

THE INDIAN HIGH SCHOOL, DUBAI

INCLUSION POLICY

CONTENTS

- 1. Rationale**
- 2. Scope**
- 3. Policy Statement**
- 4. Responsibilities of Inclusion Support Team**
- 5. Inclusive Culture and Climate**
- 6. Inclusive Admission Practice**
- 7. Identifying students with barriers to learning**
- 8. Structure of Provision**
- 9. Inclusive Curriculum**
- 10. Inclusive Teaching**
- 11. ASDAN (*Award Scheme Development and Accreditation Network*)**
- 12. Inclusive Assessment**
- 13. Categorization framework for students of determination**
- 14. Identifying Gifted and Talented Students**
- 15. Effective and Revision Dates**

1. RATIONALE

The purpose of this policy is to establish the process and considerations that guide the institution in providing inclusive education and support to Students of Determination. This is to maximize the potential of all students who experience barriers to learning or are gifted and talented in scholastic and co-scholastic areas.

2. SCOPE

The policy applies to all students of determination, who need special learning support, counseling support, personalization of learning and assessment strategies in the mainstream classrooms. It applies to all such students in all levels of K-12.

3. POLICY STATEMENT

The central focus of this policy is to ensure access to education for students of determination by identifying and removing barriers that prevent or restrict their participation and engagement in a relevant and appropriately challenging school-based learning environment. We actively develop a shared understanding of the agreed values and standards of inclusive education among all stakeholders. The policy is based upon '*Directives and Guidelines for Inclusive Education*' (Jan. 2020), '*A revised categorization framework for students of determination (2019-2020)*', '*Implementing Inclusive Education: A Guide for Schools* (2019) *Dubai Inclusive Education Policy Framework* (2017), '*Advocating for inclusive education - A Guide for Parents* (March 2021) the *Federal Law 29 of 2006 and the Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services* (Public & Private Schools), the Knowledge and Human Development Authority (KHDA) guidelines and best international practices.

The policy is implemented through a detailed procedure which clearly states the comprehensive identification process of students of determination, the revised categories, the kind of support and intervention provided for each category and the role and responsibility of all concerned at various levels, headed by the Governor for Inclusive Education. There are no hidden charges or any extra cost for the support provided. There is a provision for admitting students of determination (refer to the Admission Policy) and parents are encouraged to declare the same while applying for admission. The function of the entry assessment process for applicants is to inform the school's provision planning and enable them to be enrolled in the school.

4. RESPONSIBILITIES OF INCLUSION SUPPORT TEAM

The management nominates a ***Governor for Inclusive Education*** who works with the school leaders to ensure the implementation of the Inclusion policy, suggests provisions for improvement and evaluates the quality of education provided by the school with common inclusive education standards. This includes 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;
- allocate financial investment to ensure that targeted plans are sufficiently resourced;

The **Headmistress** plays a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. The Headmistress, in partnership with the inclusion support team:

- communicates a vision of inclusion, ensuring the engagement of the entire school community;
- conducts a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement.

Group Head for Happiness, Inclusion and Wellbeing assists in the promotion, direction and oversight of high standards of teaching and learning, student achievement and progression through effective inclusion for students with learning differences, Gifted and Talented students and students receiving counselling support. Ensuring inclusive practice is developed and incorporated through all aspects of the school and adhering to the KHDA and UAE law and requirements of Inclusive Education. The concerned:

- develops and implements a comprehensive and strategic inclusive education improvement plan
- ensures that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans

The **Inclusive Champion** works as a bridge between the Counseling and Special Education Department and the Mainstream classrooms to ensure that the modalities of the procedure are carried out and specifically, modifications, concessions granted reflect in the IEP of students of determination with learning difficulties.

The **Leader of Provision for Students of Determination** holds deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed.

