



LEADERS PRIVATE SCHOOL, SHARJAH

INCLUSION POLICY

STUDENTS OF DETERMINATION

This policy should be read in conjunction with National Child Protection Policy in Educational Institutions in United Arab Emirates the Behavior Management Policy, The Child Protection Policy, E-Safety Policy and The Anti-Bullying Policy.

Document Details

Information Sharing Category	Public
Reviewed on	March 2022
Next Review on	March 2023

Introduction

At LPS we believe that barriers to learning should be identified, addressed, accommodated or removed for those who experience any specific learning needs, in a caring and supportive sustainable, healthy and safe online learning environment:

Inclusion Statement

“Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.”

Definition

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.

Inclusion: is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, reducing exclusion within and from education. Inclusion involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Aims of Policy

LPS aims at achieving Student of determination (SOD) goals set by the Ministry of Education [MOE], UAE

- Achieve maximum inclusion of all students whilst meeting their individual needs.
- Provide differentiated learning opportunities to all students and ensure that all students have full access to the school curriculum.

- Make every effort to narrow the gap in attainment between students with special needs and their peers.
- Focus on individual progress which will be considered as the main indicator of success.
- Identify at the earliest students requiring different or additional support and ensure appropriate interventions are put in place to help them succeed.
- Use appropriate and accurate assessment tools and carefully plan programmes that address the learning difficulties of these students to help them succeed.
- Ensure that the needs of each and every student are supported so they may feel happy, confident and valued.
- Work in partnership with parents to achieve the best outcomes for the child.

Objectives

- **Early Identification**– The trained staff of LPS will identify students who may require the special care of SOD status.
- **Monitoring** - We keep the monitoring process active throughout the academic year in case a student shows the symptoms matching SOD.
- **Parents Involvement**- School expects the parents to take up the feedback and analysis provided by the school authorities in a positive way and make themselves available to come and meet the class teacher, counsellor and the Principal. We, at IPHS, are in constant pursuit of improving the child's performance through the effective co-ordination of the school and parents.
- **Addressing Individual Requirements Based on Individualized Educational Plan.** The school will assist the children applying the methods approved by the MOE and C.B.S.E. For example, reduced portion, extended exam durations etc.
- **IEP (Individual Education Plan)** is prepared for each student after getting a diagnosis report to meet their needs.
- **Annual progress evaluation**- Class teachers, supervisors and the School Counsellor will keep records of their own testing through informal assessments, exams, standardized or diagnostic tests.

Roles & Responsibilities

Role of the School:

- Identify students who experience special educational needs at an early stage in their school years.
- Keep parents informed of their attainment and progress at every stage.
- Put into effect a plan of action involving the parents at every stage.
- Use outside agencies and/or resources as appropriate.
- Continuously monitor the progress of all students.
- Evaluate the results of the plans regularly.
- Revise the plan of action when/if required.
- Meaningfully integrate students who experience SOD into all of the school activities

Role of Counsellors:

The school counsellors provide individual and group services to students regarding educational, vocational, personal and social concerns. These services include:

- Personal/Group Counselling: for students who experience difficulties in relationships, academics, personal concerns, and transition issues. The focus is on assisting students in problem-solving and self-discovery.
- Crisis Intervention: to plan for and respond to personal and community crisis situations.
- Consultation: with parents, community resources, teachers and administrators on strategies to help students deal with and resolve academic and personal concerns.
- College Guidance: to orient students and parents to college application procedures and guide them through the application process for schools in several countries around the world.
- Career Guidance: to gauge students' aptitude and interests through assessments, provide vocational guidance and internship opportunities.

Role of Special Educator:

- To conduct Observation sessions during regular class for referred students by the class teacher
- To conduct Pre-Assessment with using assessment tools for referred students
- To develop Individualized Educational plan, learning plan, and pull out session plan for students with special needs
- To maintain student's progress track record.
- To conduct PD sessions for the teachers and awareness programs for the parents on monthly basis
- To convince the challenging parents of special needs students
- To promote Student's individual skills for talented students at commercial level
- To conduct skill- based online and onsite sessions for building up students' confidence
- To conduct Meetings with KG, and Primary twice in a month
- To develop Accelerated Learning Plan for gifted students
- To design modified worksheets as per student's level and question papers for students with learning difficulties.

