

مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ

Gulf Model School



INCLUSION POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (STUDENTS OF DETERMINATION)



INTRODUCTION

The GMS vision for an Inclusive Education is to achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional and personal success in a common learning environment.

1.1 PURPOSE

The purpose of the inclusion policy is to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

1.2 SCOPE

The policy applies to all students listed in the SEND list who need special learning support, counselling support and hand -holding in the mainstream classrooms. It applies to all such students in the kindergarten, primary, middle, secondary and senior secondary levels.

1.3. POLICY STATEMENT

The school is committed to the vision for Dubai to become a fully inclusive city by 2020 and strives towards the same to develop a shared understanding of the agreed values and standards of inclusive education among all stakeholders .The policy is based upon the essence of the Federal Law 29 of 2006 and Dubai Law 2 of 2014,the School Inspection Framework, 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 the student of determination cases, the SENDD categories, the kinds of support and intervention provided for each category and the role and responsibility if all concerned at various levels headed by the leader for inclusive education. There are no hidden charges or any extra cost for the support provided. There is a provision for meeting students with SEND (refer to the admission policy) and parents are encouraged to declare the same while applying for admission.

1.4. EVALUATION AND REVIEW

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

1.5. REFERENCES

- Federal law 29 /2006
- Dubai law 2 ,2014
- Dubai inclusive Education policy Framework (2017)
- The DSIB framework
- The KHDA guidelines
- Best international practices

1.6. CROSS REFERENCES

The admission policy and procedure

DEFINITIONS

Stakeholders -it includes the management school leaders, counseling staff, special educators, teachers parents and students (as relevant)

Special Educational Needs

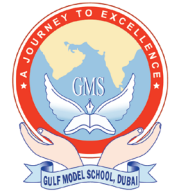
Federal law (29) of 2006 person with special needs as every person suffering from a temporary or permanent full or partial deficiency or infirmity with his physical sensory mental communicational educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs

DSIB Definition of Special Educational Needs (SEN)

“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.”

DSIB further states, Special education needs could mean a child has difficulties with:

- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school;
- Organizing themselves, completing tasks or focusing on activities OR
- Some kind of sensory or mobility needs that may affect them in some or all school activities



Gulf model school complies with the standards of Dubai Inclusive Education Policy. The following standards provide clear guidance about the actions necessary to assure good governance and accountability to enhance and extend quality inclusive education services within schools and other education settings across Dubai:

1. Identification and Early Intervention
2. Admissions, Participation and Equity
3. Leadership and Accountability
4. Systems of Support for Inclusive Education
5. Special Centers as a Resource for Inclusive Education
6. Co-operation, Co-ordination and Partnerships
7. Fostering a Culture of Inclusive Education
8. Monitoring, Evaluation and Reporting
9. Resourcing for Inclusive Education
10. Technical, Vocational Education and Training (TVET) Higher Education and Post- School Employment.

