incidents of concern are recorded are monitored by the teachers.
5. Parents: Follows the IEP target for intervention at home, evaluates child quarterly.

Level 3: individualised programmes to accelerate progress or enable students to achieve their potential. This provision is "additional to" to or "different from" the provision required to meet the needs of most of students within school and is likely to include the use of specialist approaches, intervention or support services.

Support

1. Psychological Assessment: Conducted by external agencies
2. Modified Syllabus : Individualized modification of the Syllabus if required
3. Exemption for additional languages from KHDA (Phase 1-3) & CBSE (Phase 4)
4. Therapy: Speech Therapy, Behavioural therapy , Occupational Therapy

Review

At the end of term, scheduled IEP meeting with the team (parents, teachers, special educators, LSA) student progress is evaluated and goals are either reset or carried on for maintenance or new ones are introduced. Tracking of goals Student may have goals in the classroom environment to be handled by the teacher, TA, LSA or Support teachers depending on the need. The children who maintain significant progress across the academic year are weaned back into the classroom support. These children are the Rising stars of our school. Inclusive education action team understands the principle of a graduated approach and scaffolding-promoting students to become independent learners.