Role of the Parent:

- Provide the school with copies of all medical, psychological or educational assessments on entry to the school.
- Notify the school authorities in writing if they are aware of or suspect that their child (or anyone in his or her immediate family) has special needs.
- Collaborate with the school to ensure appropriate and adequate provisions, accommodations and services are provided.
- If a student requires an increased level of support, beyond the support that is offered by teachers then the parents will be required to provide additional reports from appropriate external specialists. (The school reserves the right to request educational reports from sources identified as qualified by the school's specialists).
- Parents may be asked to withdraw the child if the school suspects that such vital information about SOD has been deliberately withheld.

At Leaders Private School, we have categorised provision in 4groups:

1. Gifted and Talented

2. Wave 1

3. Wave 2

4. Wave 3

Provision for Wave 1: (Level 1 Support)

- The classroom teacher responds to a student's particular barrier to learning by providing differentiation in their lessons.
- The teachers schedule regular meetings with parents to share resources, strategies and guide them on how they can support their child.
- Meetings are also scheduled to give feedback on the child's progress.

Provision for Wave 2: (Level 2 Support)

- Where Wave 1 does not meet the student's needs or where the barriers to learning are significant, an IEP details specific targets and effective strategies.
- More support takes the form of withdrawal groups and a Special educator working with a group of students in the resource room.
- This may involve some external assessment.

Provision for Wave 3: (Level 3 Support)

- A high level of individual support is administered with the help of a Special Educator in the resource room.
- The IEP includes specific targets and effective strategies to support the student.
- Withdrawal from lessons is done for extra literacy and numeracy on a one-to one basis during exemptions.
- This involves external assessment and individual support if required.

Procedure in Early Years:

- The learning goals set out what most students are expected to achieve by the end of kindergarten.
- We recognise that students' progress at different rates during the kindergarten stage.
- By the end of this stage, some students may still be working towards these goals.
- Such students need differentiated learning opportunities to help them succeed and may require regular monitoring of their progress.

Inclusion Provision:

Provision for inclusion for all students is made through:

- Literacy and Numeracy Intervention
- Behavioural management strategies • Special educator

Identification Provision:

- CAT4 provides a standardised measure of cognitive reasoning ability and helps to identify gifted/talented students including those who may be coasting in class.

- Dyslexia and Dyscalculia Screeners are administered to identify Dyslexic/ Dyscalculic tendencies in students aged 5-16years.
- The school's system of regularly observing, assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional/advanced needs.

Informal Assessments:

Structured and informal observations are made on a regular basis through:

- Discussions, questioning and listening that take place during normal classroom activities.
- Students' work in written or graphic form, in the form of social interaction etc.

Exemptions and provision

SOD students receive special support for class work and course work & also special arrangements are made in examinations and tests. This may help to ensure that the student is tested fairly. Leaders Private School provides exam accommodation for the students from Grade-3 to Grade-9 & 11 during internal exams.

The accommodations are as follows:

SCRIBE: The students are permitted to use the service of a Scribe in all the subjects i.e. he/she having difficulty or disability like visually impaired, physically Handicapped, Dyslexia, Autistic, Spastic etc...

EXTRA TIME: The most frequent Exam accommodation is extra time which is usually around 25%. More time shall be allocated to candidates according to the severity of difficulties and disability on an individual case by case basis.

- For paper of 3 hours a duration of 60 minutes is the extra time
- For paper of 2 hours a duration of 40 minutes is the extra time
- For paper of 1 hour a duration of 20 minutes is the extra time

SEPARATE ROOM: Students who require Exam Accommodation are seated in a separate room like junior library, language room etc.

ORAL EXAM: Children with severe writing difficulties shall be tested on their verbal knowledge of the subjects.

