

THE INDIAN INTERNATIONAL SCHOOL, DSO

INCLUSION POLICY

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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-10.

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. INCLUSION SUPPORT TEAM

Governor for Inclusive Education	Chairman, Girish Jethwani
School Principal	Ms. Rebecca Anthony
Asst. Group Head	Ms. Sonia Kohli
Inclusion Champion	Ms. Daljit Kaur
Leader of Provision	Ms. Divya Salian

Inclusion Support Teachers	Ms. Kriti Kewalramani Ms. Shristi Sharma Ms. Megha Sharma Ms. Sonal Adhikari Ms. Remmia Madapurakkal Ms. Rashpal Kaur Ms. Vishwati Sushama Bhardran Ms. Suma Dadiredihlli Venkatapp Ms. Sangeetha Shaji Ms. Mary Chathanatt Josey Ms. Sowmya Shighu Ms. Jisha Thejas Ms. Daljit Kaur
Counselors	Ms. Divya V. Salian Ms. Radhika Jajodia Ms. Rageena Susan Varghese Ms. Renu Dsouza
Special Educators	Ms. Irene Serrano Ms. Rupali Jain Ms. Vanisha Soni Ms. Mahima Susan Roy (Speech Therapist)
Learning Support Assistants	Ms. Deivanani Muthuraman Ms. Vandana Kishor Ms. Doaa Farouk Ms. Yasmine Syed Ms. Sasha Sunil Ms. Shaheena Ms. Nirmala Narayanan Ms. Nisha Goswami Ms. Nitra Bhandari Ms. Sadia Hafiz Ms. Jesna Ismial Ms. Kousalya Prakash Ms. Shilpa Arun Ms. Saroj Kumari Ms. Sara Ali
Parent Representative	Ms. Preeti Gujral and Ms. Tamanna Juneja

5. SUPER INCLUSIVE TEACHERS

Super Inclusive teachers are subject experts who value learner diversity and serve as a role model, coach and professional mentor for classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations. Particularly important aspects of the role are:

- plan strategies to support all learners and work with other teachers by annotating their lesson plans and supporting them with Individualized Learning Plans (ILP);
- model high expectations for all & challenge limiting assumptions;
- empower staff to take responsibility of removing barriers to learning & adapting teaching;
- write activities as discrete steps that are realistic, measurable and attainable.
- develop a specific time schedule for completing activities;
- identify resources necessary to complete the activities;
- monitor the impact of T&L on outcomes for pupils with barriers to learning.

6. RESPONSIBILITIES OF INCLUSION SUPPORT TEAM

Members of the Inclusion Support Team:

- be proficient in inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies;
- meet on a regular basis, typically once a week;
- maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies;
- work in close collaboration with classroom teachers and other educational staff to support the education of students who experience barriers to learning in classroom environment by providing coaching and support to teachers on a timely basis;
- assign learning support assistants to individual students who experiences barriers to learning and/or class groups as needed. The focus and impact of their support is routinely reviewed and their allocation may change in accordance with student and teacher need;
- where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience barriers to learning and their families to ensure access to high quality inclusive education;
- demonstrate and apply knowledge and understanding of inclusive education values and principles
- work with parents, caregivers and professionals to develop appropriate individual education plans for individual students who experience barriers to learning;
- collaborate effectively with parents, other teachers, specialized professionals and other service providers, including those working as members of a multi-disciplinary team;
- collaborate with support teams to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings);
- prioritize student relationship building, followed by familiarity with the student's learning characteristics, performance levels, and personalized learning outcomes;
- apply formative assessment, universal design for learning, differentiation and other learner-centered activities, so that students can pursue and achieve curricular-based learning goals;
- engage in coaching and co-teaching opportunities with support teachers and other colleagues to accommodate all students within an inclusive learning environment;
- assist teachers in the provision of instruction to students who experience barriers to learning.

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. 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 realizing a vision of inclusion in practice. 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 school principal plays a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. The **Principal**, 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.

Asst. **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
- provides an annual program of continued professional development for all staff at all levels across the school
- applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensures that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

The **Inclusion 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 concerned takes onus of bringing about more awareness towards the entire program which leads to cultural transformation and streamlining of the entire process. Inclusion champion advocates for the inclusion of students of determination with a passionate belief in the value of inclusive systems of education. The inclusion champion plays an important role in:

- promoting ideas 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.

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. Particularly important aspects of the role are:

- working alongside teachers to observe, assess and identify special educational needs
- working collaboratively with other in-school specialists, such as therapists, counselors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of ILP/IEP
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- implementing evidence-based programs of intervention for individual and small groups of students.

SENCo supports in monitoring the impact of interventions and their outcomes for students with learning difficulties as part of the school's full range of attainment and learner related information. SENCo's activities include:

- identification of students who experience barrier to learning in the school;
- tracking and monitoring the progress made by the students of determination;
- ensuring there is high quality teaching and intervention for students with learning differences through joint observation and feedback;
- plan provision and ensure consistency in its implementation.

Inclusion Support Teachers provide support through:

- the identification of the specific needs of individual students;
- the development of specific and personalized individual education plans;
- the development of instructional and educational strategies;
- the modification and adaptation of curriculum structures;
- the development of appropriate assessment procedures;
- modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher;
- the operation of the Inclusion Support Team.

