



INCLUSION POLICY

POLICY NAME	INCLUSION POLICY						
APPROVAL AUTHORITY	PRINCIPAL	ADOPTED	APRIL 2023	REVIEWED	JANUARY 2024	NEXT REVIEW	JANUARY 2025
RESPONSIBLE EXECUTIVE	EXAM COMMITTEE						
RESPONSIBLE OFFICE	EXAM COMMITTEE MEMBERS	AVAILABLE	In the Library , Website				

OBJECTIVES

The School has the duty of recognising students with Special Educational Needs (SEN) 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 programmes. The school will ensure that inclusion of students with Special Educational Needs (SEN) is facilitated through adherence to the Inclusive Education Policy Framework 2017 and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks.

RESPONSIBILITY

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.

IES 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 shall provide high quality services to meet the different needs of students with special educational 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.

SPECIAL EDUCATION CATEGORIES

The following categories of disabilities are recognised by the UAE, Ministry of Education as categories of disabilities that qualify a student to receive special education programmes and related services.

- Intellectual Disability (Mild intellectual disability, Moderate intellectual disability, Severe intellectual disability).
- Multiple Disabilities Developmental delay (younger than 5 years of age) (Global Developmental delay, Specific Developmental delay).
- Communication Disorders (Expressive language disorder, Receptive language disorder, Global language delay, Speech fluency disorder, Speech sounds disorder, Social communication disorder).
- Autism Spectrum Disorders (ASD) (Autism spectrum disorder Level 1 (mild), Autism spectrum disorder Level 2 (moderate), Autism spectrum disorder Level 3 (severe)).
- Attention Deficit and Hyperactivity Disorders (ADHD) (ADHD (inattentive type), ADHD (hyperactive type), ADHD (combined type)).
- Specific Learning Disorders (Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia) Sensory Impairments (Visual impairment, Hearing impairment, Deaf-blind).
- Physical Disabilities (Muscular dystrophy, Cerebral Palsy, Spina bifida, Other).
- Psycho-emotional Disorders (Depression, Bi-polar disorder, Oppositional defiant disorder, Obsessive/Compulsive disorder, Post-traumatic stress disorder, Other).
- Acute Medical Conditions (Epilepsy, Brain tumour, Cancer, Heart defect, Other).

PROCEDURE TO BE FOLLOWED BY IES

Documentation for SEN:

Entry point

- External Comprehensive Educational reports by Professional.
- External reports will be studied by the Inclusion Head.

- ABLLS-R Assessment / ABLLS-R report (only at entry point).

Over the Year

- Individual Educational Plan (IEP).
- Monthly progress reports to be sent to parents.
- Daily observations to be submitted to Primary Supervisor Principal and KG Supervisor.
- Daily lesson plans to be modified by Class teachers and Learning support assistant with the guidance of Inclusion Head.

PERIOD OF EACH DOCUMENT

IEP	Term Based
Progress Report	Monthly
Classroom Observations	Daily
Weekly Lesson Plans	Modified by Class teacher and learning support assistant

Aims of SEND provision at IES

- Provide equal opportunities and high achievement for all students with SEND.
- Identify a child at risk as quickly as possible and take early action to meet these needs.
- Ensure that all students with SEND realise their potential.
- Plan strategically to improve accessibility of the school premises and curriculum for all students.
- Monitor progress and review goals regularly.
- Work in partnership with students and parents to reach targets and goals.
- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students with SEND.
- Prepare students with SEND for successful transition to secondary school.

Inclusive Education Action Team

- Principal
- Inclusion Head /Special Educator
- Counsellor
- Language Coordinator
- Heads of School Sections
- Learning Support Assistants
- School Nurse

Facilities for students with SEN

- Sensory Room
- One to one sessions with Special Educator
- Daily observations
- Individual Educational Plan
- Monthly reports

New Admissions of Children with SEN.

- Parents can bring an education psychology report if assessment has been conducted. Preferably report should not be later than a year old.
- Invite parents for an initial meeting about the student
- Observe the student's communication, social, emotional, behavioural and academic skills. Determine if there is a need for a Learning Support Assistant and communicate it to the parents.
- Parents must fully disclose in detail, during the admission application process, any educational, social-emotional, physical, sensory, medical diagnosis or medical needs along with copies of all written reports and/or any additional academic support the child is receiving or has received in the past.
- At the time of entry level test if a student is facing challenges and the parents are unaware of their child's additional needs, then the admission team arranges an interaction with the SENCO.