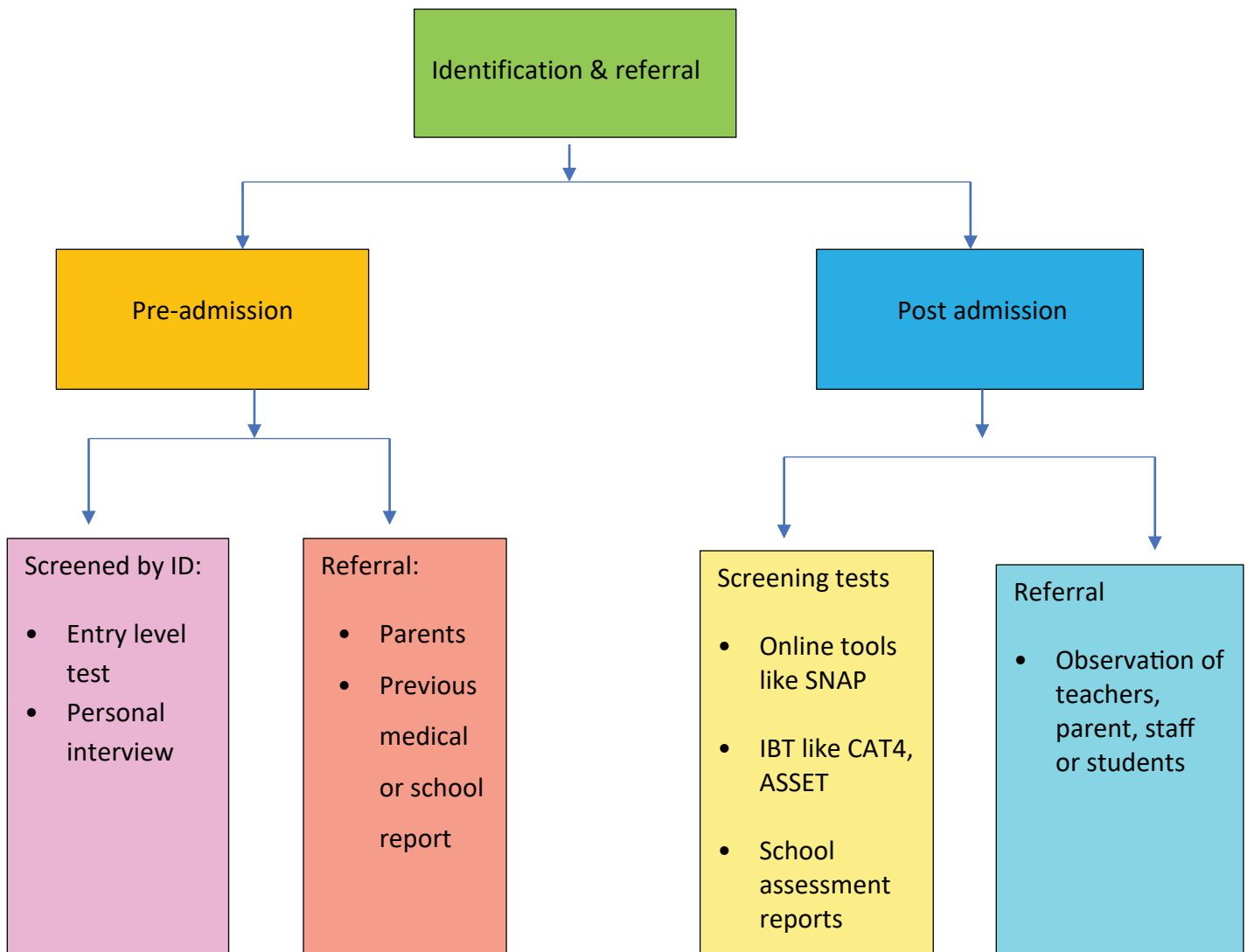
Standard 1: Identification and Early Intervention

Identification and early intervention refers to the accurate and urgent process through which education providers, and other professionals, utilise formal and informal methods of assessment to accurately identify the type of SEND experienced by a student. This information is then used to inform the use of targeted, evidence-based interventions which accelerate learning, progress and development.

At GMS we:

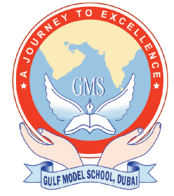
- Ensure that admission into all grades is not conditional upon the submission of a medical diagnosis
- Carry out an “assessment of educational need” upon entry to school
- Use the outcome of the assessment of educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Ensure appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion.

- Use the information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND



There are two ways in which we can identify students with SEND during admission

- Parents approach the school and present a diagnosis of their ward. Initial interaction with the learning center team is arranged to assess and decide the next steps of intervention and appropriate placement
- If the students is facing challenges at the entrance test, then the admission team arranges an interaction with the inclusion department and a personal interview is conducted with students and the parent.



