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**ENGLISH LANGUAGE SCHOOL (PVT.) DUBAI**

OUDMETHA

Inclusion Policy

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**What is Inclusion**

As stipulated by the United Arab Emirates Ministry of education - Special Education Department, The philosophy of inclusive education is:

 “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.”

**The Law and guidance set in the UAE**

This policy and information is based on the statutory requirements laid out by Dubai Inclusive Education Policy Frame work (2017)

**Vision of Inclusion**

To ensure and facilitate the productive opportunities so that a student can aspire to the highest level of personal development.

**Objectives**

1. To develop a common understanding of the fundamental principles of inclusive education.
2. To deliver an Inclusive Education services in a coordinated and adequately resourced manner.
3. To provide effective support for students with additional learning needs (including Gifted and Talented) through external agencies.
4. To continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
5. To promote positive perceptions of pupils with additional needs, so that inclusive provision is positively valued and accessed by staff and parents/care givers.
6. To facilitate access to the curriculum through differentiated planning/ accommodation/ modification by class teachers, and learning support staff as appropriate.
7. To ensure the effective collaboration between the staff members who are directly or indirectly involved in the students’ progress.
8. To address the overall well-being of the student to promote behavioural, psychological and educational progress.
9. To have an open door policy regarding parent and staff relations.

**Categories of Special Educational Needs Disabilities**

In line with the UAE Ministry of Education, we recognize the following categories of special educational need disabilities:

**Behavioral, social and emotional - Behavior that presents a barrier to learning**

Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.

**Sensory Impairments**

 Visual impairment - Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.

 **Hearing impairment**

Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

 **Physical Disability**

Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.

 **Medical Conditions or Health Related Disability**

 Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

 **Speech and Language Disorders**

This does not include students with additional language needs

**Expressive language disorder** – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally.

 **Receptive language disorder** – problems understanding oral language or in listening.

 **Global language disorder** – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

**Communication and Interaction**

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking.

 Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.

**General Learning Difficulties learning difficulties 1**

 Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

**Learning difficulties 2**

 Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

**Profound and Multiple Learning Difficulty (PMLD)**

 Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.

**Dyslexia – reading**

Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.

 **Dysgraphia - writing/spelling**

Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

 **Dyscalculia – using number**

 Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

**Dyspraxia** – **fine and gross motor skills**

Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

**Gifted and Talented**

Please see our Gifted and Talented policy

**Identification and Assessment**

We recognize the importance of identification as early as possible, followed by intervention for any child who may have special education needs.

**Process:**

Parent/Guardians are asked to disclose any special educational need that has been previously identified (at the time of admission)

Child’s application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.

Foundation Phase students are assessed in on individual basis in order to take into account numeracy and literacy skills.

Identified or referred students from Primary and Secondary are asked to go through a mathematics and literacy assessment (easycbm.com).

**Specific Concerns:**

Teacher’s referral forms/identification checklists are in place after the admission for further concerns and assessments.

**Standardized Tests**:

The Cognitive Ability Tests (CAT4) and GL assessments are applied and their results are used as a reference for further assessment and identification of need.

On-going Assessments - Regular testing will assess the progress.

 Students struggling to make expected progress may be referred to the Inclusion department if the class or subject teachers are concerned that this is related to a specific or general need.

As an assessment of learning all school staff, regardless of year group or key stage, has a responsibility to identify those who may have particular additional needs.

Once a referral has been made, the student will be observed and assessed by a member of the Inclusive Education Team. After thorough observations parents involvement and a request for a formal diagnosis takes place.

**Intervention Strategies**

Effective inclusive provision needs a strategic approach to teaching and additional intervention designed to minimize underachievement and reach the maximum potential for all students.

Intervention design is in compliment with the Wave system, strategies include IEP’s, BIP’s, IP’s and Teacher Support plans ensuring the well-being of the each and every student of determination.

**Waves of Intervention Model**

**Wave** 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

High-quality inclusive teaching is supported by effective whole-school policies and frameworks, clearly targeted at all students’ needs and prior learning. Planning for learning should be designed to move all students from where they are to where they need to be.

Students for Wave will be benefited with short term counseling sessions by Inclusive department.

**Wave 2**

Wave 2 is quality teaching in addition to specific and time-limited interventions provided

Provision in this wave is provided by support programs and teacher’s training planned by the Inclusive team, additional support by Volunteer Peer Counsellors /Study Buddies are provided

This support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants (TAs) who have the skills to help students achieve their learning objectives and to ensure that motivation and progress in learning are sustained.

**Wave 3**

Wave 3 is Quality First Teaching plus additional highly personalized intervention.

In class individualized support is provided by a learning support assistant to achieve the SMART targets within an IEP , or IBP document reviewed by the Inclusive Support Team.

Provisions are designed by the Inclusive Support team for a small percentage of children who either require a high level of additional support/specialized provision in order to address their needs to accelerate their progress and minimize performance gaps.

**Inclusive Support team**

Members of the Inclusive Support team include:

1. Governor
2. Principal
3. Inclusion Champion
4. Support Teacher
5. Learning Support Assistant (LSA)
6. Social Worker
7. Psychologist/Counsellor
8. Doctor/Nurse
9. Teachers
10. Parents
11. Students

**The role of the Inclusive Education Action Team**

* The role of the inclusive support team is identification and addressing the needs including the social and emotional wellbeing aspects of learning.
* To assess referred students in line with the Referral Process.
* To maintain and update the students of determination register in conjunction with the Inclusion Champion.
* To provide learning opportunities and support to the respective teachers (Class/Subject) teachers
* To provide assistance and guidance to teachers and parents on how students with additional needs can be included in the inclusive mainstream classroom and supported at home.
* To work collaboratively with teachers, parents and students on setting targets, recommend effective strategies.
* To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Wave 3 level provision across all curriculum areas.
* To plan, deliver and oversee Wave 2 in class support
* To plan, deliver and oversee Wave 3 intervention and monitor progress of the students receiving intervention.
* To work with and support Learning Support Assistants attached to students and ensure that the students are making progress. .
* To provide assessment support.
* To ensure that up-to-date and accurate data records are handled in line with the guidelines of the department.
* To ensure that all IEPs are reviewed at least per term in conjunction with the student, parent, class teacher and any associated professionals.
* To work professionally with other departments to ensure the effective coordination of provision delivered by internal and external agencies.

**Evaluation and Referral**

After an extensive assessment on individual basis the SEND identified student is referred for further diagnosis and intervention (when required).