

INDIAN SCHOOL, RAS AL KHAIMAH

INCLUSION POLICY



Approved / Reviewed by	
Policy Lead	Mrs. Yamuna V
Date of review	May 2022
Date of next review	May 2022
Signature	

Introduction

The Indian School Ras Al Khaimah is Committed to offering an Inclusive curriculum to all its students, to meet their needs or abilities and to ensure the best possible progress for all. The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience SOD have equitable access to quality inclusive education with their peers.

For children and youth identified as having Students of Determination (SOD) it can be difficult to get the support they need to do well. It can take too long for their families to find out that their child needs extra help. The system of support available to children with SOD is also very complex, with teachers, health workers and social careworkers often working separately to meet the particular needs of a child.

We are making sure that they have the same opportunities as everyone else and that they receive the necessary support to move effortlessly into adulthood. To provide the structure for a learner-centered process that engages students, family, school and other professional in planning and implementing high quality needs led provision that is consistent across the cluster.

This is to ensure all of our students are able to access quality of opportunities for learning and social development, achieving maximum progress and promoting well-being, focusing on ensuring needs are met and appropriate difference is made.

This policy has been written with reference to the following guidance and documents:

- The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including reference to Article 4 clause 14; Article 13, clauses 16, 17, 19; Article 23, clause 4, specifically:

- Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
- Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
- Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
- Article 13 Clause 19: To provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
- Article 23 Clause 4: To provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- Developing special education plans to meet the needs of the students.
- Adopting co-curricular activities.
- Latest technologies and facilities to stimulate interest in learning.
- Regular assessment of students' progress in academic and co-curricular activities.
- Designing and developing behavior strategies to manage challenging behavior
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.

- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- 'My community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Policy for Empowering People of Determination which aims to provide quality inclusive education in the UAE (2017).
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Dubai Strategic Plan 2021.
- The National Project for Inclusion for People of Determination.
- The Ministry of Education Strategic Plan 2017-2021.

AIM:

Indian School RAK has an inclusive system of education. We strive to create equal opportunities for all our students, especially students of determination. We aim at developing a school environment as a miniature mainstream society with diversity. In our school, we foster an environment among students and teachers to empathize, help and support students with special needs to bring out their potential to the fullest.

A fully-fledged special education program is not offered due to limited provisions. Enrollment of students with severe disabilities is based on specifications mentioned in admission criteria.

Objectives

- Developing special education plans to meet the needs of the students.
- Adopting co-curricular activities.
- Latest technologies and facilities to stimulate interest in learning.
- Regular assessment of students' progress in academic and co-curricular activities.
- Designing and developing behavior strategies to manage challenging behavior.
- Students are entitled to receive a broad, balanced and relevant curriculum. We recognize that appropriate advice, support and resources are required to achieve this for some students in the mainstream curriculum.
- Staff will ensure that students of determination join in the activities of the school together with their peers, so far as that is reasonably practical and compatible with the student receiving the necessary SEND provision, the efficient education of other students in the school and the efficient use of resources.
- Indian school believes that valuing individual differences leads all students, irrespective of social or cultural background, learning challenges and disability, to succeed in terms of the fulfilment of academic and social goals, and in the development of positive attitudes to self and others. Indian school inclusion provision is child-centered, strengths-based and aims to support the whole person.

Vision Statement

Achieving Excellence Together.

Purpose of Inclusion Policy

The purpose of the Inclusion Policy is to help ensure that equitable opportunities are provided for every child at Indian school taking into account their individual strengths and needs. This policy describes the way we meet the needs of students who experience barriers to their learning.

The Indian school compiled a list 4 common barriers to learning detailed below:

- Cognition and learning
- Communication and learning
- Social, Emotional, Physical, Sensory, Medical and Mental Health

Definition of Inclusion

The Indian School vision for Inclusive Education is that we achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel highly valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional success in a common learning environment.

SOD – Students of Determination

A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand'.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

ADMISSION POLICY SOD

Indian School has an inclusive system of education. We strive to create equal opportunities for all our students, especially students of Determination. We aim at developing a school environment as a miniature mainstream society with diversity. In our school, we foster an environment among students and teachers to empathize, help and support students with special needs to bring out their potential to the fullest.