Whilst we endeavor to be fully compliant with the regulations stated in the Federal Law 29 (UAE), there may be certain extenuating factors that may influence admission decisions for SEND students in Gulf Model School, such as, submissions of the latest assessment documentation (less than 2 years), type and level of difficulty, expert's recommendations and type of support required and full disclosure of medical history

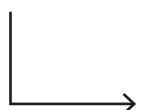
Some other factors that could influence admission of special needs students are

- Facilities/resources available in school to meet the child's specific needs
- Type/area of disability/ difficulty e.g. in cases of autistic children the level of autism may play a significant role
- Recommendations provided by the external medical experts
- Child's readiness to be included in the mainstream school
- Parental support and compliances to specific recommendations from school

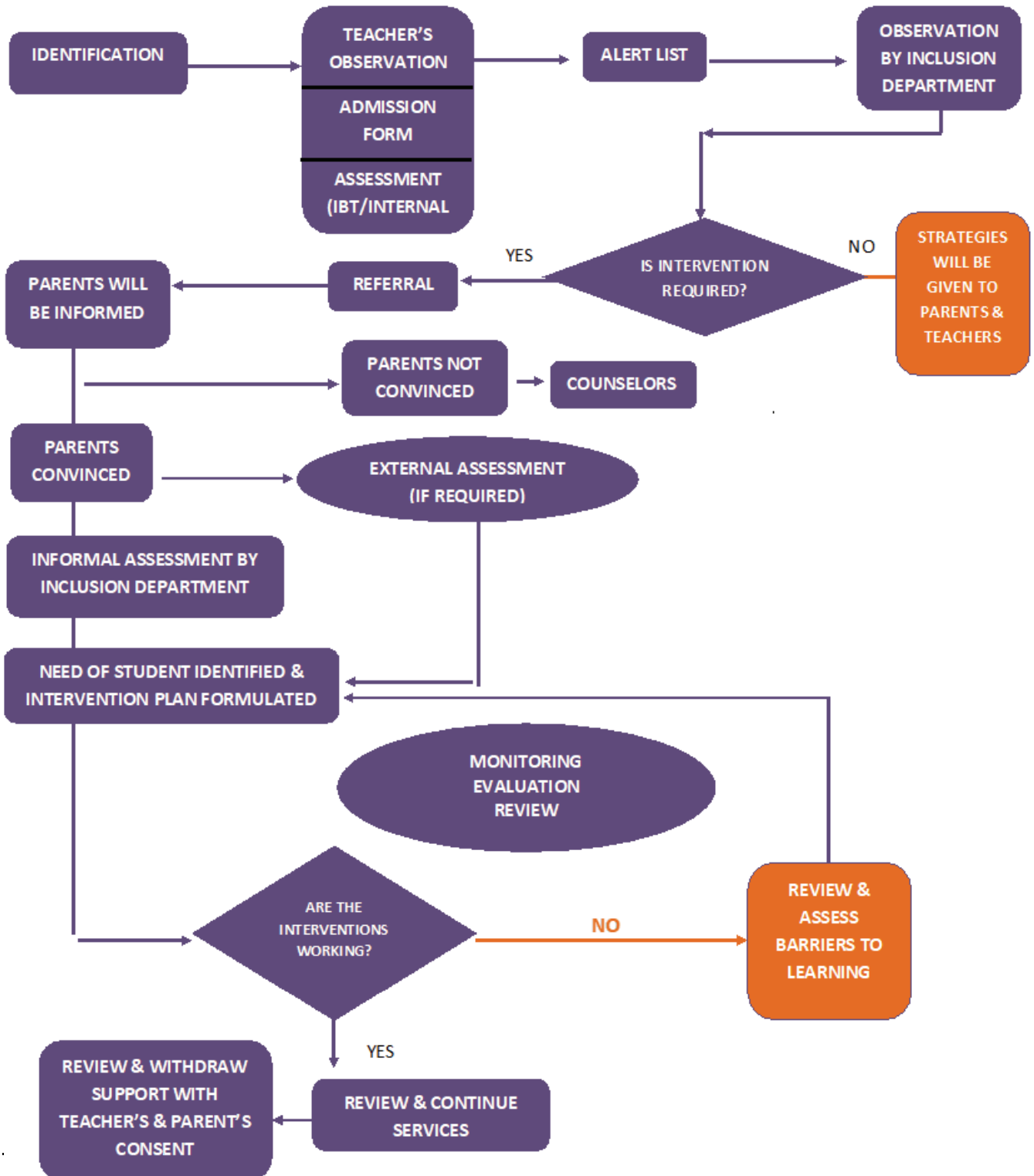
After admission, a student can be referred for assessment to the Inclusion department by a teacher (class/subject) or parent when his/her performance does not meet expectations compared to his/her peers.

