



ATHENA EDUCATION  
For Social Grace



# INCLUSION DETERMINATION POLICY

## 2022-23

Principal: Ms. Sadia Wajid

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### Rationale:

Al Sadiq Islamic English School complies with the UAE Disability Act and the Law No. 29 of 2006, which guarantees the rights and protection in health, education, work entrepreneurship and public services for students with special needs and believes that all children should have equal access to a decent education. In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students of determination (SOD) and disabilities remains a priority for Dubai.

This policy is aimed at creating general provisions for students with special needs. As per the UAE Ministry of Education “Education for All” program, Al Sadiq Islamic English School seeks to address the needs of students who require special assistance. This program aims to provide the guidelines that will be undertaken by the school to assist special needs students so that they too, in spite of their limited capacities, can quest to become positive contributors to society.

### Objective:

Our objectives are to ensure that the curriculum is tailored to the needs of each child and that it extends to meet his/her experience. In order to meet the special educational needs of our children at Al Sadiq Islamic English School, we:

- identify those students of determination as early as possible
- provide additional support when a child is identified as having barriers to learning
- use a variety of teaching styles and cater for different learning styles to allow children of determination to access the curriculum
- use resources effectively to support children of determination
- assess and keep records of the progress of children of determination
- work with outside agencies who provide specialist support and teaching for children of determination
- inform and involve the parents of children of determination so that we can work together to support our children

- encourage active involvement by the children themselves in meeting their needs
- provide ongoing training for all staff working with children of determination

### Scope:

In consideration of the fact, that Al Sadiq Islamic English School is a mainstream school which does not cover formal psychological assessment of children suspected to have special needs, its scope is confined to identifying students who manifest signs and symptoms of having special needs, recommending them for further evaluation, providing them with differentiated activities to support their need and monitoring their progress. Psychological testing of the child is to be done externally by specialists at the discretion of parents.

### Classification of terms used in Al Sadiq Islamic English School:

#### 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 of the procedures listed below:

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

#### Mainstreaming

The concept of mainstreaming is based on the fact that a student with any disabilities may benefit from being in a general education classroom, both academically and socially. A mainstream student may have slight adjustments in how he/she is assessed, but he/she learns mostly the same material and must show that she/he is gaining from his/her classroom placement.

## Inclusion

The concept of inclusion is based on the idea that students with disabilities should not be segregated but should be included in a classroom with their typically developing peers. A student in an inclusion classroom usually needs only to show that he/she is not losing out from being included in the classroom, even if the student is not necessarily making any significant gains. The emphasis is on life preparation and social skills than on the acquisition of level appropriate academic skills.

## Management of SEND within School

The school's governing board plays a critical role in providing systematic support for the development of an inclusive school.

## The Role of the Leader of Provision for Students of Determination (HOI)

1. Work alongside teachers to observe, assess and identify special educational needs
2. Provide advice and guidance to both teachers and parents
3. Promote high expectations of student learning and achievement
4. Support the development of relevant and meaningful learning activities
5. Facilitate collaborative meetings to promote the development of individual education plans
6. Monitor and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
7. Implement evidence-based programmes of intervention for individual and small groups of students
8. Ensure that the school keeps the records for all children of determination up to date

### The Role of the Inclusion Champion

1. Promote ideas and modelling practice that support the development of inclusive attitudes and approaches
2. Engage thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
3. Share information with senior leaders
4. Provide the motivation and support required for improvement over time

### The role the Inclusive Support Team

The achievement of a fully inclusive education system requires that sustainable and systematic support is embedded within the school. The Inclusion Support Team is tasked with assisting the principal in achieving a vision of inclusive education in practice. The inclusion support team will be led by the school principal and include school staff with specific roles in developing inclusive education. The inclusion support team will meet monthly to generate an inclusive system of education for students of determination.

