

POLICY OF INCLUSION

AY 2023-24

Policy created in October 2019

Policy Reviewed in April 2020, April 2021, April 2022, and April 2023 Policy
to be reviewed again in April 2024

Vision

To create ,nurture & sustain an inclusive culture where differences drive innovative solutions to meet the needs of our stakeholders.

Mission

Develop a culture of innovation, Inclusion, and creativity to support students of diverse needs for lifelong learning journey with a sense of understanding, compassion for others and the courage to act on their beliefs to become active members of society.

Introduction:

The Indian Academy, Dubai is Actively committed towards Inclusive Education, and we are in line with the Federal Law No(29) of 2006 and Law no. (2) of 2014 regarding the education and outcomes of individuals with Special Educational Needs and Disabilities. We incorporate the UAE Inclusive Education Policy framework and provide equal opportunities to all learners, whatever their age, gender, ethnicity, impairment, attainment, and background.

In accordance with the Executive Council Resolution No (2) of 2017 regulating private schools in the Emirates of Dubai, we have established rules, conditions and standards that are required to facilitate the enrolment and integration of students with disabilities Article 4(14).

We abide by Article 13(16 & 17) in terms of admission; Article 13(19) implementing inclusive practices & Article 23(4) creating Inclusive culture by providing a special needs friendly environment and academic programs appropriate for students of determination.

TIAD is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. The special educational needs of all children will be met, where appropriate, in mainstream settings, otherwise in a withdrawal setting.

We will 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.

ADMISSION POLICY

In compliance with the recently published Dubai Inclusive Education Policy Framework 2017, we, at TIAD, is strongly obligated to inclusive education promoting highly inclusive ethos.

The admission procedures laid down by the Ministry of Private Education are strictly adhered to all admissions including Students of Determination. In accordance with the Executive Council Resolution No (2) of 2017 regulating Private Schools in the Emirate of Dubai, Article 13(16), we treat all our students fairly and do not discriminate against them on grounds of nationality, race, gender, religion, social class, or special ability needs of students.

Our school Admission Policy is clear and obvious for all parents, staff, and students. The parents seeking admission for their wards register online on the school's website. The availability of vacancies in the grade for which they are seeking admission will be notified by the school. We admit and retain students with varied educational needs and disabilities (with or without medical diagnosis) as long as he/she stands to benefit from his/her engagement in school in both educational and social/life skills. Our inclusive school culture ensures the safety and security of the Students of Determination as well as the other students is as the top priority as far as admission and retention are concerned. We also ensure 'Sibling priority' is agreed to all students of determination who choose to study in our school.

At TIAD, all staff work together to ensure the inclusion of all pupils. We, as a team, are committed to ensuring that Students with Determination learn and achieve in a safe, conducive, caring and suitably challenging common learning environment.

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)

