

INCLUSIVE EDUCATION POLICY

GRACE VALLEY INDIAN SCHOOL AL - AIN



Inclusive Education Policy

Rationale

Grace Valley Indian School in compliance with the Federal Law No. 29/2006 Regarding Rights of the People with Special Needs, promotes highly inclusive ethos and is committed to offering quality education to all its students, to meet their needs or abilities and ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school.

The policy provides a guideline that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and provide quality education for the students who experience Special Education Needs and Disabilities.

Aim

The aim of the Policy is to ensure Students of Determination develop a strong sense of belonging to the school community, develop emotional resilience, and are well prepared for their next stages of education and life.

Special Educational Needs and Disabilities cover all learning difficulties except those arising from a difference of language between home and school.

We aim to ensure access to quality educational needs for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

The aims of the Inclusive Education policy for Students of Determination are:

- To ensure that all students have access to a quality education.
- Ensure appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion.
- Use the outcome of the assessment educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Ensure that Students with Determination will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment.
- To ensure the identification of all students requiring SEND provision as early as possible on their entry to school.

- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
 - To ensure that students fully participate in all school activities.
 - To ensure that parents/guardians of Students of Determination are kept fully informed of their child's progress and attainment.
 - To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision.
 - Provide training for all staff working with students of determination to enable them to support the individual needs of students of determination effectively.
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- The school will adopt a social model in their approach towards SEND. It will be proactive in identifying and minimising the physical, attitudinal, communication and social barriers that restrict student achievements.
 - **All teachers are teachers of Students of Determination. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.**

Why Inclusive Education?

Inclusive education means that all students have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted, that students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom.

Definition of SEND

A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers.

The school recognises that children's needs and requirements fall into the following four broad categories:

- Intellectual and Cognitive Disabilities
- Communication and Language difficulties
- Behavioural and emotional disabilities

- Physical and Health related difficulties

The United Arab Emirates School Inspection Framework 2015-2016 defines Special Educational Needs as “*Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognised disorder.*”

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting point.

The following categories of disabilities are recognized the by UAE, Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services

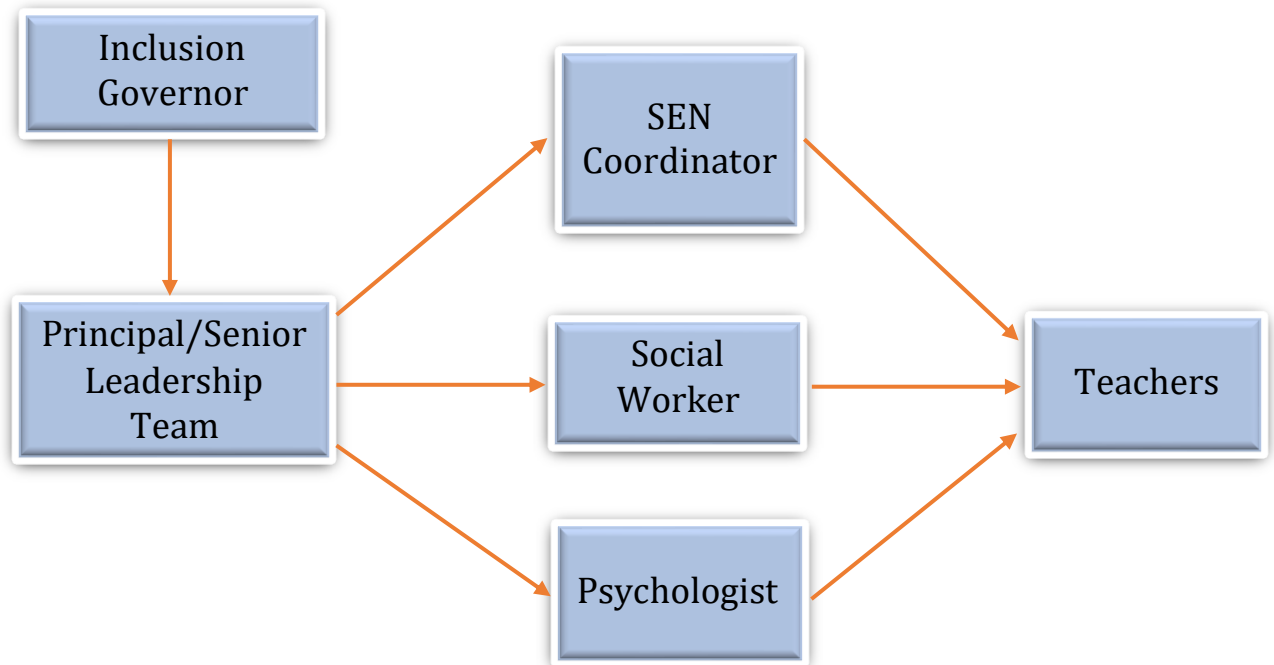
<i>Type of Need</i>	<i>Description</i>
Specific Learning Disabilities	<p>A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.</p>
Physical and Health related Difficulties	<p>This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with</p>

