

INCLUSION POLICY

1.0 Objectives

The objective of this document is to describe the Inclusion policy

2.0 Scope

This process applies to GIIS Dubai.

3.0 Policies

At its heart, inclusive education is a provision that is committed to educating all students, including those identified as students of determination in a common learning environment. In such settings, all students have access to quality instruction, intervention, and support so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community (Dubai Inclusive Education Policy Framework, 2017).

Responsibility and Authority

The Global Indian International School Dubai in compliance with The Federal Law No. 29, 2006 and Dubai Law No. 2, 2014, and KHDA Inclusion Policy Framework 2017 promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school. The policy provides a guideline to ensure that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of Students with Determination. The admissions team shall brief the aspiring students and parents of the special education provisions available at the school. The Department of Inclusion & Wellbeing (DIW) shall identify students needing special education.

GIIS believes in inclusive education and hence shall strive to provide placements to students with mild to moderate special education needs. Special Education Needs students shall be treated without discrimination and will be treated similar to their peers. Everyone shall be given equal educational opportunities. The school has the duty of recognizing Student of Determination (SOD) as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The school will ensure that inclusion of Students with Student of Determination (SOD) is

facilitated through adherence to the Dubai Inclusive Education Policy Framework 2017 and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks. The school shall provide high quality services to meet the different needs of students with special education needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities shall be admitted to the school and to be treated with due respect and utmost care by the entire School community. The school shall make adequate provisions to address the needs of gifted and talented students.

AIM

- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students of determination.
- Prepare students with determination for successful transition to secondary school.
- To provide the structure for a pupil-centered process that engages pupil, family, school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their overall well-being.
- The school will adopt a social model in their approach towards students with determination. It will be proactive in identifying and minimizing the physical, attitudinal, communication and social barriers that restrict student achievements.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that students with determination participates fully in all school activities.
- To ensure the identification of all students requiring inclusive provision as early as possible on their entry to school.

OBJECTIVE

This Inclusion Policy reflects the principles of the KHDA Inclusion Policy Framework 2017. The objectives of the policy are to:

- Ensure the equality for students with determination are met.
- To enable students with determination to have their needs met.
- To consider the views of the students with determination
- To encourage good communication and genuine partnerships with parents of students with determination
- To facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum (CBSE) for students with determination
- To plan to support students with medical conditions.

- To implement a graduated approach to meeting the needs of students using the Assessment, Intervention Plan, Do Follow Inclusive Provisions, and Review Progress
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach for students with determination, their families, staff within school, other external agencies including those from Health and Social Care
- Set appropriate individual learning targets based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practices across the school and learning community.
- Make efficient and effective use of school resources.
- Have regard to the KHDA Inclusion Policy Framework for the identification, assessment, support, early intervention, and progress review of students with determination.

PARTNERSHIPS FOR INCLUSION

School–community partnerships at GIIS Dubai help implement a system of integrated services for students of determination, often providing support and resources to meet staff, family, and student needs that go beyond what is typically available through the 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.

- Jewel Autism Center Dubai
- Mindchamps Clinic Dubai
- Austin Centre for Rehabilitation Sharjah

IDENTIFYING AND SUPPORTING STUDENTS OF DETERMINATION

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. Students of determination are identified through one or both procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder.
- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment, or disorder.

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

in isolation or in parts. Following flowchart explains the process of identification for Students of determination.

Learning opportunities for students of determination will be restricted if they are exposed to attitudinal, social, and environmental barriers. Schools have a duty to take action to reduce or remove these barriers to ensure that all students of determination can access education on an equitable basis with their mainstream peers. Categories of disability and barriers to learning The following framework is based upon the UAE’s unified categorization of disability. It provides schools with an important structure to support the identification of students of determination. The following information expands upon each of the ‘12 categories of disabilities.