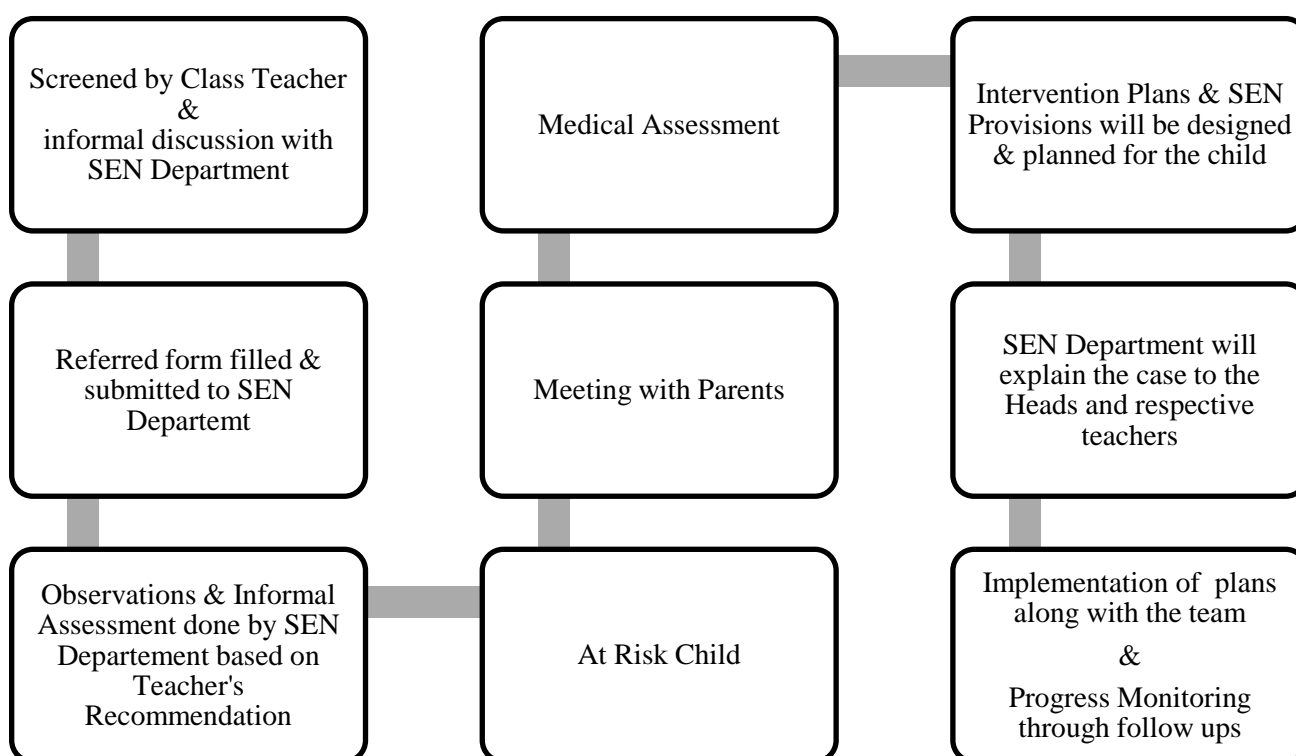
"A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers." (based on Inclusive Education Policy Framework 2017)

A STUDENT OF DETERMINATION is a student with a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age. (based on UNCRPD definition of ensuring persons with disabilities).

(based on UNCRPD definition of ensuring persons with disabilities)

IDENTIFICATION PROCESS

SOD (STUDENTS WITH DETERMINATION)



INTERVENTION PLANNING

Effective procedures to assess and identify a student's special educational need is essential to inform provision to lower barriers to learning. The diversity of need experienced by students of determination requires a graduated approach to intervention.:

At TIAD, we ensure that a graduated system of support is implemented for students of determination in accordance with the following:

LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE

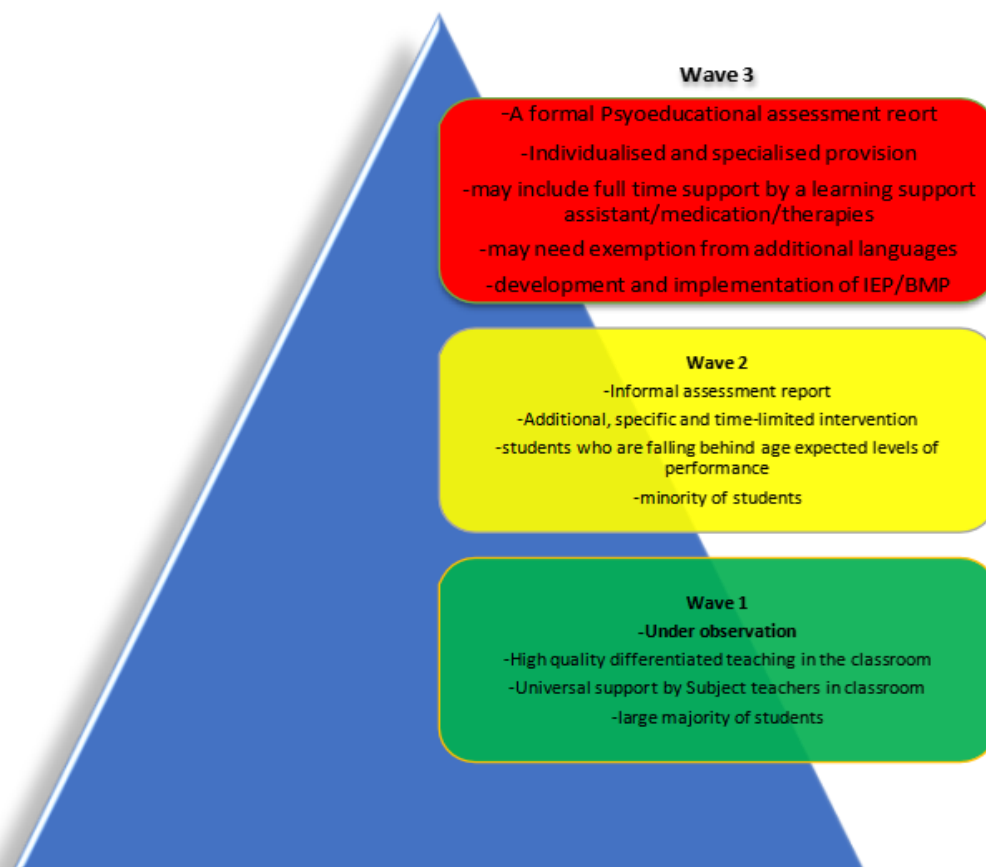
Individualized and specialized provision, which is different from that provided to most other students of determination. This may include full-time support by a learning support assistant. It is expected that only a few students will require access to level 3 support service. All students accessing level 3 support service will benefit from the development and implementation of an individual education plan.

