

Policy Reviewed – March 2024
Date of Next Review- March 2025

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.

RATIONALE

The purpose of this policy is to establish the process and procedures that guide the institution in inclusive education and support to Students of Determination.

POLICY STATEMENT

The Indian Academy Dubai is committed to providing a schooling experience to all children, so no child is left behind. The school's inclusive policy is developed based on the following legal frameworks. The policy is developed to ensure a shared understanding of the agreed values and standards of inclusive education among all stakeholders.

- ❖ UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- ❖ Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'. (English/Arabic)
- ❖ United Nations Convention on the rights of persons with disabilities (UNCRPD, 2008: 2010)
- ❖ Executive council Resolution No 2 of 2017 regulating private schools in the emirates of Dubai.
- ❖ Dubai Inclusive policy framework (2017)
- ❖ Directive and Guidelines for Inclusive Education (2019)

- ❖ Implementing Inclusive Education a guide for Schools (2020)
- ❖ Advocating for Inclusive Education a guide for parents. (2021)

ADMISISION

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.

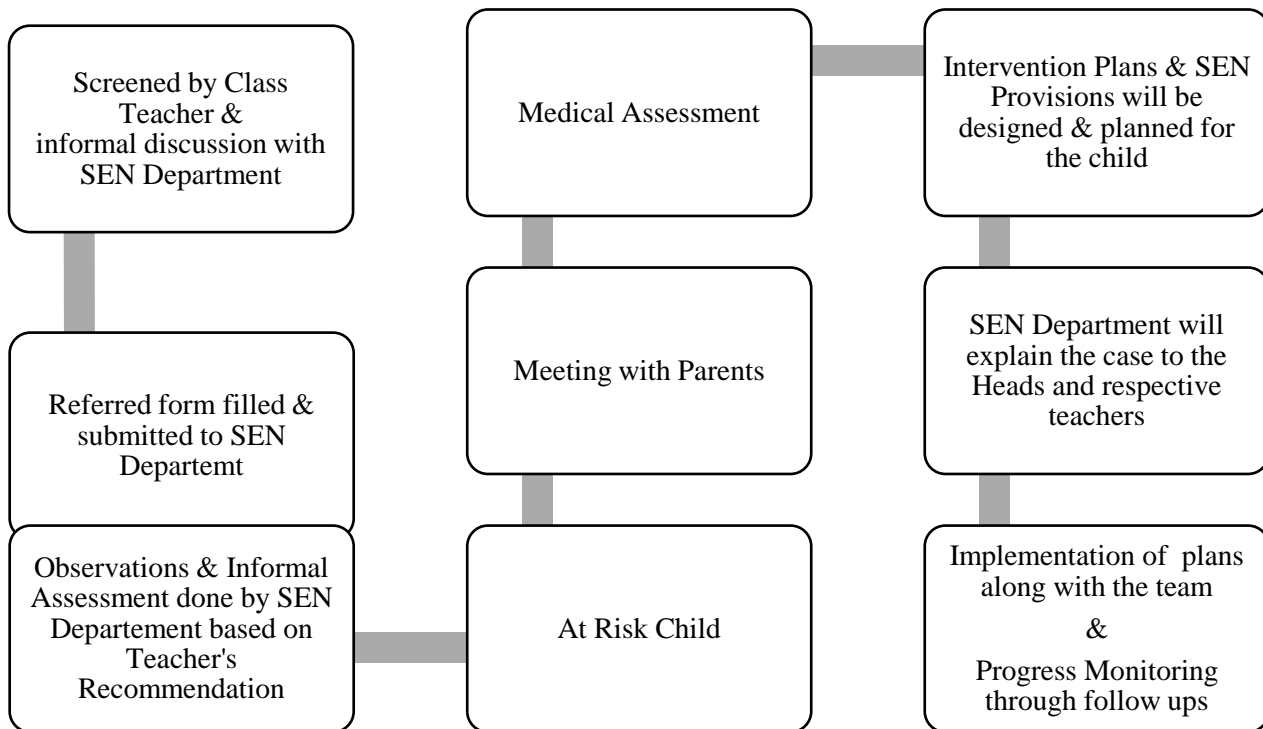
At TIAD, all staff work together to ensure the inclusion of all pupils. We, as a team, are committed to ensuring that Students with Determination learn and achieve in a safe, conducive, caring and suitably challenging common learning environment.

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 OF STUDENT OF DETERMINATION



The Identification process is led by the Head of Inclusion assisted by the Special Needs Counsellor. The identification process has two phases. The first phase of this process is to identify indicators that suggest that a barrier to learning may be present and is impacting the student's ability or performance. During the second phase, the Inclusion team in partnership with parents investigates the level and cause of the barrier/s to learning through implementing a comprehensive range of assessments. The completion of the assessments will help in identifying the barriers to learning experienced by the student align with indicators associated with specific conditions, disorders, or difficulties, and is identified as a Student of Determination.
(KHDA –category)

