

INCLUSION POLICY



Rationale

Dubai is determined to become fully inclusive by 2020. (KHDA School Inspection Supplement, 2017-2018). The 'My community...a city for everyone' initiative makes this commitment clear and is supported by Dubai Law No. 2, 2014. At DePS we abide by the Federal Law No. 29/2006 and Law No. 2 (2014), where improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND), now referred to as 'The Determined Ones' remains a priority.

The law promotes inclusive education which means that all students having disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities.

We welcome children with a variety of academic backgrounds, abilities and additional needs. The school strives to provide a safe, stimulating, supportive, happy and secure environment for children with mild to moderate special educational needs. We support our teachers as they enable children with SEND (The Determined Ones) to access all areas of the curriculum within the mainstream school environment and the community. We support our children to enable them to achieve their potential academically, socially and emotionally by recognizing their individual differences, needs, strengths, weaknesses, experiences and interests. We support our parents as partners in the education of their child.

The provision for the special educational needs of these children will be in keeping with the school policies and the specific requirements outlined in this policy.

Definition of Special Educational Needs and Disabilities

- The needs of a student are considered 'different' when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child's disability limits or denies the child's ability to use educational facilities.
- A student is said to have SEND:
 1. When he/she makes little or no progress even when teaching approaches are particularly targeted to improve the student's identified area of weakness.
 2. Continues working at levels significantly below those expected for children of a certain age.
 3. Presents persistent emotional and or behavioural difficulties which affect his/her learning and social interactions.
 4. Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
 5. Has communication/interaction difficulties and requires specific individual intervention in order to access learning.

Aims of SEND provision at DePS

- 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.
- Enable and ensure that all students with SEND realize their potential.
- Plan strategically to improve accessibility of the school's 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

- Inclusive Education Governor
- Principal
- SENCO (Inclusion Champion)
- FS Coordinator/Vice Principal
- Curriculum Coordinator
- School Nurse

New admissions of children with SEND.

- If a child is identified as having SEND from previous records or the application form, the SENCO is notified and a 'pre-sit- in assessment 'of the student will be done which involves :
 - a) Parents to bring an education psychology report if assessment has been conducted. Preferably report should not be later than a year old.
 - b) Invite parents for an initial meeting about the student
 - c) Observe the student's communication, social, emotional, behavioral and academic skills.
Determine if there is a need for 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 SEND

DePS has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.

Procedure followed in the classroom:

- Teachers make observations of the students
- SENCO also observes the students in the classroom
- SENCO suggests if a student referral form needs to be filled for immediate intervention.
- In case where further observation is required to assess learning and / behavior with any student, teacher will discuss with the HOD.
- HOD will guide the teachers with specific strategies.
- If the child does not show expected progress within the set time frame with support from home and school, the teacher will fill in the student referral form.
- The subject and specialist teachers will write a feedback or observation report on the student and submit to the SENCO.
- Teachers and parents will fill in informal checklist/s to identify signs. Student records are closely examined by teacher and SENCO.
- The inclusive education action team is informed and a meeting is called 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, need based intervention will begin as soon as internal identification takes place.

- Based on the assessment reports, the student will be added to the SEND registry in KHDA.
- Parents are contacted, informed and guided with the kind of support expected from home
- Teacher, SENCO, parents, Learning Support Assistants (LSA) and case managers (agency representative) meet to discuss outcomes and possible course of action.
- An Individual Education Plan (IEP) will be planned for the student in consultation with teacher and parents and with the agency (incase a LSA is required or if a case manager is appointed to supervise the student).
- An IEP copy is shared with the parents.

Programme Set-Up

- The department is currently staffed by one SEND Coordinator, a learning support teacher and learning support assistants, teaching assistants.
- The classroom teacher is responsible for the modification, implementation and outcomes of the students' educational programmes.
- Based on the needs of the student, the level of support is determined.
- Support provided is reviewed periodically. According to the hours available and the individual student's need, the SENCO will draw up a time table for support of students in class or for withdrawal.
- Students with SEND who achieve targets, are able to access the curriculum with modification in the classroom and do not require additional support will continue to be monitored to ensure they are achieving their potential and being successful at learning.