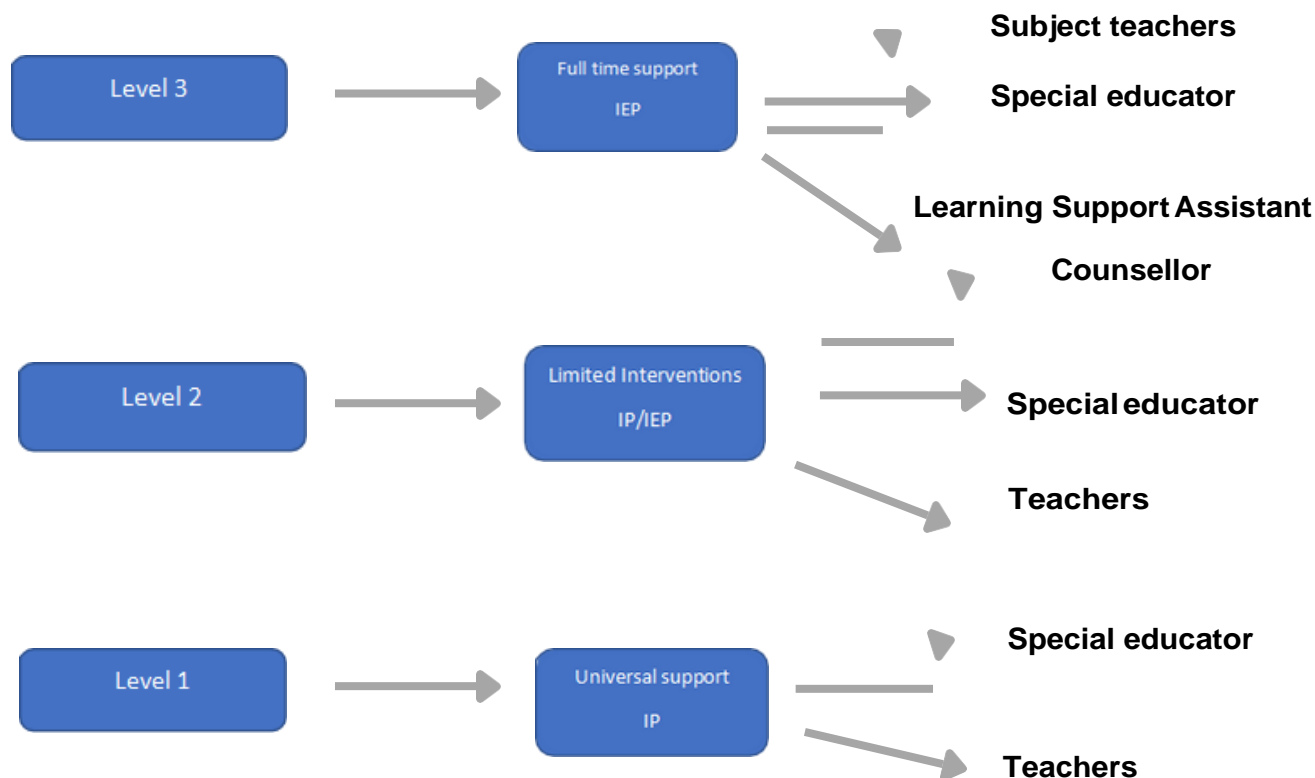
LEVEL 2 - TARGETED SUPPORT SERVICE

Additional, specific, and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services. Some students accessing level 2 support service may require enhanced support through an individual education plan.

LEVEL 1 - GENERAL SUPPORT SERVICE

High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.





EMPOWERMENT PROGRAMME FOR THE STUDENTS OF DETERMINATION

1. Whole School approach:

As an inclusive school, TIAD assures us that the needs of each and every child should be met in the classroom by the teacher. Teachers differentiate their lessons and meet the parents every month to discuss progress. Teachers schedule 1:1 