Identification of SEN

IES has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognise that the process is a continuum and cannot be dealt in isolation or in parts. The below shown flowchart explains the process of identification for Students of determination.

Procedure followed in the classroom

- Classroom observations.
- Student records are closely examined by the teacher and SENCO.
- The inclusive education action team is informed and a meeting is organised to discuss student concern and strategies that can be effective.
- Based on the internal assessment results, parents will be asked to get an external assessment done. However, the basic intervention will begin as soon as internal identification takes place.
- Parents are informed and guided regarding the kind of support expected from home.
- An Individual Education Plan (IEP) will be planned for the student in consultation with the teacher and parents.

IEP - Individual Educational Plans

- IEP is prepared on a term basis for students of determination. Final reviewing is done at the end of each term.
- An IEP is written for core subjects/skill areas based on the needs of the student.
- Every IEP will set out a long term goal, short term goals and achievable targets. The IEP will also include strategies for delivering the targets, resources, time frame, support staff and essential criteria for assessment.
- Parents, students (whenever feasible) and teachers will be involved in setting targets for IEP.
- Students in Key stage 1 and 2 will also be involved in reviewing their performance in achieving these targets.
- Reviewing targets/performance is a continuous process.

IBP - Individualised Behaviour Plan

At IES, it is our duty to ensure behaviour management of the entire school. Behaviour intervention is provided for those students with challenging behaviour. At school an Individualised Behaviour Plan (IBP) is provided which will provide strategies to handle the behaviour. The A-B-C (Antecedent – Behaviour - Consequence) and the frequency of challenging behaviour are recorded to help plan the IBP.

ILP - Individualised Learning Plan

Some students who are on the support programme for different academic subjects have an ILP. The learning support teacher will coordinate the plan along with the student, parents and subject teachers. SENCO will oversee the programme.

Provisions

Provisions and exemptions may also be provided as per the need of the student. The following is the list of provisions available:

- Modified curriculum
- Modified assessment- tailored to concepts that the student has been taught / IEP targets
- Learning Support Assistants / Teaching Assistants in class Exemption from languages- second language and Arabic from MOE or change to Arabic (B) from Arabic (A).

Learning Support Assistants (LSA) - Formerly known as Shadow Supports

The school will participate with the parents in appointing LSA, whose background must suit the purpose and comply with the standards of support set by the school, in compliance with our student ‘safety’ policy and our policy of Professional Code of Practice. Learning Support Assistants will be required to contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction.

- Engage in class-wide monitoring of student learning (independent or small-group work) identified and planned by teachers and the Inclusion Support Team.
- Prepare learning materials for use by students under the direction of the teacher.
- Facilitate peer interactions based on guidance from the teacher and Inclusion Support Team.

- To help the students achieve goals stated in his/her Individualised Educational Plan (IEP).
- To regularly update the parents, and SENCO regarding students' progress.
- The parent will be responsible for paying salary to the shadow teacher.
- The LSA or the parent will be responsible for paying school transport.
- The child will not come to school if LSA is absent.
- It is important that any LSA should be able to fulfil the demands of a full, working, school day. This means being present, and on time at the beginning of the day, and working through to the end of the day.
- The LSA will work in consultation with the SENCO, teachers, parents and agency (if appointed through one).
- If there is negotiation about SEND students having more opportunity for independence, e.g. in events, it is still necessary for that LSA to be present in school. School hours are not negotiable by parents employing LSA.

Assessment/Testing within the school for students with SEND

- Teachers and SENCO need to discuss the requirements of each student before assessments to ensure students with SEND are given a fair test.
- For external tests, early discussion is critical so accommodations can be applied for.

Record Keeping

- Every student with SEND will have an individual file.
- Class teachers will keep records of baseline assessments, results of standardised testing and all other records that every student needs to have in their file.
- Records of any medication taken and support therapy received will be recorded.
- Observations/concerns will be recorded regularly in the Observation Record Book with SENCO.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents during the academic year.

Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at the end of the term.

Students' progress will be monitored on a daily basis and observations will be recorded.

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 SENCO who will be able to offer advice on formal procedures for complaint if necessary.

Further feedback from parents can be given at any time through mail. Contact is available on the school website.

If the SENCO finds abnormality in a child's behaviour and the child requires one to one attention and the parent is not cooperating with the school .The school can approach the MOE and they will intervene and counsel the parents.

The following are provided as contacts and are not specifically endorsed by the school.

We request parents to please contact them to find the most suitable service for you.

Dr Prasanna Bhaskar

Principal



Date of Review : January 2024

Next Review : January 2025