- Inclusion department will review the performance/ functional level of the student through previous progress records, class work, assessments, and observations in various settings ex. classroom, playground, library and interview schedule to decide the eligibility of the child to receive special educational services.
- CAT4(Cognitive Ability Test) & ASSET (Assessment of scholastic skills through educational testing) help to assess his/her cognitive abilities & scholastic skills in various domains. SNAP & scores of individual student will also be used as a supportive identification tool to identify SEN.

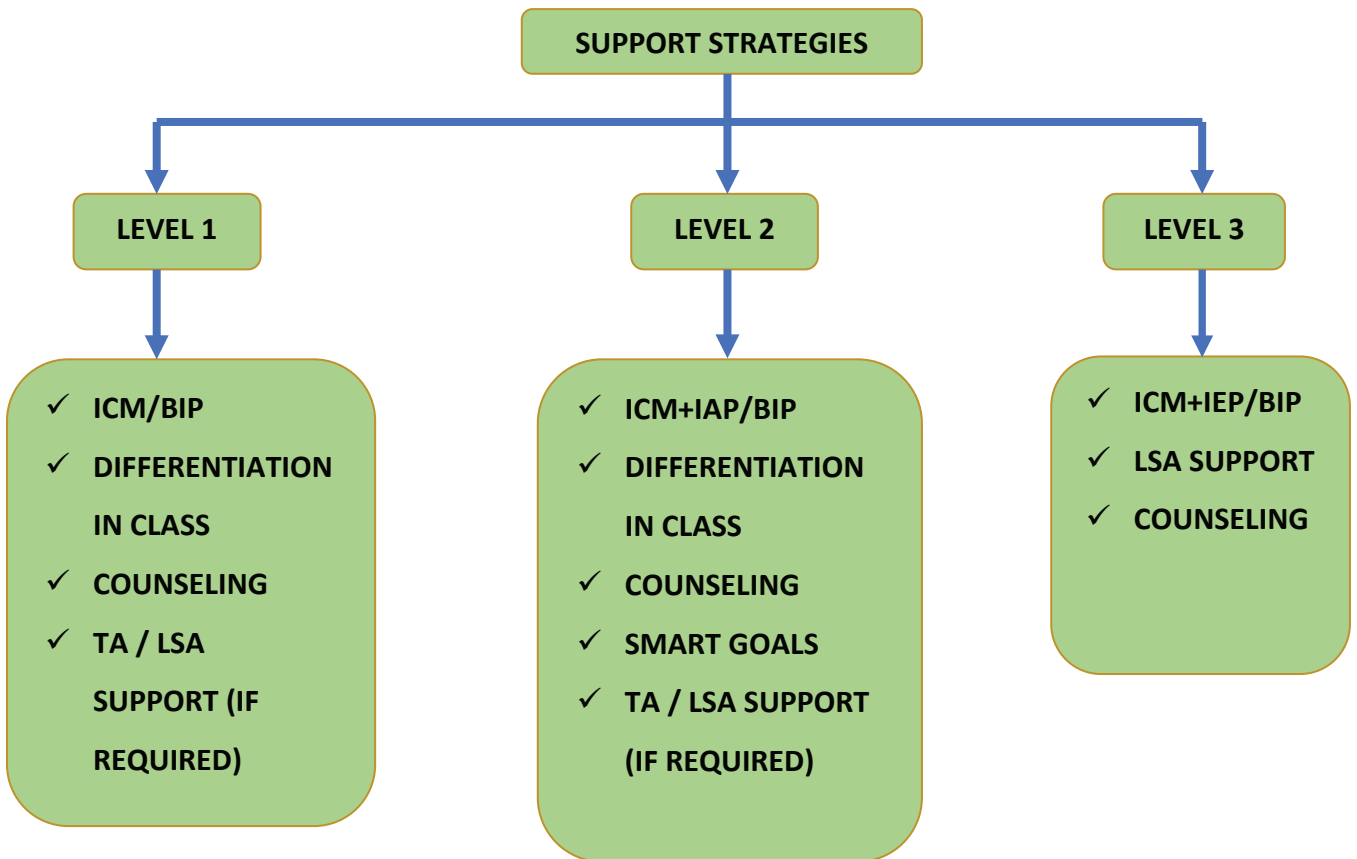
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INCLUSION DEPARTMENT PROCEDURE