Inclusion Support Teachers provide support through:

- the identification of the specific needs of individual students;
- the development of instructional and educational strategies;
- the modification and adaptation of curriculum structures;
- modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher;

Learning Support Assistants:

- work closely with class teachers to ensure IEP targets link to, and support class-based targets where possible;
- work with children to ensure the child understands the next steps in their learning and how they can achieve their targets;
- apply current best practices and strategies learned through professional development courses, in-service training, or workshops.

Parents and guardians are given the opportunity to be involved in many aspects of their child's education. **Class teachers and subject teachers** set targets for all students of determination and take measures to ensure learners are involved in understanding their targets and how they can achieve them.

5. INCLUSIVE CULTURE AND CLIMATE

An ethos of positive classroom culture and inclusive education permeates all aspects of the school system. School

- exercises a positive admissions policy, which welcomes a diverse range of learners;
- provides training to educators at all levels, to sensitize them and increase their awareness about and how to identify and support learners who have learning difficulties;
- provides opportunities for parents and caregivers to better understand barriers to learning, and the resources and support mechanisms available to them and their families;
- develops promotional materials within the school to raise awareness and reduce stigma on issues relating to inclusion, and promote the inclusion of students of determination;
- incorporates and integrate a monitoring and evaluation plan to track and measure any impact on attitudes, beliefs and experiences of students who experience barriers to learning.

6. INCLUSIVE ADMISSION PRACTICE

School welcomes students of determination and has a learning support program, addressing the individual needs of all students of determination, gifted and talented. In the case where a child's specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision. We expect parents to work closely with us if a particular educational need is identified during or following the admission process

School adopts an admission process that:

- ensures that students who experience barriers to learning will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities;
- preference for "sibling priority" will be given to students who experience barriers to learning subject to availability of seats;
- aims to be inclusive at all time unless it is not possible to fully support the particular child due to constraints beyond our control e.g., infrastructure or personnel;
- ensures compliance with the requirements of *'Dubai Inclusive Education Policy Framework'*
- admission test for students of determination will be waived off provided parents indicate the same on the registration form and provide assessment report from an authorized testing agency approved by *MOH and DHA*.
- In exceptional circumstances, an enhanced level of provision may be registered through an individualized service agreement with KHDA including a stated individualized service fee.

7. IDENTIFYING STUDENTS WITH BARRIERS TO LEARNING

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child is admitted, and we use various assessments tools to identify pupils and any difficulties they may have.

- The **staff is sensitized** with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies and hands-on classrooms experience.

- Parents who have concern regarding their ward's behavioral, academic, developmental or social-emotional issues complete an **online parent referral form**.
- **Teacher Referral Form** provides timely and effective support to initiate an appropriate plan of action for students at various levels of need.
- **Pre-referral intervention** is to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education.

How we decide when a student's name needs to go on the 'Students of Determination' record

Phase 1:

KG1 Entry point assessments are conducted by the specialist staff to identify the additional needs of the students. Regular and year end assessments are carried out to determine the progress & current needs of the students of determination.

KG2 Before the start of the new academic year, all teachers are updated with the previous year SD list during handing over. The class teachers submit teacher referral form with details of the students who experience barriers to learning. The online parent referral form is also taken into consideration to assess & identify the students with needs.

Phase 2:

Before the start of the new academic year, all teachers are updated with the previous year SD list during handing over. Triangulation of data (Yearly performance/CAT4/ISA) analysis along with the teachers input further helps to identify the students who experience barriers to learning. The class teachers along with the subject teachers submit teacher referral form with details of the students who experience barriers to learning. The online parent referral form is also taken into consideration to assess & identify the students with needs. Leader of Provision follows up for internal assessment and in case the symptom is mild then a **pre-referral meeting** is scheduled with the parent to gain clarity.

Phase 3: Leader of Provision follows up for internal assessment and in case the symptom is mild then a **pre-referral meeting** is scheduled with the parent to gain clarity. Parents are updated about provision for additional support for learning given to their ward. Internal assessments are conducted for referred students and assessment reports are shared with all concerned departments.