meeting with parents and share feedback and strategies. Guiding the parent about the role of the teacher and role of parent to support the child and narrow the gap.

2. Push-in approach:

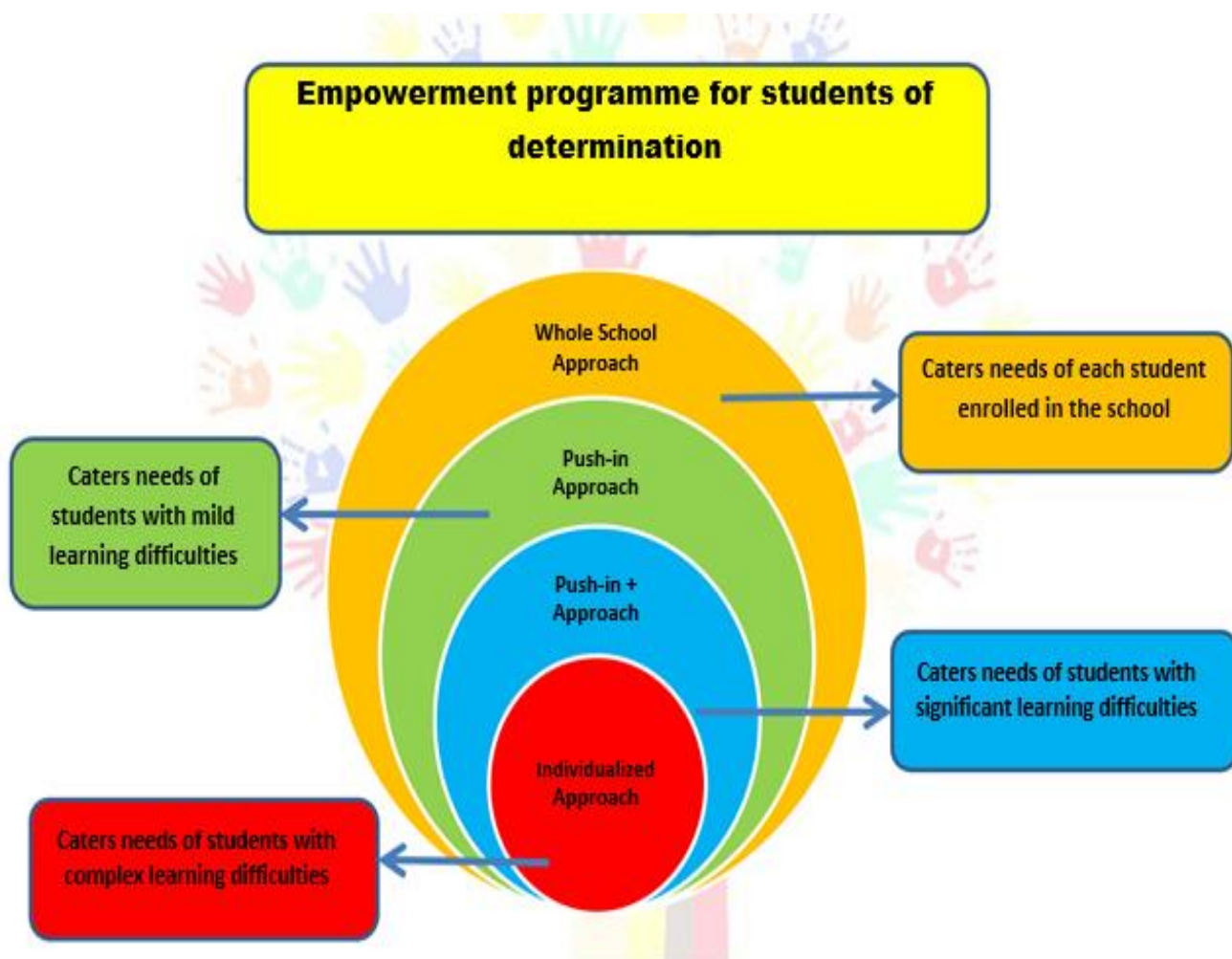
When the needs of the child are not met in the classroom, the teacher will approach SMC for support. SMC will identify the needs of the child and will suggest strategies/accommodation to the teacher so that the needs of the child can be met in the classroom along with peer's student will be supported in the classroom itself where the teachers accommodate individual differences in ability, learning style and behavior through effectively differentiated classroom practices.