Dubai Schools Inspection Bureau (DSIB) Definition of SEN states: Special Educational Needs are defined as “Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognized disorder. The following classify the categories of SEND students as indicated by the DSIB (2015-2016).

SPECIAL EDUCATION CATEGORIES

The following categories of disabilities are recognized by the UAE Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services. The school follows the framework for students of determination (2019-2020) and the Revised Categorization framework for Students of Determination by KHDA to identify the level of a pupil’s need according to the four main areas. The following information expands upon each of the ‘12 categories of disability.

Common barriers to learning	Categories of disability (Aligned with the UAE unified categorization of disability)
Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders

Social, emotional, and mental health	<p>7. attention deficit hyperactivity disorder</p> <p>8. Psycho-emotional disorders.</p>
Physical, sensory, and medical	<p>9. Sensory impairment</p> <p>10. Deaf-blind disability</p> <p>11. Physical disability</p> <p>12. Chronic or acute medical conditions</p>

- 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 the availability of seats.
- Aims to be always inclusive unless it is not possible to fully support the child due to constraints beyond our control e.g., infrastructure or personnel.
- Observe the student’s communication, social, emotional, behavioral, and academic skills. Determine if there is a need for Learning Support Assistant and communicate it to the parents.
- Proactively identify practices that may restrict, limit, or prevent a student from accessing education alongside their peers, and plans activities to ensure minimization of any impact upon a student’s learning experience and outcome.
- Ensures compliance with the requirements of ‘The Dubai Inclusive Education Policy Framework’.
- Admission tests for students of determination will be waived off provided parents indicate the same during the admission process and provide an assessment report from an authorized testing agency approved by MOH and DHA. 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 assessment 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 classroom experience. Parents are encouraged during the orientation program at the beginning of the academic year to share information about their ward with medical issues that need special handling, learning deficits they may know of, or behavioral and emotional issues.

Pull-out sessions aims 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 Supervisor, the parents/guardians, 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. Teachers will provide differentiated activities and make their

observations for one month depending on the child's needs. 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.

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 a list of likely 'at-risk' students shared at the start of the academic year, CAT 4 result analysis, ASSET analysis, Baseline checklists, Internal Progress analysis, Self-Nomination, Student attendance mechanism, Early exit, and late comers register, regular clinic visitors, Survey result analysis, KG screening checklist, engagement tracker and attainment. The teacher will fill in the referral form and the DIW team will observe the child in the classroom. It may extend to three weeks depending on student needs. If the child needs further interventions, parents are called for a meeting and a detailed psycho-educational assessment and history will be taken as well as the need for external psychological assessment. The student will be put in the appropriate level of intervention after all the assessments both internal and external.

The school follows a system where support and intervention are ensured at three different levels. The effective implementation of Individual Plans with differentiation in the classroom will be regularly checked and followed by the concerned DIW Professional. Wherever subject teachers need support from DIW professionals to implement interventions [GRPs, IEPs & ILPs] immediate support will be provided.