Their activities include:

- working directly with student(s) to determine individual needs and collect information about the student's strengths and weaknesses necessary to complete an IEP and ILP;
- providing instruction to student(s) individually or in a small group in the common learning environment;
- providing instruction to student(s) individually or in a small group outside the common learning environment;
- dealing with social, emotional, behavioral and/or family situations (e.g., housing, food, health and mental health conditions) of students;

- working closely with the school principal to ensure the effective administration and operation of the Inclusion Support Team;
- maintaining effective communication with parents as well as any service providers working with the family or the child;
- facilitating the transition of students who experience barriers to learning from segregated into mainstream settings; engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team;
- prepare learning materials for use by student(s) under the direction of the teacher;
- collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team;
- facilitate peer interactions based on guidance from the teacher and Inclusion Support Team. Invite students to help each other and, as required, also engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team;
- supporting teachers in an active and sustained manner across the year in accordance with the time allocation guidelines given in the ***'Dubai Inclusive Education Policy Framework'***

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;
- contribute to the education of students in inclusive schools and classrooms by implementing individual instruction;
- 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, alongside Support Teachers and Section Supervisors, have the responsibility to invite parents and guardians to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

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.

7. PARTNERSHIPS FOR INCLUSION

School-community partnerships at the Indian High Group of Schools help implement a system of integrated services for students of determination, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with the school, including learning about schools' inclusive culture. We have agreements with the following local organizations.

- Dubai Autism Center (DAC)
- Al Jalila Foundation
- Rashid Centre for Disabled
- Al Noor Training Centre for Persons with Disabilities

8. INCLUSIVE CULTURE AND CLIMATE

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

- 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;
- increases the representation of all types of learners, particularly those who experience barriers to learning, in education and promotional materials including print and on-line sources, literature, toys, the media and other relevant sources of information to highlight the abilities and capacities of individuals who experience barriers to learning;
- safeguards the health, safety and welfare of all pupils, with a particular focus on vulnerable groups.

9. 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;
- proactively identify practices that may restrict, limit or prevent a student from accessing education alongside their peers, and plans action to ensure minimization of any impact upon a student's learning experience and outcome.
- 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 application form for admission 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.

10. 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 are encouraged during the **orientation program** in the beginning of the academic year to share the information about their ward with medical issues that need special handling, learning deficits they may know of or behavioral and emotional issues.

Teacher Referral Form provides timely and effective support to initiate an appropriate plan of action for students at various levels of need. Possible sources of referrals may include: list of likely 'at-risk' students shared at the start of the academic year along with list of symptoms and triggers in the areas of concerns document, parent(s)/ guardian(s), teachers, and / or other school personnel. The quantitative (objective) and qualitative (subjective) student data collected are used to develop an intervention plan. That intervention plan is only shared with those involved in the referral process.

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. The pre-referral team consists of the teacher, the parents/guardians, an administrator and teachers involved in the education of the student. The teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions. The intent is to provide interventions that will help the student achieve success without entering special education. However, if these interventions do not improve the student's performance, then the student will be referred for an assessment to determine possible eligibility for special education services.

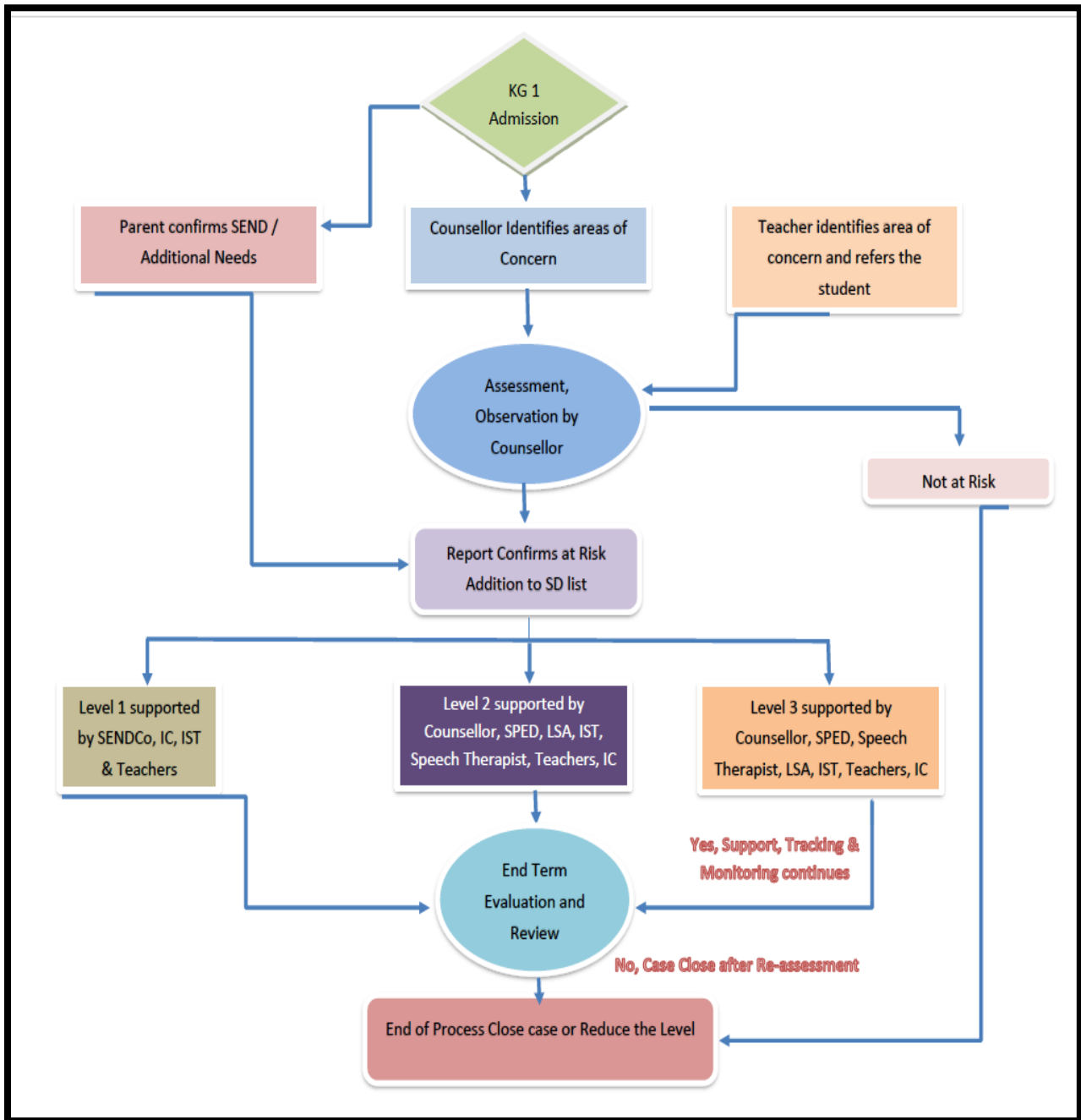
How we decide when a student's name needs to go on the 'Students of Determination' record