IEP - Individual Educational Plans

1. IEP is prepared on a term basis for SEND students. Review is done at the end of each term.
2. An IEP is written for each subject/skill area based on the needs of the student.
3. 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 criteria for assessment.
4. Parents, students (whenever feasible) and teachers will be involved in setting targets for IEP.
5. Students in Key stage 1 and 2 will also be involved in reviewing their performance in achieving these targets.
6. Reviewing targets/performance is a continuous process.

IBP - Individualized Behaviour Plan

Behavior intervention is provided for those with challenging behavior. At school an Individualized Behavior Plan (IBP) is provided which will provide strategies to handle the behavior. The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are recorded to help plan the IBP.

ILP - Individualized Learning Plan

Some students who are on the support program 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
- Exemption from languages- second language and Arabic from KHDA or change to Arabic (B) from Arabic (A)
- Learning Support Assistants / Teaching Assistants in class

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.
- A LSA may also be appointed through an agency. Agencies can be useful because if the LSA needs leave of absence, an agency can send a replacement, in the short term. Also, all assistants receive training and are supervised.
- It is important that any LSA should be able to fulfill 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 clubs, 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 needs 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.

Exam provisions

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of reader(only read out)
- Part or whole question can be read out
- Use of writer/scribe to write answer paper
- Use of calculator
- Use of computer/laptop to write exam
- Condone spelling error
- Learning Support Assistant in class and during assessments

English as a second language

Children are expected to speak English commensurate with age prior to entry to DePS or the school will be satisfied that parents of these children have a sufficient level of spoken English and are prepared to motivate and support their children. Students who are identified to have

difficulty in the English language will be supported in class or in withdrawal sessions as a part of the ILP.

Partnership with Parents

- Right from the start parents will be kept informed and encouraged to be actively involved in their child's learning.
- Parents will be invited to discuss the outcomes of assessment/screening tests and decide on further action.
- Parents will be notified when their child's name is added to the SEND register. They will also be informed if their child moves from one level of support to another.
- Parents will be involved in planning IEP for their child and will attend all IEP meetings as well as regular parent teacher meetings.
- Parents are required to read with their child, follow prescribed home plans/strategies to work on specific skills, support their child to complete home work/projects and follow behavior modification programmes as required in a consistent manner.
- Parents will attend meetings, workshops to enable them understand and work effectively with their child.
- Parents will inform teachers of changes at home that may have an impact on a child's emotional state and learning at school.
- Parents will inform SENCO and School Nurse of any medication their child is taking.
- When requested to, parents will ensure their child receives additional therapies/consultation from sources outside school to enhance learning.

Record Keeping

- Every student with SEND will have an individual file.
- Class teachers will keep records of baseline assessments, results of standardized 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.

The following are provided as contacts and are not specifically endorsed by the school. Request you to please contact them to find the most suitable service for you.

Child Early Intervention Medical Centre

FZLLC Al Razi Building, Block B, Suite 2010, Dubai Health Care City, P O Box 505122

Tel: 04-4233667

Stepping Stones

Tel +971 4 3635433

Web: www.stepsstonesca.com

Reach out

Tel +971 4 4489173

Senses Tel +971 4 394 8765

Genesis Dubai

Tel: +971 4 335 5578 +971 50 4853160

Special Families Support (SFS)

Tel: 04 360 5654/04 3349818

Web: www.sfs-group.net

Rashid Paediatric Therapy Centre

Tel: +971 4 3400005

Kids In Motion Therapy Services (Shadow Support)

Block C, Building # 64 Street # 20, Oud Metha Road - Dubai

Phone: 04 422 9147

Documents to support Inclusion policy

- Admission policy and procedure
- Professional code of practice
- Child Protection Policy
- Gifted and Talented Policy

Document:	Inclusion Policy
last Review:	June 2016
Next Review:	September 2017 (reviewed)
Version:	Working document