	<p>Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries etc).</p>
Visual Impairment	<p>Visual Impairment means impairment in vision that, even with correction, adversely affect a child's educational performance. The term visual impairment includes both partially sighted and blindness.</p>
Hearing impairment including deafness	<p>Hearing impairment including deafness means an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.</p>
Speech and language disorders	<p>Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.</p>

<p>Autism Spectrum Disorders</p>	<p>Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger’s Disorder. They also include two rare disorders, Rett’s Disorder and Childhood Disintegrative Disorder.</p>
<p>Emotional and behavioral disorder</p>	<p>An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p>
<p>Intellectual disabilities</p>	<p>Intellectual disabilities, formerly called “mental retardation” means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental</p>

	<p>period and adversely affect a child's educational performance.</p>
<p>Gifted and Talented</p>	<p>The expression "Gifted and Talented" refers to having outstanding ability or a highly strong disposition in at least one area of intelligence, creativity or academics; or having special talents and abilities in fields such as oration, poetry, drawing, handicrafts, sports or drama.</p> <p>The performance of a talented or gifted student is often so exceptional or advanced that he/she requires special provisions to meet his/her educational needs in general education classrooms with support from special education teachers and resource room teachers.</p>

Inclusive Education Support Team



Curriculum Access

The School has adopted a whole-school approach to Inclusive Education Policy and practice. Students Determination are supported, through teacher planning and schemes of work and fully integrated into mainstream classes. Every effort is made to ensure that they have full access to to equal learning experience.

Teachers respond to Student's needs by:

- Providing support for students' who need specific help in identified areas of learning
- Planning to develop students' understanding through the use of all available senses and experiences including ICT.
- Planning for students' full participation in learning, and in physical and practical activities and field trips.
- Helping students to record their knowledge and achievements in a variety of ways – ensuring that this is annotated appropriately and used to support students especially in formal assessments.
- Helping students to manage their behaviour and to take part in learning effectively and safely.

- Supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Referral Processes

Students who experience special educational needs have learning difficulties or barriers to learning that are preventing them from making progress. All Students may experience special needs at some time in their lives.

Any or all of the following may trigger a concern about the difficulties or barriers to learning that a student may have. The student, parent/guardian, class teacher, subject teacher, SEN Coordinator, Social Worker, Psychologist and Leaders are involved in recognising these triggers and agree together action that should be taken.

- Parent/Guardians concerns.
- Student's worries / concerns.
- Teachers' assessments and analysis of data showing low achievement or lack of progress.
- Analysis of assessment data by Senior Leaders showing low achievement or lack of progress.
- Records transferred from another school.
- Recommendation from external professionals.

At Grace Valley Indian School, a range of assessments are used to monitor and measure progress and attainment of students. Assessments are used regularly throughout the year. Data from Assessments is analysed at all levels.

Specific assessments may be completed by teachers or external professionals to identify specific gaps in learning which are then used to plan and deliver activities to enable children to succeed and make progress.

Discussions between teachers, SoD Team and Senior Leaders will help to determine whether a child belongs to Students of Determination, moves to the next level or has made progress and is no longer considered to have difficulties or barriers to learning.

School Action after Identification

Use of 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 difficulties. This level of support is called School Action.

The teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This additional provision be delivered by Support teachers and subject teachers.

The strategies and intervention programs used to support the child are recorded within an Individualized Education Plan (IEP) and Behaviour Intervention Plan (BIP). The IEP will show the agreed short-term targets set for the child, the teaching strategies to be used and who will do what.

