



ASIAN INTERNATIONAL PRIVATE SCHOOL SCHOOL POLICIES

INCLUSION POLICY





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INTRODUCTION

Our School has four form entries which include KG, Primary, Secondary, and Senior Secondary. Each Section has an in charge.

We have positive expectations for our learners and we aim to provide equal opportunities to fulfill balanced education. Students who are identified with learning difficulties demand special education – provision to be available for them.

The policy supports in promoting the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs. Through implementation, the policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, and the School for All: General Rules for the Provision of Special Education Programs and Services (MOE)

PURPOSE

- Define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- Specify admissions requirements for students with additional learning needs.
- School offers standard inclusive provision in terms of Staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs.

INCLUSION POLICY

The school has developed and implemented an Inclusion Policy that includes: -

- → The school supports the admissions process for students within the school's capacity with additional learning needs.
- ★ The school's standard inclusive provision for students with additional learning needs.
 - a) Staffing arrangements and eligibility.
 - b) Accessibility and evacuation of the campus and learning spaces.
 - c) Inclusive teaching and learning support in pedagogy, curriculum, assessment accommodations, and through an identification, referral, and tracking system.
 - ◆ Information regarding the charging of additional fees and any support required beyond that of the school's standard inclusive provision.
 - → Definition of the roles and responsibilities of stakeholders involved in leading and delivering inclusive provision for students with additional learning needs.
 - → Students:

The policy applies to any student who may require in-school specialist services.



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ACTION PLAN BY THE SCHOOL

Apart from providing normal differentiated opportunities, when the child is identified with little or no progress even when teaching approaches are targeted in a child's identified area of weakness depicts difficulty in developing lingual or math skills which has resulted in poor progress and attainment.

Despite employing behavior management techniques, the child shows a poor attitude ---Despite specific equipment, the child dealt with sensory issues ----

The above can be considered as TRIGGERS underpinned by evidence

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Clear recommendations to be provided to meet the child's requirement
Appropriate options within the time scale to be discussed and planned for implementation by the stakeholders

In case of transfer of a child, documents need to be reviewed by the future School to plan CEP which enables the pupil and parents to be reassured for effective follow-ups.

When the School seeks the help of external expertise, needs to see the child's documents to set strategies that have been employed and which targets have been set and achieved. The expert can be of advisory capacity provide specialist assessment or be involved in teaching the child directly. This will be implemented at least in part in the normal classroom setting. The delivery of the interventions recorded in the CEP will be the responsibility of the Class Teacher. The following documents are to be readily available as evidence to record the progress of special students over time:-

- The pupil's name, address, and date of birth
- Details of the pupils with special needs
- CEP for the special student
- Records of regular reviews and their outcomes
- Medical data including the general health
- Views of the parent and ward
- Evidence of expert support and records.

CONCLUSION

The SENCO and Team will support the further assessment of the child, assisting in planning future support with his team for the health monitoring. The Class Teacher will be responsible for working with the child regularly and planning a customized

program. The parent's consent is necessary for the School authorities to contact the experts linked with the issue and can collaboratively join hands for the better progress of the child. Parents were kept informed and documented continuously about the School's actions for a better outcome.