Phase 1: Before the start of the new academic year, all teachers are updated with the previous year SD list during handing over. School shares yearly performance data, detained/retest list, suspected cases of students experiencing barriers to learning based on CAT4 analysis with the teachers to cross check and ensure a credible tracking system. Teachers study the detailed handout titled '**Areas of Concerns**' shared during PD to discuss and identify likely cases of students experiencing barriers to learning. This process helps to identify new likely cases. Teachers study the previous year data shared with them at this stage and closely observe the students in class by asking focused formative assessment questions, looking for signs while correcting notebooks and noticing their behavior in class.

Phase 2: Within first month of the new academic year all class teachers along with subject teachers submit teacher referral form with details of the students who experience barriers to learning. Within first half of May, referrals for all students identified during phase 2 are submitted to the counseling department for a follow up.

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.

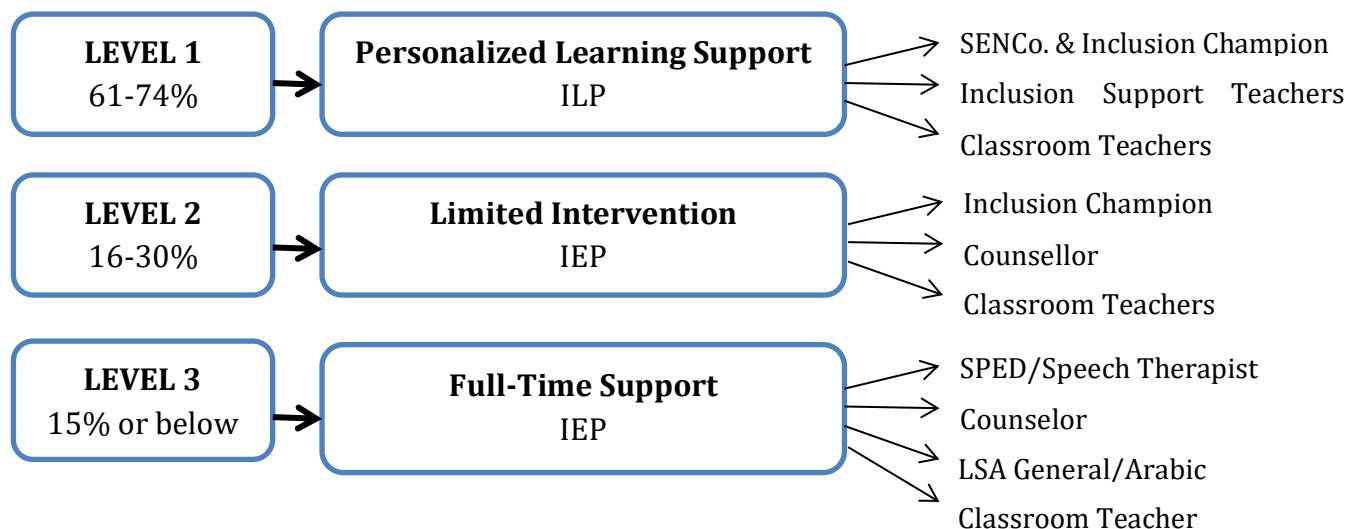
Flow Chart for Students of Determination (2021-2022)



Monitoring and tracking of students 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. Every student who receives special education services has four case conference meetings during a 12 months period. The committee comprises of the Inclusion Champion, Leader of Provision, Section Supervisor, Counselor, IST, LSA and teachers.