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Type of Admission	Regular
Support Given by School	Differentiated Teaching Method, LSA (Learning Supportive Assistants Paid by Parents) Pull out Sessions
Documents Provided by Parents	Specialist Medical Report
Reports Maintained by	School Office and Counsellor
Severe/ Profound Behavioral Issues	Admission Based on Individual Conditions. If Poor Adaptive Skills, Comprehensive Special Education Program is Recommended
Severe Physical Disability Condition	Admission Based on Individual

Coordinating provision for children with SOD

The needs of majority of students will be met in the classroom. Teachers are expected to ensure that children with SOD are fully involved during lesson is being taught. Pull out sessions and remedial classes are conducted for the children who need extra attention to learn basic concepts.

Categories of Disability and Barriers to Learning

Students of determination

Common barriers to learning	Categories of Disability
Cognition and learning	<ol style="list-style-type: none">1. Intellectual disability2. Specific learning disorders3. Multiple disabilities4. Developmental delay
Communication and interaction	<ol style="list-style-type: none">5. Communication disorder6. Autism Spectrum Disorder
Social emotional and mental health	<ol style="list-style-type: none">7. Attention Deficit Hyper Activity Disorder8. Psycho-emotional disorder
Physical, sensory and medical	<ol style="list-style-type: none">9. Sensory impairment10. Deaf-blind disability11. Physical disability12. Chronic or acute medical conditions

PROVISION

Provision-The students receive provision from CBSE. This provision is given after formal diagnosis and procedure from CBSE. There is extended timing in examinations, exemption from additional language, scribe, interpreter, computer and calculator for examination.

Students with Additional Educational Needs

- This additional need may be the result of low school attendance or circumstance in the home