INCLUSION DEPARTMENT SUPPORT STRATEGIES



Standard 2: Admissions, Participation and Equity

GMS ensures that:

- All students gain admission irrespective of whether the student experiences SEN or not.
- “sibling priority” for admission in School for SEND
- Students of determination are guaranteed the right to receive quality education.
- Students of determination are actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age appropriate common learning environments.
- Students of determinations are provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities.
- Appropriate priority is given to the development of each student s potential, including meaningful participation in the learning process, with peers in the common learning environment.

- We promote the principle of equity for students of determination.

Standard 3: leadership & accountability

At GMS, leaders & governors empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where Students of determination are welcomed, accepted, valued and well prepared for their next stage of development and education.

GMS strives to

- Develop and implement its Inclusive education policy for students of determination which is in-line with Dubai inclusive education policy.
- Develop and implement a strategic Inclusive Education Improvement Plan to ensure the successful inclusion of students of determination.
Ensure regular and time bound monitoring and evaluation processes inform targeted improvement strategies and measures of success.
- Ensure that when discriminatory action against a student who experiences SEND is suspected they will take action to resolve the matter through mediation among the involved parties including, remedial action to eliminate the discrimination and referring to the appropriate education authority for review and action.
- Ensure that the positions of school and programme leaders, such as principals, head mistress, inclusion programme coordinators are filled by experienced & well qualified candidates.
Ensures that teachers have access to the appropriate training and support necessary to work effectively with students experiencing SEND.
- Ensure that, where appropriate, educational staff have access to expert support from external professionals such as psychologists, therapists, counsellors, medical practitioners and others
- Engage families, parents, caregivers and other relevant stakeholders, such as community and social workers and medical professionals, to share responsibility for Students of determination

Standard 4: Systems of support for inclusive education

The provision of a high quality strategic support is essential for the development of a fully inclusive system of education. This refers to the implementation of practices, policies and procedures



which education providers must ensure in order to establish fully inclusive educational experiences for students who experience SEND. This includes, providing robust systems of support for students and teachers, introducing new approaches to teaching, providing flexible curricular pathways and objectives and the use of diverse assessment strategies.

At GMS, we:

- Modify curriculum for students for those who may attain significantly below curriculum expectations.
- Have a functional Inclusion Support Team (IST). The members of the Inclusive support team work in close collaboration with classroom teachers and other educational staff to support the education of Students of determination in common learning environments by providing coaching and support to teachers on a timely basis . The members meet on a regular basis, maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies. Learning support assistants has been assigned to the students who experience significant learning difficulties. The team has developed partnerships with special centers and external professionals who work with individual students.
- Ensure that parents of Students experiencing SEND play a central part in the development of the IEP and related programme design
- Encourage and support parent/family participation in the education process and ensure that they have every opportunity to contribute to student success
- Ensure that teachers have access to and use new technologies, including information and communications technologies for meeting the needs of Students experiencing SEND.
- Ensure the IST team focuses upon supporting teachers in an active and sustained manner
- Ensure that when learning support assistants are employed by the parents of Students experiencing SEND, the school implements a memorandum of understanding (MOU) that clearly sets out the terms and conditions of employment within the school.

Systematic support

The school's governing body is committed in providing systematic support for bringing inclusion in each and every possible way. The governing body has delegated the responsibility for the implementation of the policy to a dedicated inclusion head/Governor. All school Staffs have a responsibility for students experiencing SEND in their class.



Leader of inclusion /Inclusion Governor will ensure:

- in providing the strategic direction to the governing body 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.
- the necessary provision is made for a student experiencing SEND
- that all staff are aware of the need to identify and provide the required support for the students experiencing SEND
- that the students experiencing SEND join in school activities alongside their other students so far as it is reasonably practical and completely compatible with their needs
- in setting up appropriate staffing and funding arrangements and oversee the schools work for SEND
- to plan and they will not monitor overall educational performance of the school through clear inclusive education outcome and impact measure.