3. Push-in + approach:

Personal support is provided to students with significant learning needs through push-in+ approach. Support teachers provide support to students of determination by observing lessons and making recommendations.

4. Individualized approach:

Individualized approach focuses on individualized programmes to accelerate progress and enable students with complex learning needs to achieve their potential. This includes specialist approaches, intervention, and support services.



INCLUSION SUPPORT TEAM

TIAD must ensure the formation of an inclusion support team to assist the principal in achieving a vision of inclusive education in this practice. The inclusion support team will be led by the school.

- > Principal
- > Inclusion Governor
- > Head of Inclusion
- > Senior Leadership Team
- > Team of special Educators
- > Student Counselor
- > Learning Support Assistant
- > Team of Support teachers

THE ROLE OF THE SCHOOL PRINCIPAL

Principal plays a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. A comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across the school. The principal, in partnership with the inclusion support team will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- Develop and implement a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Provide ongoing opportunities to collaborate with the inclusion network of UAE
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensure that recruitment and induction processes priorities inclusive practices as a key component of professional roles.

THE ROLE OF INCLUSION GOVERNOR

- Informing governing body about systems and practices in the school for the determined ones
- Helping to raise awareness of SOD and Disability issues at governing body meetings
- Ensuring that the budget for SOD's is appropriately allocated to support pupils.
- To ensure smooth enrollment and clearly set out the commitment to resources and services to aid participation, engagement, and progress for students of determination. Also plays a pivotal role communicating with Principal in avoiding any denial of enrollment.
- Ensuring that all SOD's have access to a broad and balanced curriculum
- Review and monitor the effectiveness of Inclusion Policy.
- To ensure SOD Code of Practice in school
- Visiting the school to talk to Leader of provision about SOD's provisions
- Monitoring the progress of Students of Determination

THE ROLE OF HEAD OF INCLUSION

The head of Inclusion plays an important role in the schools SEND's provision. This involves working with the Principal and Heads of school to determine the strategic development of the policy. Holds deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development, and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- working alongside teachers to observe, assess and identify special educational needs
- working collaboratively with other in-school specialists, such as therapists, counselors, or psychologists, to promote student learning, development, and wellbeing
- providing advice and guidance to both teachers and parents
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of BMP/IEP/ALP
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programs of intervention for individual and small groups of students
- Write annual review/interim review reports and attend meetings for statement of special educational needs students
- Conduct training for the LSA
- Contributes to School Development Plan and School Self Evaluation form in preparation for DSIB Inspection
- Maintains the SOD register and reviews provision mapping termly
- Manages the day-to-day operation of the policy
- Liaises, monitors and co-ordinates the completion and the implementation of intervention plans
- Liaises with parents ensuring that they are actively involved in their child's learning
- Liaises with external agencies and other support agencies.