11. STRUCTURE OF PROVISION

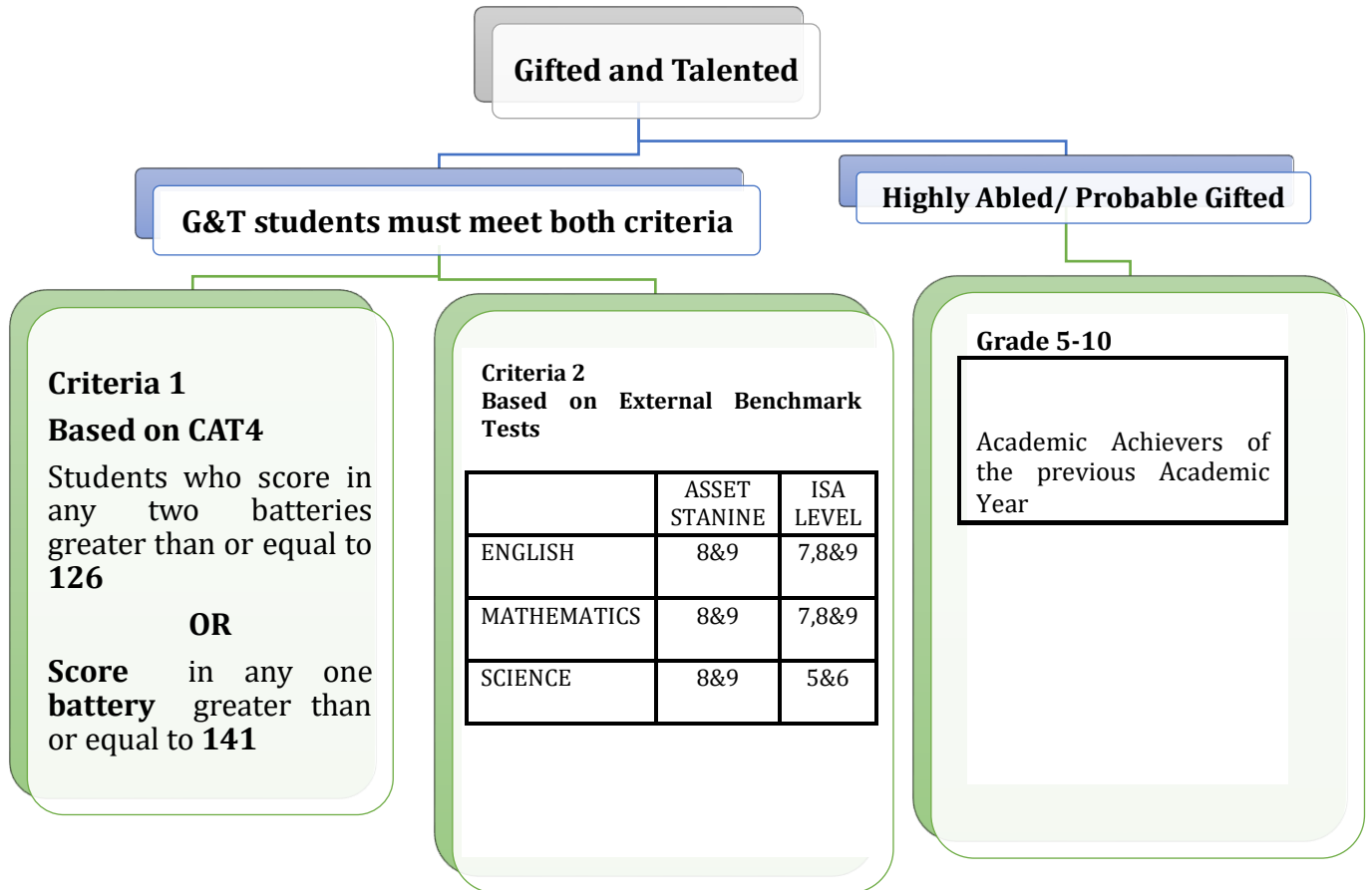


Level 1 describes *high quality inclusive teaching* that takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Teachers meet a whole variety of needs in the class and collaboratively discuss feedback from joint observation by **SENCo.** and Inclusion Champion to ensure consistent implementation of inclusive practices. **Action Plan**, which is an annotated daily lesson plan supports the subject teachers to move students on to the next step in their learning. Every learner is entitled to good quality inclusive *First Level* teaching through effectively differentiated classroom practice. Counsellors develop ILP for level 1 learners after reviewing the progress in the '**ILP Tracker**' of the previous year and taking into account the feedback from the classroom teachers during case conference.

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. This is usually a 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, Super Inclusive 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 monitoring. Section Counsellor and Inclusion Champion study the IEP and jointly observe the in-class support and provide teachers with constructive feedback after gap analysis.

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. Children who are progressing at a much slower rate than expected and who are attaining at a much lower level are likely to need Level 3 support: this is often (although not always) individual teaching sessions delivered by Special Educator. With individualized programs to accelerate progress the child should be able to make good progress although they may not close the attainment gap with their peers. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school, and is likely to include the use of specialist approaches, intervention or support services. Special Educator jointly observes the in-class support with the Inclusion Champion to ensure implementation of some of the goals and objectives stated in the IEP.

12. IDENTIFYING GIFTED & TALENTED STUDENTS



'Gifted and talented' are two adjectives that are used to describe individuals with great natural abilities. The term giftedness refers to *'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.'* These domains include intellectual, creative, social or physical abilities. The term talented refers to *'a student who has been able to transform their giftedness into exceptional performance.'* Talented students demonstrate exceptional levels of competence in the specific domains of human ability. Parents of 'Gifted & Talented' learners are suggested to consider IQ test to determine giftedness in their ward. **WISC Test** (Wechsler Intelligence Scale for Children) is an IQ test administered to children between ages 6 and 16. The objective of the exam is to understand whether or not a child is gifted, as well as to determine the student's cognitive strengths and weaknesses.