Monitoring and tracking of children with barriers to learning is through the same methods as identification. Assessment is ongoing, although more formal once each term. Identified needs are evaluated and discussed in light of assessment results and through staff discussion.

The **Case Conference** committee process is one used to develop, review and revise the educational program and services for students with disabilities who are eligible for special education.

8. STRUCTURE OF PROVISION

Level 1 describes *high quality inclusive teaching* that considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Teachers meet a whole variety of needs in the class and collaboratively discuss feedback from joint observation by **SENCo**. and Inclusion Champion to ensure consistent implementation of inclusive practices.

Level 2 describes specific, *additional, and time-limited interventions* provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Children who have been identified through the data, as having fallen behind the levels expected may be included in the Level 2 intervention.

Level 3 describes targeted provision for a minority of children where it is necessary to provide *highly tailored intervention* to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

9. INCLUSIVE CURRICULUM

We endeavor to underpin a high level of expertise and training of staff to support *students of determination* by:

- following the systems and procedures outlined in the *Inclusive Education Framework*;
- school leaders at all levels; including Principal, Section Supervisors, Head of the Departments, Super Inclusive Teachers and Support Teachers, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalized to match the needs of the pupils;
- teachers develop a comprehensive understanding of barriers to learning, restriction to engagement within the curriculum & the ultimate impact on students' personal, social & educational outcomes;
- establishing Individualized Education Plans (IEPs) and Individualized Learning Plans (ILPs), specifically tailored to the unique need of individual students with barriers to learning;
- all teachers are proficient with inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies;

10. INCLUSIVE TEACHING

We ensure that the needs of all groups of learners are effectively met by:

- following the systems and procedures outlined in the *Inclusive Education Framework*;
- maintaining clear and effective whole-school systems for accurate and timely identification of individual needs in relation to communication, learning, social-emotional wellbeing, and behavior;
- utilizing a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences;
- monitoring how planning and differentiation is undertaken throughout the school to ensure that pupils' different learning styles and learning needs are considered.

11. ASDAN - EMPOWERING STUDENTS THROUGH PERSONALIZED LEARNING

Every child is different, consequently we are developing a diverse and inclusive curriculum that supports every learner to achieve their full potential by providing flexible and engaging programs. **ASDAN (the Award Scheme Development and Accreditation Network)** offer imaginative ways of developing, recording and certificating student's personal achievements. The programs and qualifications will help our learners to develop skills for learning, work and life.

12. INCLUSIVE ASSESSMENT

Assessment and its associated feedback are essential to student learning. Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as is feasible.

- Assessment happens at every stage routinely as an integral part of teaching and learning;
- formative assessment shows progress and summative assessment demonstrates attainment;
- problem-based learning frequently involves elements of group work composed of students with mixed abilities, experiences, academic cultures and/or motivations.
- assessment satisfies a number of different purposes in addition to student learning, such as classifying achievement, quality assurance and supporting lifelong learning;

13. CATEGORISATION FRAMEWORK FOR STUDENTS OF DETERMINATION

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

I. Cognition and learning

1. Intellectual disability (including Intellectual disability - unspecified)
2. Specific learning disorders
3. Multiple disabilities
4. Developmental delay (younger than five years of age)