### The Role of the Principal

1. Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
2. Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
3. Develop and implement a comprehensive and strategic inclusive education improvement plan
4. Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
5. Provide an annual programme of continued professional development for all staff at all levels across the school
6. Apply a rigorous system of monitoring and review to track and inform revisions to strategic plans

### The Role of the Governing Board

1. Set strategic direction through a clearly-stated inclusive vision and ethos
2. Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
3. Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures

### The role of the Classroom Teacher

1. Assess, evaluating and reporting on students' progress
2. Provide a safe, welcoming and motivating environment for learning
3. Work closely and parallel with other professionals
4. Plan whole class, group and individual instructions and delivering them
5. Incorporate any needed modifications and accommodations to maximise their students' achievement
6. Take part in the development of the IEP and its progress review
7. Implement goals set in the IEP
8. Manage information about students and communicating this information to parents and other relevant personnel
9. Promote student interactions with their peers

### The Role of the Support Teacher

1. Observe teaching and learning practices
2. Collaborate review of student data
3. Take part in co-planning
4. Model best practice



5. Take part in co-teaching
6. Reflect collaboratively
7. Gradual release of responsibility

#### The role of the Parents

1. Be proactive and involved their child's education
2. Engage in ongoing dialogue and respond to advice and recommendations
3. Attend meetings to discuss their child's progress, targets and support

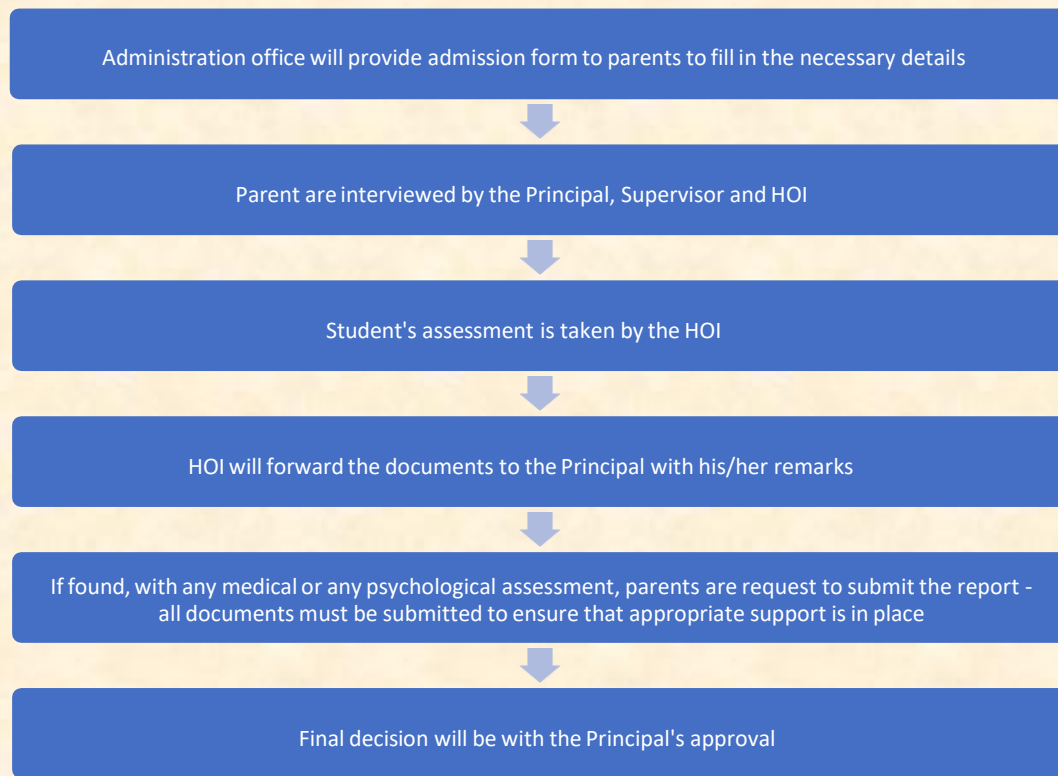
#### The role of the Student

1. To know and work towards their targets and set high expectations of themselves
2. To be honest about their learning
3. To come to school prepared and ready to learn
4. To try their hardest in all they do at school
5. To engage with target setting, self-assessment and all learning experiences