Identification is strengthened through a range of ways including:

- Observations by teachers through *'screening checklist for teachers'*
- Interviews with parents followed by *'screening checklist for parents'*
- Student interest self-reports and **student interviews**
- Data of **standardized attainment tests**

Criteria to identify 'Gifted and Talented' students in the Co-scholastic area is:

1. Sports achievers at CBSE zonal, cluster, national or international levels
2. First and second position winners in interschool events
3. Winners of prestigious events at the Emirate /UAE level for Spell Bee/Abacus/Environmental Programs/MUN/Arabic and Islamic competitions.

13. JOINT OBSERVATION FEEDBACK (LEARNING WALKS)

Joint observation of teaching practice and conversations involving multiple people with different perspectives helps develop horizontal expertise in teacher education. We have a team of experts who use observational evidence of all students of determination at different levels to equip our classroom teachers with the best practices and give them constructive feedback. This educative mentoring works to broaden their knowledge and expertise about the subject and as a consequence of their engagement educators develop shared practices and common perspectives.

Level 1 student support is observed by an expert from the T&L team (**Inclusion Champion**) and an expert special educator (**SEnCo.**) who gives helpful feedback to the teacher on the strategies used for the student in class. Each learner on the provision list is jointly observed once a term.

Level 2 student support strategies are jointly observed by the **Counsellor and Inclusion Champion** to mentor the teacher in class once each term.

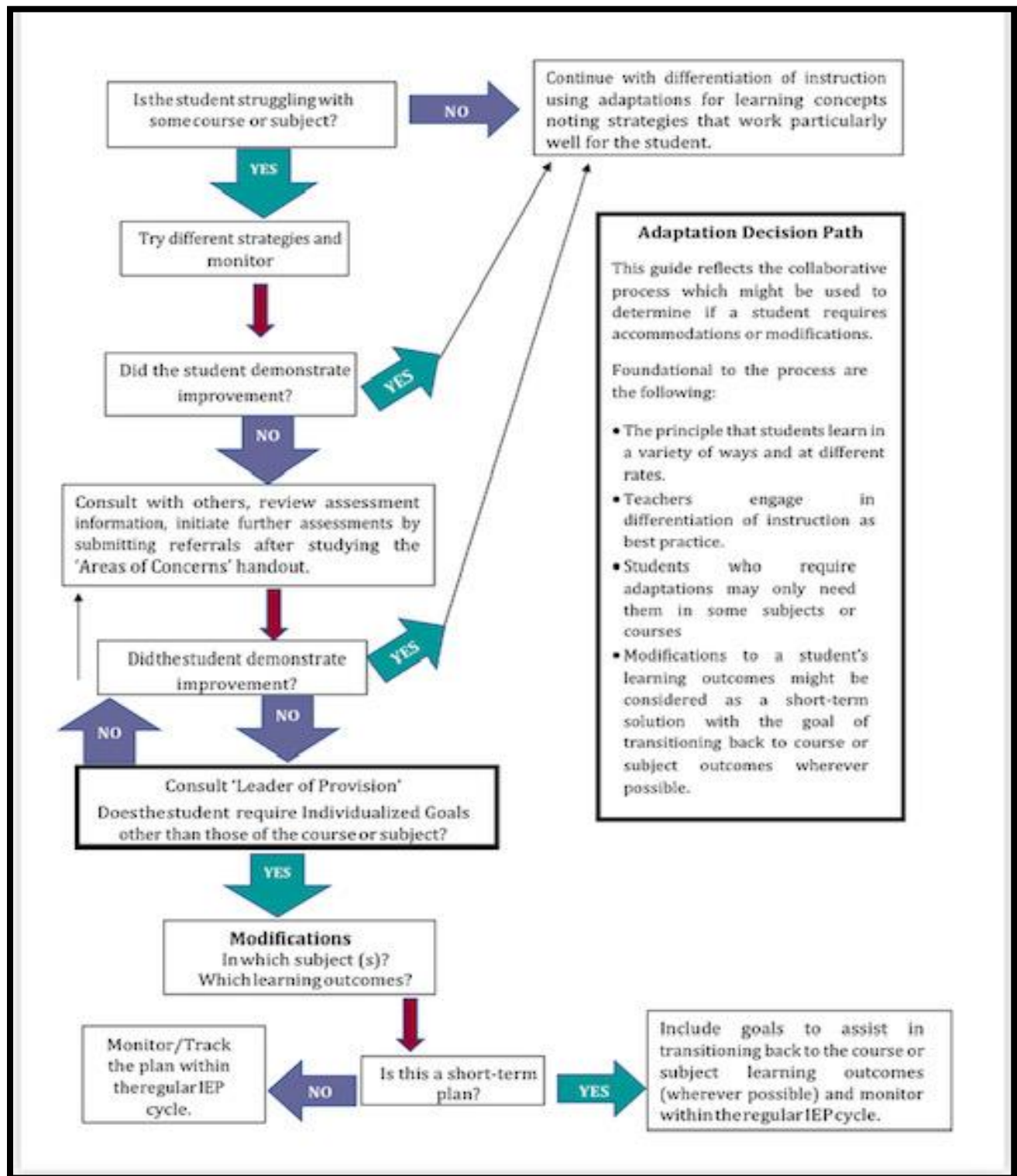
Level 3 learner support measures taken by the classroom teacher are strengthened with constructive feedback from the **Inclusion Champion** and the **Special Educator** who supports the learner in the learning center. This is a scheduled term wise joint observation followed by group feedback to all teachers, ISTs and section supervisor by the specialist team.