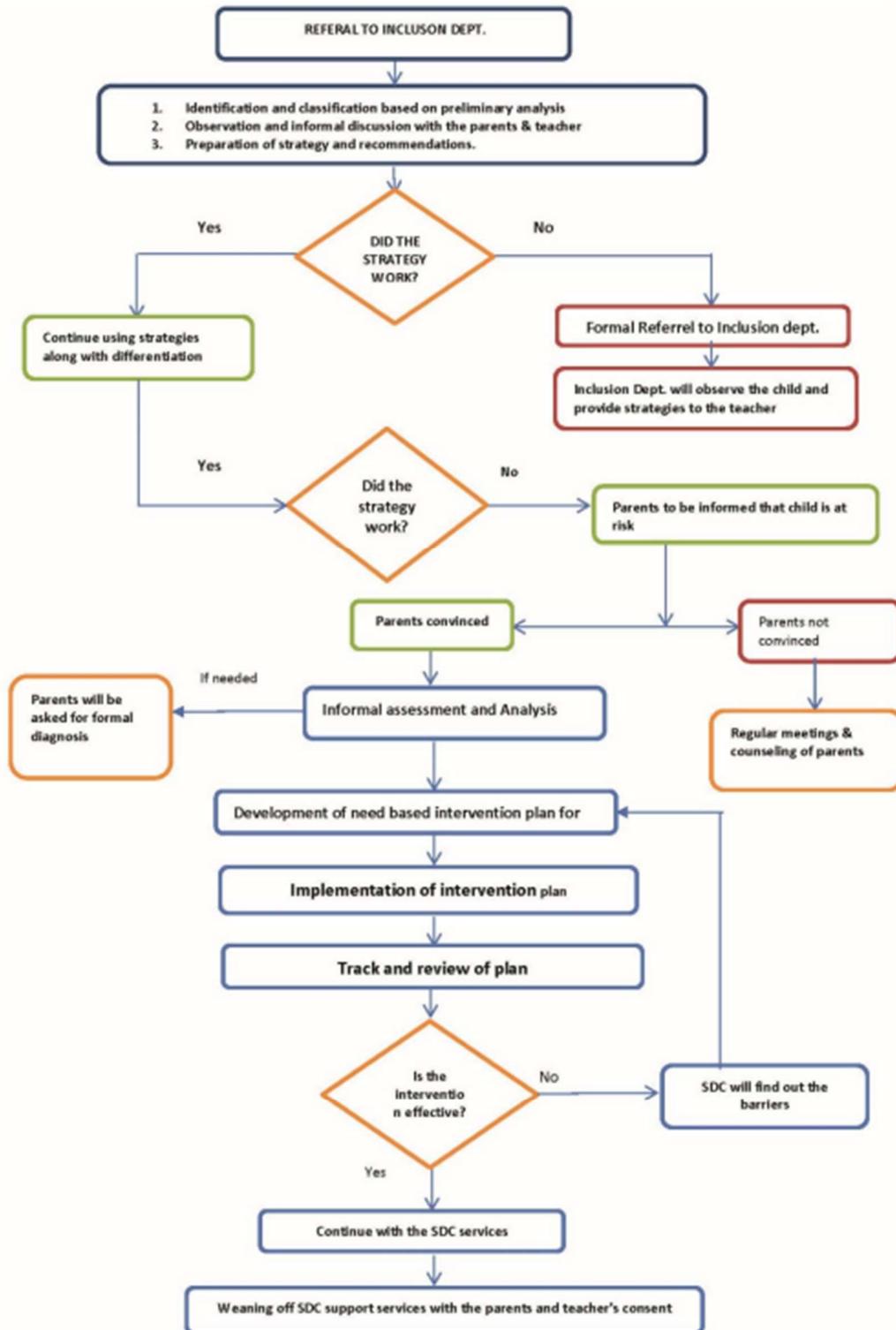
Students with Wellbeing Concern

- Students may include poor attitudes to self and school sudden changes in mood/ behavior, poor attendance, persistent behavior challenges, lack of emotional control, or difficulty establishing and maintaining peer relationship without any identified SOD at this time

Gifted and Talented

- **Gifted** Students are those with an innate ability, who present a natural outstanding aptitude or competence for exceptional performance.
- **Talented** Students are those who demonstrate special Talent and abilities in areas including art, music, sports or any performing arts.

PROCESS FLOW IDENTIFICATION AND INTERVENTION



Indian School RAK has a method of identification, assessing, planning, teaching, making necessary provisions, which consider individual needs of students. The entire process is a continuum and cannot be done in parts.

IDENTIFICATION

- During admission- identified by teacher
- Identified in the class by teachers due to behavior or academic concerns
- Parent may directly approach teacher or school administration during and present the diagnosis and request for Counsellor Room services. (Parent referral)
- Parents may choose to not disclose the child's condition. Subsequently teacher may identify in class and get in touch with the counsellor. While being empathetic here, we help parents overcome denial. This may take few sessions for the counsellor with parents.
- Teachers may spot a child with SOD; parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness. (Teacher's referral)
- We can also identify students with additional needs by the following tests employed in school.
 - Entry Level Tests which are conducted at the beginning of term.
 - Entrance test conducted for new admission.
 - Observation of class grades.

REFERRAL

- Parent referral
 - Teacher referral
 - Admission officer
-
- Parent referral is done by direct communication with counsellor and submitting medical report.
 - Teachers may notice problems in terms of academic or behavior.
 - Teacher will refer to counsellor for further observation.
 - Counsellor will take more observation to confirm/ clarity if there is a genuine problem before approaching the parents.
 - If the student need support counsellor will immediately contact with parents and call for a meeting with parents.

OBSERVATION

- Before we set out to provide intervention the students' level is determined by observation by the counsellor, parent and teacher feedback.
- The counsellor room has adapted checklists for learning difficulties, Autism and ADHD

TEAM MEETING

- We recognize that for our students of determination to achieve their maximum potential, the key is to establish and build on successful partnerships with the team-Principal, Counsellor, Parents, SODCO, Teachers and Learning Supportive Assistants

SUPPORT

- Counsellor room support
- Individual accommodation plan
- Individual education plan
- Modified curriculum and lessons
- Modified exams
- Behavior intervention

REVIEW

- At the end of term, scheduled IEP meeting with the team (parents, teachers, counsellor, LSA) student progress is evaluated and goals are either reset or carried on for maintenance or new ones are introduced.

SCHOOL GOVERNING BODY

- **Chairman**
- **Principal**
- **Vice Principal**
- **Stakeholders**

INCLUSIVE EDUCATION ACTION TEAM

- Inclusion Governor
- Inclusion Champion/SODCO
- Learning Supportive Assistants

INCLUSION SUPPORT TEAM

- **Principal**
- **Vice Principal**
- **Governor for inclusive Education**
- **Inclusion Champion/SODCO**
- **School Counsellor**
- **Pastoral Support Staff**
- **LSA**
- **Subject coordinators**
- **Teachers**
- **Parents**

INCLUSION SUPPORT TEAM

INCLUSION GOVERNOR

PRINCIPAL

INCLUSIVE EDUCATION ACTION TEAM

Parent
Representative

Medical
Staff

All HOD's

Student
Representative

The role of the school

The school does its best to secure the necessary provision for any pupil identified as having students of determination. The school ensures that all teachers are aware of the importance of providing for these children and report annually to parents on the success of the school's policy for Students of Determination.

The school has decided that Students of Determination will be admitted to the school in line with the school's agreed admissions policy.