#### Mainstreaming Admission for Students of Determination

The School believes that the admissions criteria should not discriminate against students of determination. All students undergo baseline testing and the school needs to be aware of any SEND upon application. The school decides on what the best level of support is for each individual case and every effort is made to admit students who ASIES feels can be successful in our academic program. The following outlines the procedures implemented in each Phase/Section:

## The Admission Procedure



## Criteria used for SEND Applicants

1. Review of IEPs
2. Standardised assessment results
3. Student interviews
4. School report from student's current school
5. Previous school report card (progress reports)
6. Teacher written recommendations
7. External professional reports (if available)
8. School report form of child's current school
9. Parents' report

## Assessment Procedure

The below guidelines are followed for identifying students with special needs:

1. Teachers fill out internal referral forms that specify the area of concern (cognition and learning, behavioural, physical, sensory and medical etc.) and give background information/observations of the child's condition
2. HOI/SENCO evaluates the referral and conducts /obtains the following to confirm the teachers'observed conditions:
  - Interview/Informal assessment
  - Classroom observation
  - Feedback from other teachers
3. If the child manifests signs or characteristics of a special needs condition, the HOI/SENCO meets with the child's parents to discuss an action plan. The Parents will be informed of the observed condition and the provisions that the school can undertake to assist the child
4. The HOI/SENCO will facilitate collaborative meetings with all involved teacher to promote and develop individual education plans, monitor and support classroom teacher in the development and implementation of specific strategies to lower barriers to learning

## Resources

### Intervention in the Classroom

SEND students are also supported by the Inclusion Team in the class and work closely with the teachers to initiate suitable teaching strategies, activities and class work to ensure progress of students of determination.

### Intervention outside the Classroom

Students who require Level 2 support, will have a one-on-one session with respective special educator in the library. The session will focus on their IEP goals.

## Counselling Sessions

Students in need of counselling services, will be accommodated by the Counsellor in designated time slots, which will not impact negatively on their schoolwork.

## Strategies of Teaching & Learning of Special Education Needs & Disabilities

A student on the SEND register, will receive Level 1, Level 2 or Level 3 support (or a combination of these) based on his/her needs.

**Level 1:** High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice.

**Level 2:** 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 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.

**Level 3:** Individualised programmes to accelerate progress or enable students to achieve their potential. Likely to include the use of specialist approaches, intervention or support services.

Medical conditions or health related disabilities such as asthma, diabetes and allergies that affect a child's school attendance are addressed by providing them with handouts of missed lessons and allowing for make-up work.

**Gifted & Talented:** Gifted and talented students are given opportunities to showcase their talents through regular enrichment activities headed by different subject areas. They are supported in lessons through high-quality teaching, higher-order questioning and differentiated extension tasks.

Individual Education Plans (IEP'S) are completed on a needs led basis, however primarily student's on Level 2 support have an IEP. The IEP list a number of targets that the student needs to attain, and the method and resources that are used to achieve the target. IEP's are reviewed a minimum of three times a year, however this may be more depending upon the child's need.

## Accommodations and Modification

Modified and accommodates lesson plans are delivered in class. Provision and exemptions may also be provided as per the need of the student. The following is the list of provisions available:

- Modified curriculum: curriculum is simplified at the student's level
- Modified assessment: assessment is tailored to concepts that the student has been taught
- Learning Support Teacher (LSTs) in class

## Examination Provision

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Part or whole question can be read out
- Use of calculator
- Accept answer in key points
- Learning Support Teacher/Assistant in class during assessments

## Monitoring Outcomes

The monitoring outcomes of SEND students are tracked by reviewing the IEP targets termly or as needed. Evaluation is done by the Subject Teacher, Head of Department and the Inclusion Team, in collaboration.

## Liaison

Parents are informed when an external agency becomes involved with their child. Regular liaison is maintained with the following external agencies when required:

- SEND Support Services
- Psychological Services
- Social Services
- Health Services

## Evaluating Success

The school's policy is kept under regular review and evidence regarding progress is collected and analysed so that further improvement plans can be implemented where appropriate, to improve learning skills and abilities of individual students of determination.

## Flow Chart of Special Education Needs & Determination Programme