14. 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;
- regularly evaluate the effectiveness of provision made for all students who experience barriers to learning and ensure that specialist expertise is secured where necessary;
- all teachers are proficient with inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies;
- provisions are continually monitored throughout the whole school by members of IST including Support Teachers;
- learning walks take place frequently and pupils also have the opportunity to express their views to members of IST;
- setting suitable levels of learning challenges (determined through comprehensive analysis and assessment);
- emphasizing the importance of, and creating opportunities to develop, a holistic learner profile, which helps all individuals to become responsible members of local, national and global communities;
- modified curriculum for Level 2 and 3 students is planned by the subject teachers in coordination with IST, SIT (Super Inclusive Teachers) and HoDs;

- depending upon curriculum modification effective interventions through counseling support, support from LSA or special educator is provided;
- every chapter is modified and the IEP/ILP and modified curriculum compliments each other;
- involving Learning Support Assistants, in planning and delivering the curriculum.



15. 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;
- whilst in-school specialists (special educator/SIT or IST) lead the development of IEP/ILP or Action Plan, it is essentially the classroom teachers who are enabled to implement it and therefore accountable for its impact within the classroom;
- empowering the class teacher as a highly effective lead practitioner in the support of students of determination;
- utilizing a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences;
- offering additional, systematic, targeted small group (level 2) and 1:1 instruction (level 3) within the Learning Centre;
- embedding extension and enrichment opportunities for our G&T students throughout the curriculum and school;
- monitoring how planning and differentiation is undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account;
- analysis of data, focusing on the progress made by various identified groups of students; rigorous self-evaluation and action planning.

16. 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;
- the triangulation between different kinds of assessment i.e., attainment, CAT4, and ASSET/ISA help in leading students to work to the best of their ability;
- self and peer assessment enable students to better understand assessment expectations and work towards improving their own performance;
- 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;
- modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with HoDs, SIT and IST members.

SCHOOL ASSESSMENT SYSTEM

The outcome of teacher assessment and internal processes, which benchmark, monitor and analyze student performance provide valuable information to signal the need for further assessment and screening: fluctuations in student achievement level is monitored closely, and sustained periods of academic decline is identified and examined in order to remove any potential barriers to success. Particular indicators of concern may include:

- a student who makes significantly slower progress than that of their peers starting from the same baseline
- a student who fails to match or improve upon previous progress rates
- a student whose gap in attainment, when compared to same-aged peers, widens.

Targeted pre-referral discussions with parents, student observations, and the analysis of behavior and attendance patterns over time provide valuable information to inform further assessment. Members of the inclusion support team such as the support teacher and the leader of provision for students of determination conduct these discussions and observations.

Names of assessment for Students of Determination

- Brigance – The Early Childhood Screen-III
- Behavior Assessment System for Children 2 (BASC-2 BESS)
- Brown ADD
- Wechsler Adult Scale of Intelligence II (WASI II)
- Children’s Depression Inventory (CDI)
- The Childhood Autism Spectrum Test (CAST)
- NICHQ Vanderbilt Assessment Scales
- Dyslexia Screening Test – Junior (DST-J)
- NIMHANS Index for Learning Disabilities Level II (8 to 12 Years)
- Beck’s Anxiety Inventory
- Social Interaction Anxiety Scale (SIAS)
- Wide Range Achievement Test-5 (WRAT-5)
- Beck Youth Inventory-2 (BYI-II)
- Childhood Autism Rating Scale-2 (CARS-II)
- Dyslexia Early Screening Test-2 (DEST-II)

DIAGNOSTIC ASSESSMENT

From an *educational perspective*, a school-based diagnostic assessment is a form of pre-assessment that allows a teacher to determine a students’ profile of strength, weakness, knowledge, and skills and provides important information to help guide lesson planning and curriculum modification. The assessment outcome enables educators to make predictions about future achievement and inform expectations about student learning and performance within the school.

From a *medical perspective*, a diagnostic assessment is a formal and standardized procedure, which is applied by an appropriately qualified and licensed professional. The purpose of this type of diagnostic assessment is to examine the developmental/functional profile of children in order to provide information about areas, which may require further monitoring, or support.

17. RECORD KEEPING

Students of Determination have individual digital case files, learning support log, updated SD record, IEP/ILP Tracker which is regularly updated by the circle of inclusion to record all information about a child.

Students receiving individual support have an Individual Education Plan. The IEP is planned with the class teacher and shared with parents and the learner. The IEP is linked to the student’s class based individual targets where possible. The department monitors progress towards the IEP/ILP target regularly with the student and class teacher. Formal meetings with the parent to review the IEP/ILP takes place twice per year.

Concerned teachers, section supervisors and circle of inclusion maintain assessment reports from outside agency and teachers have access to the records for the children they teach only as these records are confidential.

Medical Records

Some students have reports/records from medical/health professionals. The School Medical Officer who passes on any relevant information to teachers maintains these.

18. BEHAVIOUR INTERVENTION PLAN FOR SD

A Behavior Intervention Plan (BIP) is used as a proactive action plan to address behavior(s) that are impeding learning of the student or others. BIP first focuses on understanding 'why' the behavior occurred and then focuses on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement and effective communication. BIP includes positive strategies, program modifications and supplementary aids to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment. The BIP team comprises of the teachers in class, IST, a counselor and the section supervisor.