Roles and Responsibilities

- All teaching staff needs to be aware of the school's inclusion policy and the procedures for identifying, assessing and making provision for students with SOD
- Teachers remain responsible for working with SOD children on a day-to-day basis
- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes taking withdrawal sessions, reviewing IEP, ILP, Progress Monitoring Chart and where necessary, improving, their understanding strategies to identify and support SOD children
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupil's diverse needs in **order to** remove potential barriers to learning. This process should include working with the SOD COORDINATOR to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review)
- Targets arising from individual Education Plans (IEP's) meetings and reviews will be used to inform and support whole class approaches to inclusion. E.g., differentiation, varied teaching styles.
- Implement strategies, accommodation and modification to the general education setting that may be necessary to meet the needs of students with a disability
- To differentiate classwork/ homework appropriately.

The role of Class Teacher

Class Teacher is expected to ensure early identification of children with behavioral & academic difficulties and liaise with SOD Dept. Class teacher should include pupils with SOD in the classroom, and provide an appropriately differentiated curriculum. They can draw on the SOD COORDINATOR for advice on assessment and strategies to support inclusion making themselves

aware of this policy and procedures for identification, monitoring and supporting pupils with SOD and giving feedback to parents of pupils with SOD.

Subject Teachers

Teachers should demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development. Implements strategies, accommodation and modification to the general education setting that may be necessary to meet the needs of students with a disability.

The role of Counsellor /LSA

LSAs /Learning Support Assistants work in association with the SOD Department to help the students with Special needs and disability individually or in a group to meet the targets set in their IEPs.

As a team LSA's contribution to the SOD Department will be the following:

- To liaise, advise and consult with the other members of the team supporting the students
- In conjunction with the class teacher and/or other professional to develop a system of recording the child's progress
- To contribute to the maintenance of students/ progress records
- Carry out structured classroom assessment
- To participate in the evaluation of the supporting program

- To provide regular feedback about the students to the teacher and SOD COORDINATORS
- To contribute to reviews of children's progress as appropriate
- Contribute to the planning & reviewing of IEPs, perhaps by identifying significant difficulties and specific subject areas where the students' needs are the greatest
- To assist the SOD COORDINATORS to develop a suitable program of support in the areas of learning and then carry out the program, within the classroom or in a pull-out session for a group of children with specific needs
- To maintain the SOD team's system of recording and monitoring of students' progress
- Liaise with SOD COORDINATORS/ Counsellor when students have approached them about personal issues
- To attend Open house with the SOD Team as and when required
- To attend relevant in-service training
- To be aware of school procedures
- To be aware of confidential issues linked to home/ student/ teacher/ school work and to keep confidences appropriately

Medical Staff

Work with all staff to promote the inclusion of all students, including the development of health care plans where required.

Parents and Caregivers

We value highly the knowledge that parents/caretakers and students provide. Parents have the best knowledge and understanding of their child's strength,

challenges and goals. We encourage all parents to communicate regularly with the team as appropriate to their requirements. As we firmly base our practice on person centered approaches we also liaise with parents and students in all plans/actions we take to ensure they are not only part of the

decision-making. process but happy with it.

Parents play a vital role in their child's education and their input is crucial. We encourage all parents to make us aware of all relevant information and documentation, so we might best support the student. We support parents in accessing regular contact with the school through the following:

- Open house
- Communicate with parents by writing in school diary about the students' performance and needs.
- Personal counselling or communication with the counsellor during working hours of school.
- Parents will receive progress data of the wards three times in a year through open house.
- Encourage and motivate their wards to achieve their goal.

The Individual Education Plan

For clarity, the IEP cycle and review dates are outlined below. Parents are invited to be part of the IEP meeting and targets are discussed with students in a child-friendly manner. IEPs are written at the end of the previous term or at the beginning of a term, or at the time a need is identified and are formally reviewed on a termly basis. Once the IEPs are written, they are emailed to parents, specialist teachers and the classroom teacher shares the child friendly targets with the child to get their comments. IEPs can be added to and targets updated as the progresses when needed.

Facilities for students experiencing SOD

Every opportunity has been taken to ensure that the school building is suitable for those experiencing Students of Determination (SOD). The school does have a number of flights of steps within the building which makes access difficult and Special Needs Toilets.

Conclusion

- All children are given the opportunity to achieve their full potential.
- > Ensure the removal of obstacles by implementing the IAP.
- > Teachers use a range of strategies to meet student of determination.
- Multi-sensory learning is promoted
- > Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.
- > We gave Individual Education Plans, Individual Accommodation Plans, SOD question paper, Extra time for exam SOD notes and SOD activities and pull-out services
- > We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- > Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, children work in small groups, or in a one-to-one situation.