Principal /academic director is responsible for:

- The management of all aspects of the school's work including provision for students experiencing SEND
- Keeping the governing body informed about SEND issues
- working closely with the leader of inclusion /inclusion governor
- communicating effectively a vision of inclusion ensuring the engagement of the entire school community
- ensuring All staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- providing an annual program of continued professional development for all staff at all levels across the school
- applying a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensuring that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

Inclusion champion is responsible for :

- overseeing the day-to-day operation of the school's inclusion policy

- maintaining files and documents of students of determination
- coordinating the provision for students of determination
- ensuring that an agreed consistent approach is adopted
- liaising with an advising other school staff
- helping staff to identify students of determination
- carry out assessments and observation of students with specific learning problems
- setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students of determination and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students of determination alongside class teachers so that they are aware of the strategies that are being used and are involved as partners in the process.
- maintaining the students of determination register and records
- assisting in the monitoring an evaluation of progress of students or determination through the use of existing school assessment information
- contributing to the in-service training staff
- organizing and documenting all LSA working with students of determination in the school
- monitors and evaluates the special education needs provision and reports to the inclusion governor or leader of inclusion.

The role of the support teacher

1. Observations of teaching and learning: Initial class visits and a review of the students' profiles of needs will inform the process of setting mutual goals between the support teacher and classroom teacher. As trust builds and the professional partnership develops, the focus of these observations will become more targeted and be linked to specific outcomes.

2. Collaborative review of student data: Support teachers play a key role in modeling effective data literacy. Classroom teachers need to be able to analyze assessment information effectively in order to understand achievement potential, identify student need and address any particular barriers to learning. The development of the teacher's ability to use formative assessment is a key part of this process; it ensures that teachers can swiftly and effectively adjust their teaching in response to emerging needs within the classroom.

3. Co-planning: The development of strategies to meet the learning needs of both students and teachers will be the focus of thoughtful collaborative planning. This will include: identifying the



most appropriate teaching strategies; intervention approaches; learning activities; assessment methods; learning outcomes; and collaborative approaches to ensure that all students become fully and actively engaged in the learning process.

4. Modelling: An important part of the capacity building process is to provide models of expected practice within the context of the classroom. Engaging support teachers in co-planning with classroom teachers will enhance the impact of these strategies. A critical responsibility of the support teacher is to model strategies which promote effective student engagement and skillful teaching practice. Support teachers may also provide opportunities for the professional development of learning support assistants and give indications on how best to assist individual students.

5. Co-teaching: Regular opportunities for co-teaching are essential to enable the continual refinement of inclusive teaching approaches. Such opportunities reduce student/teacher ratio, increase the opportunities to differentiate in response to student need, provide a shared experience of teaching challenges, enable direct professional feedback on the success of new strategies, and promote further learning-centered dialogue between the support teacher and classroom teacher.

6. Collaborative reflection: The support teacher should regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development. This is important as it ensures that support is well-targeted and that success indicators are evidenced, shared and celebrated.

7. Gradual release of responsibility: As the confidence of the classroom teacher grows and enhanced practices become embedded, the support teacher should gradually withdraw their professional support. A planned follow up with a teacher may be agreed to review the retention of new practices and their impact on student learning. Classroom teachers, who are able to refine their practices, grow in confidence as professionals serve as important advocates of further professional development opportunities.

The role of the classroom teachers

- Teachers will comply with all aspects of the Inclusive education policy for students of determination
- Assessing, evaluating, and reporting on students progress
- Providing a safe, welcoming, and motivating environment for learning Working closely and in parallel with other professionals
- Planning whole class, group, and individual instructions and delivering them

- Incorporating any needed modifications and accommodations to maximize their students achievement
Taking part in the development of the IEP and its progress review
Implementing goals set in the IEP
- Managing information about students and communicating this information to parents and other relevant personnel
Supervising and coordinating work with the LSAs
- Promoting student interactions with their peers

The role of the learning support assistant (LSA)

- Providing individual support to a specific student
- Promoting access to targeted support outside of the classroom
- Working on differentiated activities with groups of students
- Liaising with the leader of provision for students of determination
- Developing social/emotional skills
- Working with teachers to monitor the progress of students
- Supporting intervention or therapy sessions..