19. SELF-ADVOCACY SKILLS FOR STUDENTS WITH LEARNING DIFFICULTIES

Helping students with learning disabilities become self-advocates and build on self-reflection skills is a critical step in their education. Teachers play an important role in these steps that helps students to become independent learners. Self-advocacy is the process of learning how to communicate one's needs effectively and acquiring help in achieving learning goals. This means being able to understand the nature of their disability, articulate their strengths, and understand their weaknesses. In order to self-advocate, students need to be able to know what accommodations work best for them, and they need to be able to speak with teachers about these needs in clear and succinct ways. Parents participate in the IEP/ILP/BIP meetings which is an important and empowering opportunity for the students to reflect about what they need to be successful in the classroom and to follow up at home while completing their assignments with support from parents.

Four Steps to Self-Advocacy

- Know your strengths
- Be aware of your weaknesses
- Identify strategies to overcome those weaknesses
- Effectively communicate those needs to others

20. RESOURCING FOR INCLUSIVE EDUCATION

Inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.

We enhance the development of inclusive education by:

- collaboration between all stakeholders to develop strategies;
- listen to and involve all learners in planning and implementing;
- identify, unlock and use resources in the community;
- allocate resources to support the learning of all students;
- listen to teachers, offer support, promote team teaching, offer relevant practical training;

- develop and implement policy to respond to diversity and combat discrimination;
- develop child-to-child and peer tutoring approaches;
- create links with community organizations and programs;
- develop whole school approach – joint responsibility and problem-solving
- providing expertise and sharing their knowledge and experience of working with students who experience barriers to learning;
- providing specialist advice, support and educational services to students and families who experience barriers to learning;
- development and delivery of individual educational plans in common learning environments;
- providing external support to individual students as requested by parents or guardians
- support the identification of students who experience barriers to learning, and assist in the development and provision of related interventions;
- maintaining data and other information about students who experience barriers to learning from early years to senior secondary;
- networking with local service providers to improve the quality of support;
- facilitate parental access to services needed by their child who experience barriers to learning;
- monitor and evaluate the quality of education provided by special education centers in accordance with common inclusive education standards.

Assistive Technology:

LevelUp is a robust adaptive reading platform that brings educators and students to one engaging resource to foster students' literacy growth. Supporting small group and whole class instruction as well as individualized practice, Rosen LevelUp provides a personalized experience for every student.

Achieve 3000 provides online differentiated instruction with the goal of improving reading comprehension of students and teachers use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

Tabbie Math is a fully configurable, digital Maths practice aid for teachers and students providing in-depth analysis of a student's Math skills and proficiency, allowing academic staff to assess holistic performance improvement requirements in Math and Stat.

Thrive Program

The Circle of Inclusion has implemented 'Thrive Program' where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career and social/emotional development. The work of school counsellor aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This **Character Education Program** uniquely termed as 'Thrive Program' is executed during counsellor's productive proxy classes with students. The topics for the different grades have been identified based on the gap analysis from the 'Dubai Student Wellbeing Census' and common concerns that surface through student wellbeing requests.

Student Wellbeing Request

Our mission at the Indian High Group of Schools is to facilitate each student's personal, social, mental and academic development through a plethora of services that includes both individual and group counselling sessions offered by experienced, highly qualified, and specially trained counsellors. All learners are entitled to

confidentiality and the information brought to the session is held in confidence between learner and the school counsellor unless there are concerns about the student's safety or another person's safety.

Experts in the Circle of Happiness, Inclusion and Wellbeing assist in identifying student's interests and abilities, enhance productivity, accurate decision-making, and conflict-resolution skills along with other competencies that remediate student deficits like performance anxiety or low self-esteem due to bullying, strengthen their unique capabilities and enable the young learners to participate in the society as responsible future leaders. Students submit the 'Student Wellbeing Request' form which can be accessed through the student portal.

21. STAFF PROFESSIONAL LEARNING PLAN

Targeted professional training and support for classroom teachers is a critical component of inclusive classrooms. The school governing body adequately allocates the budget to meet the needs for students of determination. All Support Teachers are professionally qualified with a Specialized Diploma. The school makes use of local staff training and whenever possible staff to attend local courses and conferences. New learning from on-going webinars organized by recognized platforms is shared with SLT, included in school improvement action plans and shared with concerned departments.

The Indian High Group of Schools support a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers' Standards and the Professional Standards. In addition, we establish a culture of innovation strengthening the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards. The school holds CPD training days during the academic year that is planned in advance by the Senior Leadership Team. The content of which is informed by the needs of the school outlined in the Institutional Planner and the School Improvement Plan.

A **CPD portfolio** helps keep a track of learning progression from year to year. It is an individual's evidential documentation of their Continuing Professional Development obligations. Contained within a CPD portfolio is the register of activities, such as training courses, workshops and educational events attended, the number of CPD points the individual has completed for any given year, as well as a copy of the delegate CPD certificates for each activity.