II. Communication and interaction

5. Communication disorders
6. Autism spectrum disorders

III. Social, emotional and mental health

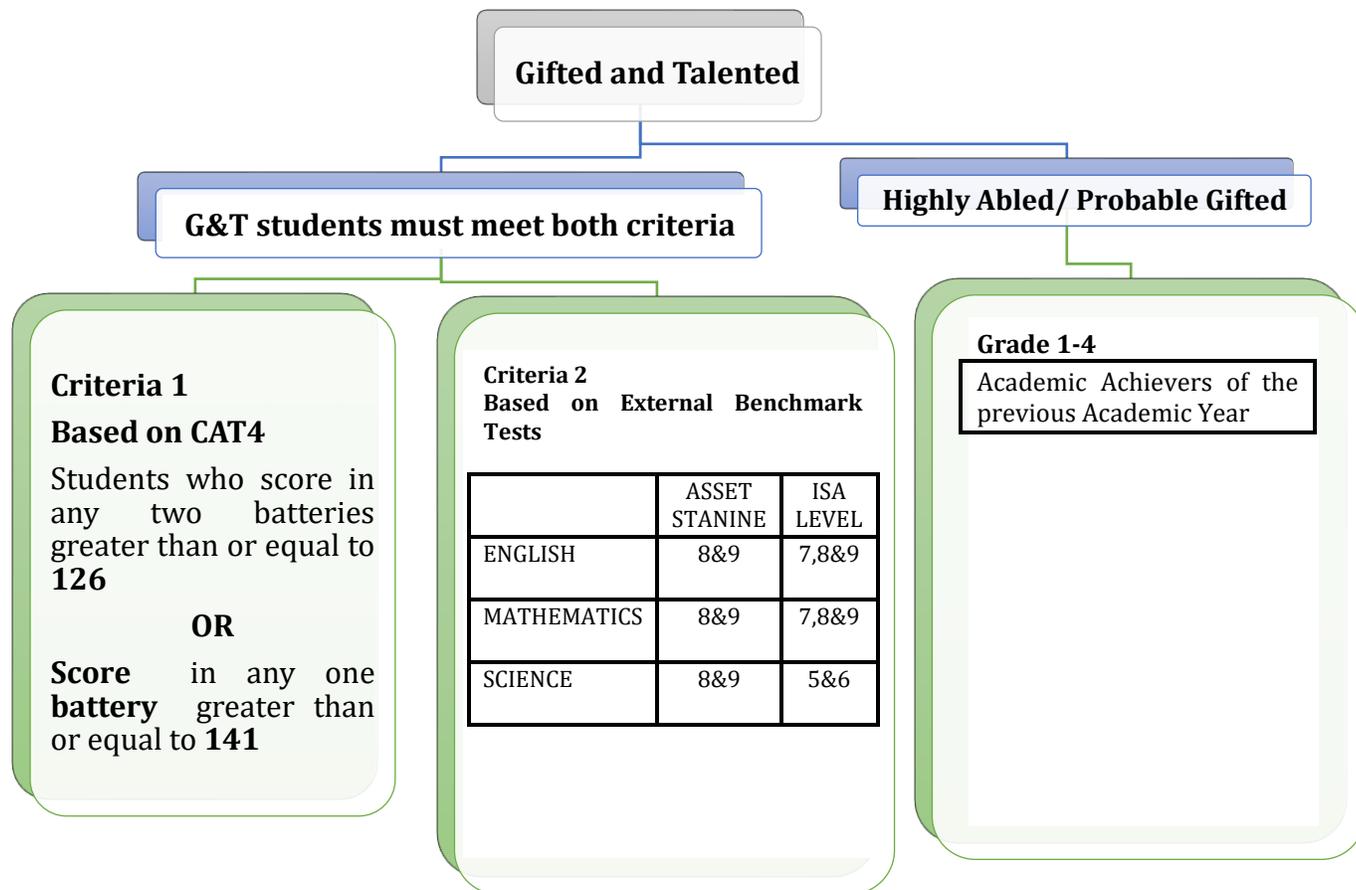
7. Attention Deficit Hyperactivity disorder

8. Psycho - emotional disorders

IV. Physical, sensory and medical

- 9. Sensory impairment
- 10. Deaf-blind disability
- 11. Physical disability
- 12. Chronic or acute medical conditions

13. IDENTIFYING GIFTED & TALENTED STUDENTS



14. EFFECTIVENESS AND REVISION DATES

This policy was in effect from 1st April 2014 and revised in September 2018 as Inclusion Policy. This policy has been revised in April 2022 and it will be next reviewed in April 2023.