The role of parents

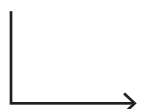
- Be aware of and comply with this policy
- Be encouraged to take an active role in the life of the school by attending:

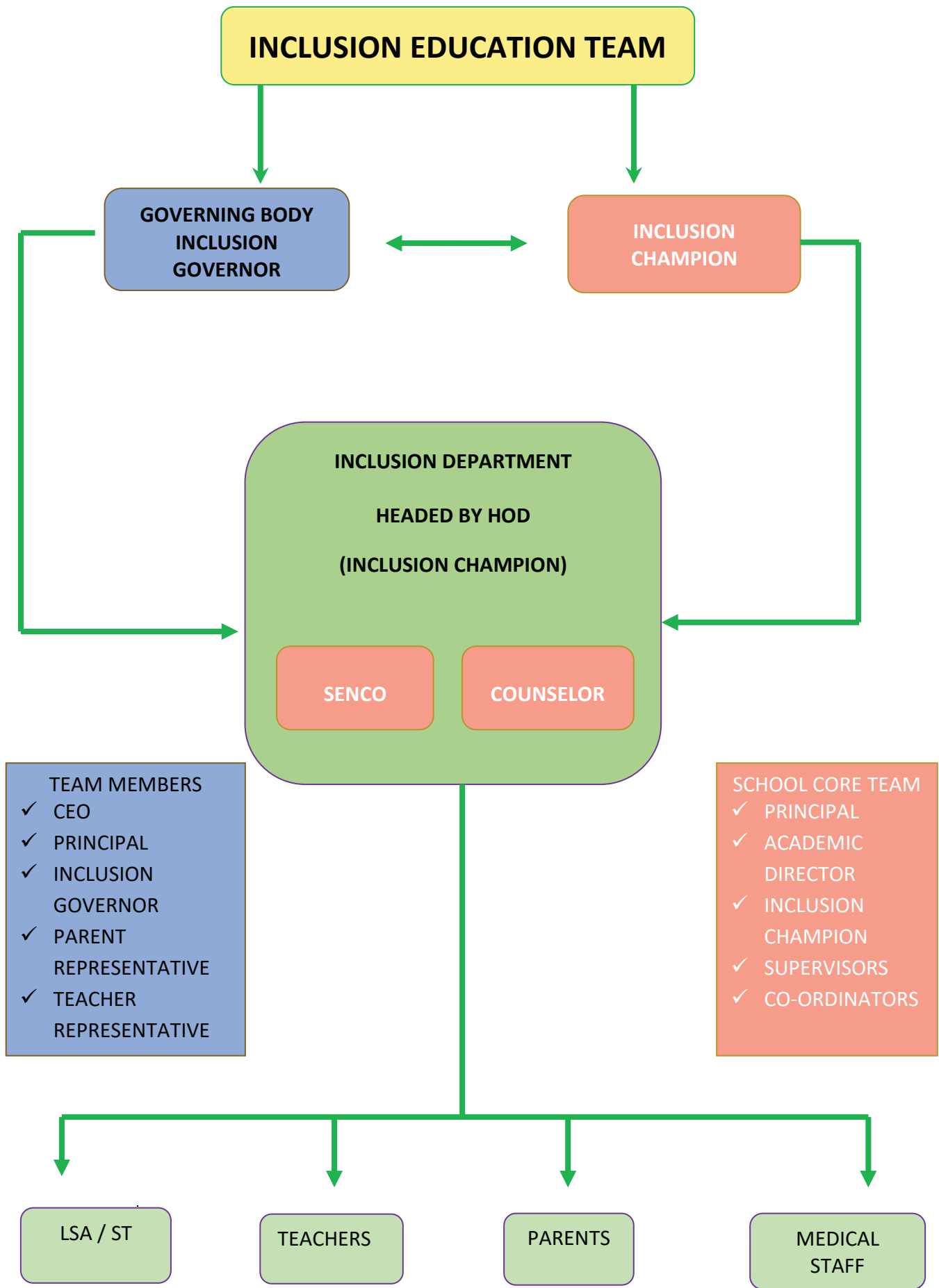
- Parents and Teacher meetings

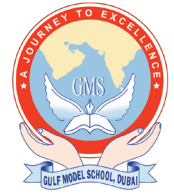
-Workshops/ seminars/Webinars

- Participate in the processes of identification, provision setting and reviewing personalized plans