22. 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 Hyper Activity 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

23. ENGAGEMENT WITH PARENTS OF STUDENTS WITH BARRIERS TO LEARNING

It is important that there is ongoing and effective cooperation among the school, teachers and parents of students with additional learning needs, as appropriate in the interest of student through exchange of information, periodic reports, setting educational goals and participation in every step of the educational process. Parents and guardians are given the opportunity to be involved in many aspects of their child's education. Class teachers alongside Circle of Inclusion and Section Supervisors, have the responsibility to invite parents and guardians to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

- School provides parents with all the information on programs for students with additional learning needs and creates positive relationships with the parents based on mutual trust and effective communication.
- Parents are notified of the dates for H2H sessions, meetings, assessments as related to the education of their children along with stating the purpose of such meetings.
- School provides parents with periodic reports on the performance of students in achieving the goals set for them in the educational plans.
- Parents are notified before any formal evaluation of the student, and before any change in the places where services are provided.
- School encourages parents to participate and volunteer in students' or school's activities for the sake of their children.
- School promotes strong relationships with the parents through Parent Focus Groups, PTCS and Open House.
- Parents are aware about the categories and programs for students of determination.
- Parents give input while Counsellors and Special Educators develop IEP for their ward.
- Information provided or observed by school staff is kept confidential and only shared with individuals working with their child.
- Parents are required to attend meetings or assessments related to the education of their children with the need to focus on their involvement in the decision-making process.
- Effective communication and correspondence is ensured with respect to their child and their role in the implementation of educational plans.
- Parents play an important role in the assessment process, and whilst medical assessments or diagnoses are not required for admission, they are expected to share any useful information about their child's needs and abilities. This includes providing the school with copies of any existing medical assessments, diagnoses and therapy reports.
- School cannot use the in-school assessment information to formally 'diagnose' child with a specific disorder, condition or disability. Only an appropriately licensed and qualified specialist can provide a medical diagnosis. Some parents may wish to obtain medical assessments or diagnostic reports for their

child as part of, or following, the in-school assessment and identification process. As student progresses through the school, medical assessments may be required to

- Apply for access arrangements and accommodations for students to be supported to complete examinations
 - enable the school to apply for a 'language exemption' for learners
 - investigate the level and cause of the barrier/s to learning through implementing a comprehensive range of assessments.
- Parents hold unique knowledge of their child's development and ability. Consequently, it is essential that they are engaged as a valued partner during the in-school assessment and identification process. This includes:
 - holding discussions with parents about their child's developmental, educational and medical history
 - explaining the assessment and identification activities that will take place
 - informing parents of assessment outcomes and related identification indicators
 - exploring the options for providing further support for the child.
 - On some occasions, the provision outlined within the IEP may require additional services which are not typically available as part of the standard school service for Students of Determination. In this situation, the school establishes an Individualized Service Agreement with parents. This agreement will:
 - explain the reason why additional services are required;
 - define the responsibilities that members of the school team, parents and others have in delivering these additional services;
 - describe the arrangements to monitor and review the impact of these additional services;
 - detail the amount to be charged to parents in order to purchase these additional services. The charge must represent the actual cost of the service/s.
 - Parents have access to helpful guidance, training and support within school and this may be achieved through some or all of the following:
 - school's systems to promote parental engagement, such as surveys, support networks, information workshops, training sessions, parent talks; PTCS etc.
 - dedicated education development and review meetings;
 - informal information updates;
 - individualized communication methods, such as emails, telecons or school diary;
 - formal reports, including information about achievements within the curriculum and updates on the student's progress towards their personalized targets, including IEPs.

24. PARENT REFERRAL FOR COUNSELLING SUPPORT

Parents who have concerns regarding their ward's behavioral, academic, developmental or social-emotional issues complete an online parent referral form. This service is completely confidential and secure. Once completed, the referral form is accessed by the Leader for Provisions who determines where the referral should go from that point. After discussing the case with the parent, the referral form and supporting documents are either forwarded to a teacher, school counselor or supervisor depending on the issue or the type of need.

25. DEFINITIONS

Definitions from the 'Dubai Inclusive Education Policy Framework' (2017) and 'A revised categorization framework for students of determination (2019-20):

INCLUSIVE EDUCATION is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education program within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion.

DISABILITY: "A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person."

STUDENT OF DETERMINATION (SD): 'A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

26. EVALUATION AND REVIEW

The policy is revised annually or whenever the regulatory bodies like MOE and DSIB make changes in the regulations.

27. REFERENCES

- Advocating for inclusive education A GUIDE FOR PARENTS 23 March 2021
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20210323083851_Advocating-for-Inclusive-Education%E2%80%93A-guide-for-parents-En.pdf
- Directives and Guidelines for Inclusive Education 26 Jan. 2020
https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/200126091127_SEND-Report-En.pdf
- A revised categorization framework for students of determination (2019-20)
- https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf
- 'Implementing Inclusive Education: A Guide for Schools (2019)
- Dubai Inclusive education Policy Framework (2017)
<https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20190123084554>
- UN Convention on the Rights of Persons with Disabilities and Optional Protocol
- <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- <https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- <https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%20-%202014%20-%20EN.pdf>

- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- [https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017)
- [RegulatingPrivateSchoolsintheEmirateOfDubai.pdf](#)
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- <https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>
- Admission Policy
- Safeguarding Policy
- Assessment Policy
- Curriculum Review and Development Policy
- School and Family Partnership Policy
- CPD Policy

28. EFFECTIVENESS AND REVISION DATES

This policy was in effect since April 2014 as SEND policy and then revised in September 2018 as Inclusion Policy. This policy has been revised in Nov. 2021 and it will be next reviewed in April 2022.