ROLE OF SPECIAL EDUCATOR

Special Educator plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- Working alongside teachers to observe, assess and identify special educational needs
- Working collaboratively with other in-school specialists, such as therapists, counsellors, or psychologists, to promote student learning, development, and wellbeing
- Providing advice and guidance to both teachers and parents
- Promoting high expectations of student learning and achievement
- Supporting the development of relevant and meaningful learning activities
- Facilitating collaborative meetings to promote the development of individual education plans
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

ROLE OF SCHOOL COUNSELOR

- Open and maintain a file for any student referred.
- Conduct observations.
- Maintain a case log detailing reason for referral and details of each counselling session with next steps noted.
- Document and report child protection cases to the DSP and DSL and to maintain records of all children protection cases.
- Provide counselling for SEND students to develop their social and emotional skills.
- Identify trends in behavior that are a concern within the school.
- Raise awareness of the role of the school counselor within the school.
- Advocating for student services and students' best interests.
- Providing case management services including, but not limited to, referrals to community resources, and collaboration with other professionals.
- Run the anti-bullying campaign within the school
- Devise programs, policies, etc., to curb negative behavior and promote positive behavior.
- Place students on a behavioral report and conduct follow up with teachers to determine if a student has met his/her targets.
- Raise awareness of mental wellness among students and parents.
- Create student leadership opportunities in the form of training students to be mentors, playground buddies or helping students to take on a school community project or external volunteering project.

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

ROLE OF LEARNING SUPPORT ASSISTANT

- To provide additional guidance and support for students to successfully integrate into the mainstream environment.
- To work in partnership with classroom teachers in effective implementation of modifications to facilitate progress.
- To help student display appropriate classroom behavior
- To provide guidance in completing classroom activities when necessary
- To regularly update the parents on the student's progress

| Departmental structure | |
|---------------------------------------|----------------------|
| Principal | Ms. Shiny Davison |
| Inclusion Governor | Mr. Ajit Moorkoth |
| Head Of Inclusion | Ms. Shabana Chouhan |
| Special educator- Kindergarten | Ms. Sandhya Nair |
| Special educator- Primary | Ms. Rubeena M.T.P |
| Student Counsellor | Ms. Jismi A.V. |
| Career Counselor | Ms. Keran Roy D'cruz |
| Inclusion Support Teacher | Ms. Ajila Nishan |
| Learning Support Assistant | Ms. Arshiya Shaikh |

PARENTS AS PARTNERS

Parents are encouraged to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. There is a parent volunteer program where Parents dedicate their time to work as allied educators and support the services provided to pupils with different needs. It is vital for parents to disclose all necessary information about their child and their needs to the school in order to arrive at the best individualized educational and counselling program for their child. All reports and information shared is treated with sensitivity and utmost confidentiality. 'Coffee with Parents' provides regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.

At school we understand that these policies are not rigid but are evolving and accommodating to the benefit of all our students who deserve a better world where they can learn without boundaries.

SPECIAL EDUCATION CENTRES AS A RESOURCE FOR INCLUSIVE EDUCATION

TIAD is coordinating & collaborating with external agencies catering to the needs of students of determination enrolled in TIAD.

Following are the special education centers, TIAD is linked with:

1. Al Fasht Medical Centre
2. NMC Sharjah
3. Sunny Al Nahda Medical Centre
4. NMC Specialty Medical Centre, Rolla
5. NMC Al Qusais- Dubai
6. New Al Musalla Medical Center
7. Al Soor Clinic-Sharjah
8. Prime Care Clinic
9. Al Najma Centre

These Centers provide specialist advice, support, therapy & educational services to students & families who experience SEND. The external partner centers also support the school in identification of students who experience SEND, provide trained LSAs, & assist in the development of interventions.

TIAD monitors & evaluates the quality of support to our students of determinations provided by these professional centers.

MONITORING AND REVIEW

The Inclusion department monitors the movement of determined students within the system in school. The department functions effectively with a detailed Action Plan providing a regular summary of the impact of the policy on the practice of the school.

The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Learning Plans for the determined students.

This policy has been discussed and agreed by the TIAD teaching staff and leadership teams for implementation.

Regards,

SHINY DAVISON

Principal