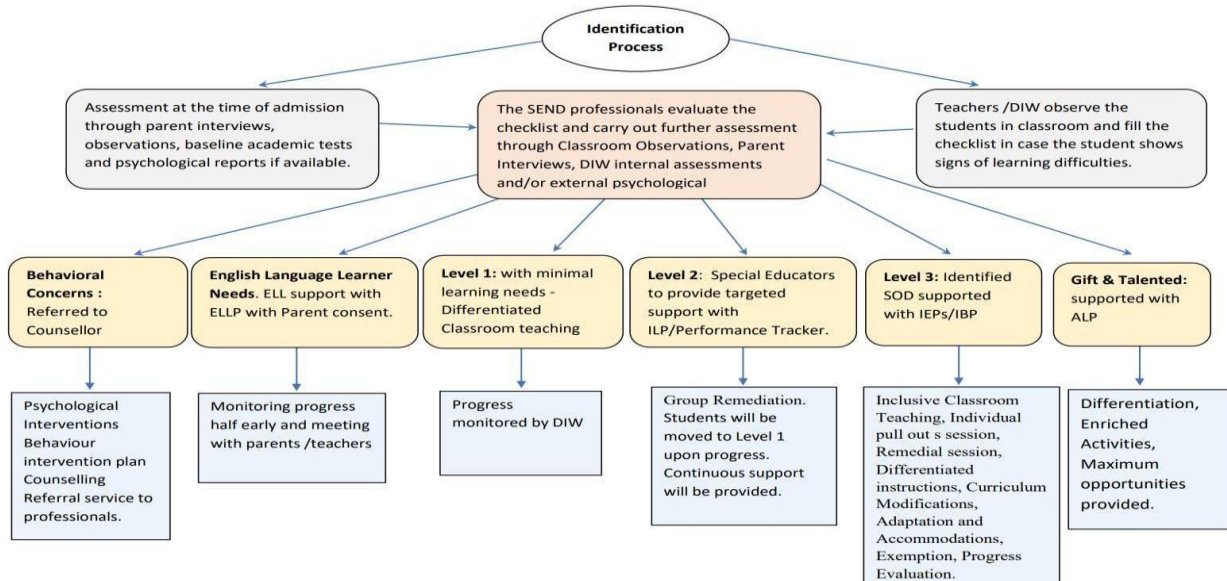
How do we decide when a student's name needs to go on the 'Students of Determination' record

- ❖ Stage 1: Before the start of the new academic year, all teachers are updated with the previous year's SOD list during the transition. Teachers are given detailed information on the KHDA categorization and identification process during the 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's data shared with them at this stage and closely observe the students in class looking for signs while correcting notebooks and noticing their behavior in class.
- ❖ Stage 2: Within the first month of the new academic year all class teachers along with subject teachers submit a teacher referral form with details of the students who experience barriers to learning. Referrals for all students identified during stage 2 are submitted to the Department of Inclusion and Wellbeing for a follow-up.
- ❖ Stage 3: DIW team 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 the provision for additional support for learning given to their wards. All the care and supportive services for the students with determination will be explained to the parent and a contract will be signed by the parents and DIW Professional for the acceptance of inclusive service delivery and special education provisions [Concessions, Exemptions, Curriculum Modifications, Adaptations and Accommodations in the learning process, etc.] will be delivered. Parent referral or self-referral will proceed for intervention by just signing in the consent form.

EDUCATION ACTION TEAM

- Principal /Governor of Inclusion
- Inclusion Champion
- Supervisors
- Head of Inclusion
- School Counsellor
- Special Educator
- LSAs
- School
- Nurse

INCLUSION FRAMEWORK - Provision, Mapping and Intervention



LEVEL 1: GENERAL SERVICE OF SUPPORT

Level 1 is the main support service required by the large majority of Students of Determination. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Examples may include adapted learning activities and teaching strategies, environmental alterations, the use of specific resources to promote understanding or independence, or the use of particular support plans. Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students, the high-quality differentiated teaching in the classroom

will be sufficient to help them address any additional needs that students may have. These students will be closely monitored by the class and subject teachers/form tutors to ensure that they are making good progress. An Individual Accommodation Plan will be formulated with the provision and interventions identified. At Level 1, the classroom teacher holds the main responsibility for the students.

LEVEL 2: TARGETED SERVICE OF SUPPORT

Level 2 is provided in addition to level 1. It focuses on supporting students who are achieving below age-related expectations within the curriculum, as a result of an identified difficulty, condition, or disorder. Level 2 support often

involves students participating in small group support sessions aimed at addressing specific areas of need, such as literacy, numeracy, or social-emotional development. Some students will need additional support to make progress or overcome a particular barrier to their learning. In many cases, this support is short-term and concentrated on specific skill areas.