Parents are actively involved in this process.

The IEP will also indicate the planned outcomes and allow space for the success and impact of strategies/activities and interventions to be recorded as a 'working document' and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the parents from an external agency. IEP will still be developed, reviewed and new targets agreed on a termly basis. The recommendations from the external support will be included, this may be specific activities to be carried out in school and/or at home. In addition, the external agency may provide individual or small group interventions.

Teachers' responsibilities

- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support students of determination to reach their IEP targets.
- Analyse assessment data and identify progress and attainment of individual students.
- Keep annotated notes and records to provide detail of success and difficulties of students of determination as required.
- Be alert to the possible need for monitoring students of determination.
- Consult with and keep the SoD Team informed of any changes to need or circumstance.
- Implement the teaching modification for the students with annotated statements.
- Liaise closely with the Inclusive Education Support Team.
- Assess in order to plan and devise specific strategies for managing students of determination.
- Follow advice and support from Inclusive Education Support Team to ensure that all students with specific learning needs and barriers to learning within school are included at all times.

SoD Team responsibilities

- Liaise with the Student's class teacher /subject teacher.
- Familiarise themselves with Student's records and information regarding their special educational needs.
- Support in maintaining records of students of determination.
- Support individual and groups of Students to achieve IEP targets and through individual sessions and 'recognised' Intervention schemes.
- Maintain baseline and progress data for delivered interventions.

- Keep annotated notes and records to provide detail of success and difficulties of Students.
- Carry out their duties as stated in the job description.
- Wherever possible provide notes or attend meetings to inform reviews for students that they support.

Parents are expected to

- Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling the school to provide the best education for their child. Failure to disclose any such information, including the deliberate withholding of information, may result in their child not making the expected progress in school.
- Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty and provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.
- If learning difficulties or certain behaviour patterns Educational/Psychological with evidences are observed, parents would be advised to provide an assessment report from approved specialist services.
- If the parent is non-compliant with the School's request for external assessment of their child's learning needs, a written notice announcing refusal to re-enroll the student in the school for the following academic year will be issued.
- Based on the name of the established special need of the child, if necessary the parent will be required to provide Learning Support Assistant (LSA). The parents would undertake the expenses incurred for recruiting a specialist teacher for their child.
- Parents need to regularly discuss strengths and difficulties with teachers and support staff.
- Agree on targets and review dates.
- Agree on activities and tasks to be completed at home and at school to meet targets.
- Liaise and discuss progress towards targets with teachers – ask for help or advice if needed.

Student Responsibilities:

The school acknowledges the student's role as a partner in their own progress and developing their participation in the decision-making process.

- Involves in target setting and formation of the IEP.
- Involves in the review meeting and discuss progress and future provision.
- Discuss strength and difficulties with teachers and support staff.

SEN Coordinator responsibilities

The SENCO plays a crucial role in the school's SoD provision. This involves working with the Principal and Heads of School to determine the strategic development of the policy.

- Oversees the day-to-day implementation of the school's special education needs policy.
- Coordinates, monitors and evaluates provisions for students with special education needs.
- Liaises with and advises Heads of the schools, colleagues and parents.
- Oversees the records of all the students with special education needs.
- Contributes to School Improvement Plan and School Self Evaluation form.
- Liaises with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision and reports to the SLT & Principal.
- Manages a range of resources, human and material, to enable appropriate provision for Students with special educational needs.
- Contributes to the continuing professional development of all staff.
- Reviews the Inclusive Education Policy in consultation with the Senior Management and Leadership Team.

Parental cooperation is paramount and they are treated as partners in the process of inclusive education. They are informed of their child's progress regularly and matters of concern conveyed to them at the earliest possible opportunity.

Students of determination have the same entitlement to Education Opportunity AS ANY OTHER STUDENT IN SCHOOL. Special care is taken to build their self-esteem, confidence and self-worth through the positive attitudes of staff interacting with them.

The school takes care of both the educational and psychological needs of the students and is responsible for both their physical and psychological well-being.

Policy Details	Inclusive Education Policy
Version Date	April 2020

Resources:

- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- United Arab Emirates School Inspection framework 2015-2016