REST BREAKS: Supervised rest breaks shall be allowed, however, these are not included in the extra time allowance.

A PROMPTER: A person who helps the pupil to stay on task (Counsellors)

READING OF THE QUESTIONS: Help them in reading & understanding the questions.

Note: Grade 9- 12 receive provisions as per CBSE.

Recording and Reporting Progress:

- Records of weekly progress are kept for each student. These, as well as assessments, are used to inform the progress of the targets on the IEP.

- The school reports to parents through parental interviews and end-of-term reports. Parents of children with SOD may require additional meetings, and the Special Educator/counsellor is available for any additional meetings.
- In addition to the reports at the end of the term, parents receive a copy of the reviewed IEP and the new IEP with appropriate new targets.
- Parents are invited to meet with the Special Educator/counsellor if there are any concerns.

Strategies for Teaching and Learning of Student of Determination:

- An Inclusive Education Support team is actively engaged in improving the quality of provision for students with determination.
- Collaboration and teamwork are consistently practiced and the staff meets regularly to discuss the progress of individual students as well as to discuss innovative teaching strategies.
- The school provides for students who experience a wide range of special educational needs through a skill-development programme and through differentiation.
- Teachers are supported through the Mentor-Mentee programme.
- Students who are placed on the Student of Determination (Wave2 and Wave 3) have an Individual Education Plan (IEP).

This lists targets and the method and resources that will be used to achieve them. This is delivered by the subject teachers in collaboration with the Special Educator and counsellor reviewed frequently to monitor progress.

M.O.E GUIDELINES:

In order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environments may be necessary and should be specified in the I.E.P.

C.B.S.E GUIDELINES:

"Under The Persons with Disabilities Act 1995, it is mandatory for the government to make provisions for the education of the special children. As per the act inclusive education approach is emphasized which seeks to address the learning needs of all children. The provisions made by the C.B.S.E are; these children shall be allowed an additional time of 60 minutes for paper of 3 hours' duration".

Parents are expected to:

- Provide the school with copies of all medical, psychological, educational assessments or reports on entry to the school, such materials are a prerequisite in enabling us to provide the best education for the child. Failure to disclose any such information, including the deliberate withholding of information, may result in the child not making the expected progress in school.
- Notify the school authorities in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has special needs, and the parents must provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw the child if, the school suspects that such vital information about special needs has been deliberately withheld.

Gifted and talented

- The term Giftedness refers to a **“student who is in possession of untrained and spontaneously express exceptional natural abilities in one or more do domain main of human ability.”** These domains will include **intellectual, creative, social, physical abilities.** In case of gifted students, whilst exceptional potential will be present, they may actually under achieve.
- The term Talent refers to **“a student who has been able to transform their giftedness into exceptional performance;** Talented students will always demonstrate exceptional level of competence in specific domain of human ability.

IDENTIFICATION

- Gifted and Talented students are identified with the help of class screens and assessments. These include Gifted and Talented checklist teacher’s assessments and observation, result of standardized tests (e.g. CAT4 formative and summative assessment, public examination and achievements in Drama, dance sports, peer nominations.)
- At LPS we see Gifted and Talented school record is a reflection of our own pupil population and is fairly representative of all groups. We accept that different students are at different stages of their education may enter or **leave the record for a variety of reasons.**

Intervention

- G&T students are elected for leadership roles to demonstrate their skills and abilities.
- In the classroom G&T students assist the teacher by mentoring students
- In order to challenge their “ Higher Order” thinking skills questions are incorporated in their school Assessments and opportunities are provided for participation in External Assessments.
- Differentiation worksheets are given in the class room to provide higher levels of learning opportunities.
- opportunities are provided to these children for co-scholastic inter & intra school activities such as Drama/music/Dance/sports.

Monitoring and Review of policy

The implementation of procedures will be regularly monitored and reviewed by the Head of School & Senior Leadership Team. The progress, challenges, difficulties, achievements, gaps and areas where changes are required are to be reported regularly to the management. The policy should be reviewed every year or whenever there is a major change in the organization or in any relevant legislation.