Students accessing Level 2 support will receive short-term, targeted interventions. An Individual Learning Plan (ILP) will be developed to identify their unique needs and to ensure that appropriate interventions are delivered effectively. These students will be placed on the Student of Determination Register, and their progress will be monitored by the Inclusion Team in collaboration with the Class Teachers and Subject Teachers. Formal reviews of the ILP will take place on a termly basis in partnership with parents and teachers.

LEVEL 3: INDIVIDUALIZED SERVICE OF SUPPORT

Level 3 is provided to students who experience the most significant barriers to learning. This level of provision entails the implementation of highly individualized educational programmes that differ substantially from those offered to the majority of students within the school. Typically, may include sustained and targeted assistance from a Learning Support Assistant (LSA).

The students receiving Level 3 support may have KHDA language exemption and will have provision to pull-out sessions with the Inclusion Department during their exempted language period. For these students, the school develops an Individual Education Plan (IEP). This plan is specifically designed to identify and address the student's unique learning needs. The IEP is implemented in close collaboration between the Inclusion Team, class or subject teachers and Parents. It is reviewed on a termly basis in consultation with both the teacher and parents. Necessary adjustments are made to ensure continued progress and development.

MONITORING PROGRESS AND EVALUATION

- Students' progress is carefully monitored through classroom observations & progress evaluation of ILPs, IEPs against the objectives specified in their intervention plan.
- Following the review of a student's progress, the DIW professional in collaboration with Supervisor, class/subject teacher and parents & LSA, makes decisions as to the level of support required to improve the

student's progress.

- DIW professionals conduct observations of students, discussions with teachers, in support and remedial classes will help parents to understand the present progress level of the student.
- The teacher monitors students' performance as part of ongoing observation and assessments.
- Standardized screening or assessment tools administered by the DIW professional to check the scores of pre-tests, and post-test and interpret progress based on these screening tests.
- If the student has been removed from the SEND register, then the monitoring of the student's ongoing progress will be done through reviews carried out by the DIW department.
Transitional services include suggestions/sensitization/readiness to prepare the students with determination to move from one stage to another. They include the following:
 - From one Grade level to the next Grade
 - To remain at the same grade level
 - From one school to another school
 - Rehabilitation and Therapy Centre services

DIW maintains the following data of all students of determination with utmost confidentiality:

- Parent meeting form
- Psychoeducational Assessment /medical reports
- Term-wise mark list for each SOD student
- Teacher Observation forms
- Referrals made by teachers through a referral form.
- Parent feedback form
- Individual Education Plan (IEP) maintained by the teacher till the end of the academic year and submitted to the DIW at the end of the academic year.
- Learning support consent and withdrawal form/application from parents
- Record of Learning Support Sessions
- KHDA exemption documents
- Referral form recommendation for formal assessments
- Sessions held with parents by counsellor and support teacher after identification to discuss the difficulties and remedial measures.

FOR PARENTS OF STUDENTS WITH DETERMINATION

- Parents should be open to seek the services of the Department of Inclusion and Wellbeing (DIW) for initial counselling to identify issues.
- Parents of students with Special Education Needs with either academic or behavioural issues or both should seek continuous Counselling.
- An undertaking to be given by parents in case they do not want inclusive services but not without at least one session with the DIW team.
- Parents should get assessment done when requested by the DIW Department and submit assessment reports accordingly.

COMPLAINTS PROCEDURE

If a parent has any concerns or complaints regarding the progress of the child, an appointment can be fixed with the Supervisors and the Head of Inclusion, who will be able to offer advice on formal procedures for complaints, if necessary. Further feedback from parents can be given any time through mail. Contact is available on the school website. If the Head of Inclusion identifies significant concerns regarding a child's behaviour that indicate the need for one-to-one support, and the parents are not cooperating with the school in addressing these needs, the school has the option to seek support from the KHDA. The KHDA has a dedicated department that handles such cases and can intervene to provide guidance and counselling to the parents.

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