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Standard 5: Special education centres as a resource for inclusive education

GMS is coordinating & collaborated with external agencies catering to the needs of students of determination as and when necessary. GMS monitors & evaluates the quality of support to our students of determinations provided by these professional centers.

Standard 6: Co-operation, Co-ordination and Partnerships

GMS coordinates & collaborates well with the stakeholders involved viz. parents, teachers, leaders, external agencies, LSAs etc. to ensure quality of provisions & services for the students of determination.

ID ensures that the information & services for students of determination at school or at external centers is shared with their families.

Standard 7: Fostering a culture of inclusion

GMS is an inclusive school and it is evident in its practices & culture. We follow social model of inclusion. School community caters to the needs of students of determination in the best possible manner and is not fully dependent on external agencies to provide support to the child.

At GMS we:

- Provide training to educators to sensitize themselves & increase their awareness about SEND
- Provide training to teachers on how to identify & support students who experience SEND
- Provide training to parents to better understand SEND & resources available
- Counsel & sensitize the parent to reduce the stigma on issue related to SEND
- Have an Inclusion promotion team to sensitize, report, resolve & restrict the cases of discrimination against students of determination

Standard 8: Monitoring, Evaluating and Reporting

At GMS, we have well developed systems for monitoring & evaluating the provisions of inclusive education.

- We work collaboratively with parents , teachers, external agencies to collect & analyze data, track student progress & share information about students with SEND
- ID collects information & periodic data of students who experience SEND ex. no. of students of determination, age, gender, nationality, accommodation, LSAs data & support,



IEPSs, training, funding, assistive technology etc.

- School develops & implements strategic improvement plan for inclusive education annually

Standard 9: Resourcing for inclusive education

- GMS invests in professional learning and training for teachers & support staff to ensure they are knowledgeable and effective in the use of evidence-based instructional strategies, personalized planning techniques and appropriate use of curriculum.
- We ensure that the cost to families for required services, based on a student's disability, are reasonable and reflect good value for money indicated by efficiency of delivery and impact upon student outcomes.
- GMS complies with Dubai Universal Accessibility. Classrooms, transportation, infrastructure, playgrounds and other spaces are made as accessible as possible.
- School allocates a considerable amount of budget for the development and support of school based provision for inclusive education.

Standard 10: Vocational training, higher education & post- school employment

GMS cultivates the talents of students of determination through its Capacity-building programmes. Students of determinations are provided various opportunities to nurture and showcase their talents in events and activities. The aim of capacity-building programmes is to encourage and prepare them for vocational training as well as to boost their self-confidence to become an independent learner of the society.

OUR ROLE AND RESPONSIBILITY

- Accept the philosophy of inclusion as the best educational practice
- Provide trained professional special educators and other assistive technology
- Modify (and simplify) the curriculum wisely and creatively to ensure full engagement and challenge for the students of all the abilities.
- Exercise considerably flexibility and innovation within a realistic parameter to allow individual cases to achieve their full potential.
- Draw up and implement the IEP (individualized education plan) to meet the needs of different students
- Treat all students of determination with dignity and respect
- Offer supervision at all times
- Include them in our teaching learning activities through personalized differentiated

resources learning and assessment material

- Avoid drawing unnecessary attention towards students of determination. They need our support NOT our sympathy
- Make concessions for day-to-day work through lesson plans realistic deadlines for submission an achievement
- Maintain an open channel of communication with the parent and if needed counsel and support the parents in helping their child
- Participate wholeheartedly in professional development training into remain abreast with teaching strategies for students of determination to help them achieve their potential

POLICY DETAILS

Reviewed on	April 2022
Date of Next Review	April 2023
Responsible Person	Inclusion Champion
Approved By	Principal