IDENTIFYING BARRIERS TO LEARNING

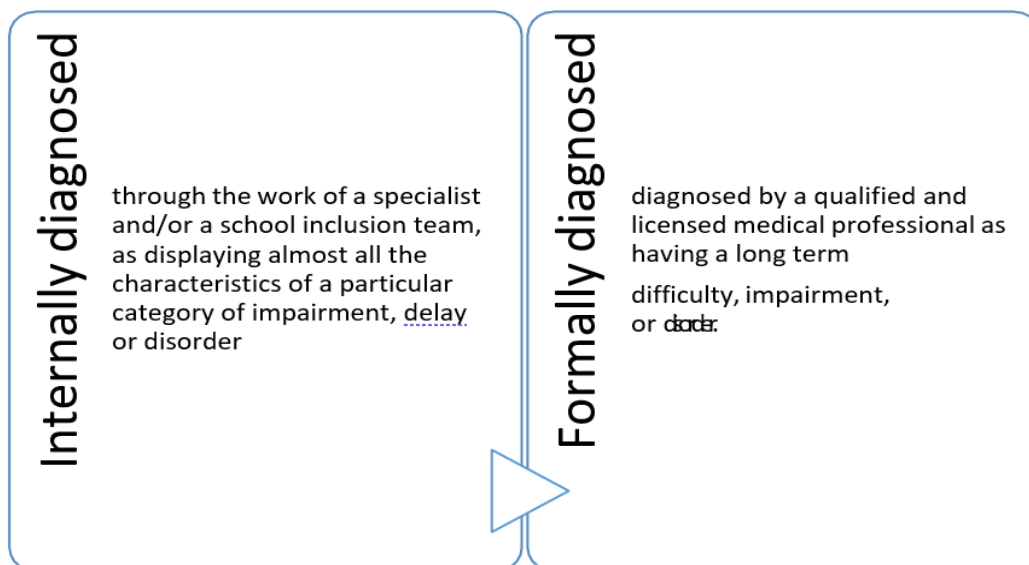
Inclusion is a guiding principle at our school, integrated seamlessly throughout the curriculum with the collaborative effort of our dedicated teachers and inclusion team. We take pride in cultivating an atmosphere that celebrates diversity and acknowledges the unique abilities of each student.

The purpose of identification at The Indian Academy Dubai all students undergo consistent and comprehensive evaluation, encompassing both formative and summative assessments, as an integral part of their educational journey. This practice is vital in ensuring that each student can achieve appropriate advancement in their learning.

Through systematic and all-encompassing assessment processes, our teachers, alongside our Inclusion team, actively pinpoint potential obstacles that could hinder learning progress. The purpose of this identification process is to facilitate collaboration among the school, students, parents, and external organisations. This collaborative effort aims to develop a tailored plan that incorporates strategies, interventions, and support measures, all geared towards addressing the barriers that could impact progress, academic achievements, and overall well-being.

Students may present with a range of barriers to learning. These can include lack of academic progress, specific difficulties in a particular subject area, processing difficulties, sensory difficulties, behaviour and social emotional difficulties and medical reasons that may affect learning.

Students of Determination who are identified may fall under the given two categories depicted in the diagram given below:



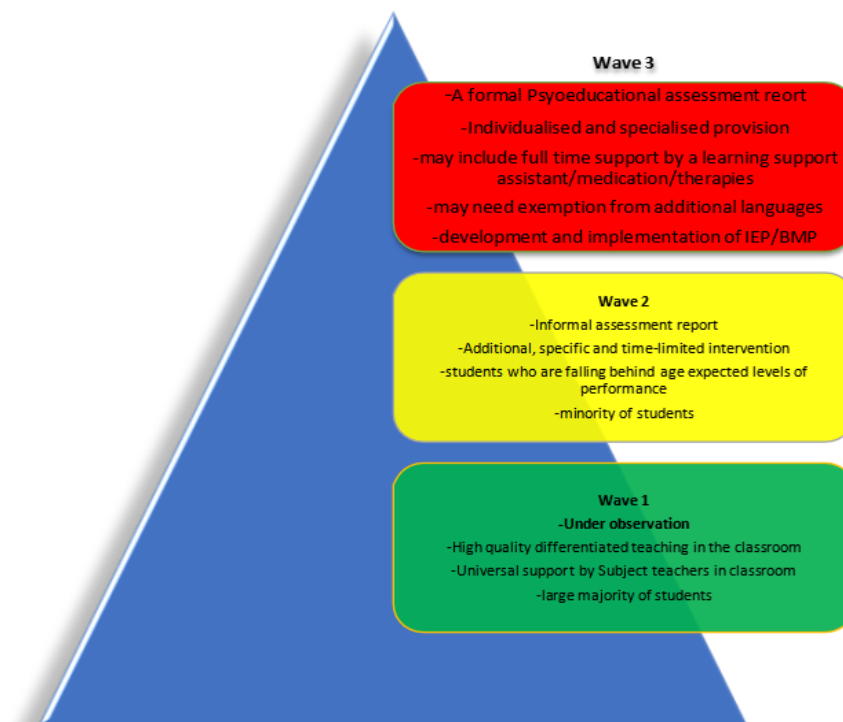
GRADUATED APPROACH FOR STUDENT OF DETERMINATION

We have implemented a comprehensive Assess, Plan, Do, Review system, collaboratively involving teachers, parents, and external agencies, when necessary, to identify students who require additional support. Our commitment to a personalised approach ensures that we welcome students of all abilities and provide tailored interventions to facilitate their success.



[KHDA Directives and Guidelines for Inclusive Education](#)

The level of provision is decided by the Head of Inclusion in consultation with other stake holders. The students are provided 3 levels of support (School action) as described below.



LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE

- ❖ Individualized and specialized provisions for students who needs intensive intervention.
- ❖ Students who need full time support froman LSA and /or students who need therapies such as ABA, speech therapy or occupational therapy.
- ❖ All students have an IndividualizedEducation plan.
- ❖ Many students have a Full-time LSA andmay avail therapy.
- ❖ The students also get additional strategic teaching (pullout sessions) by special educators or scaffolding for learning (pushin support) t by the LSA.
- ❖ High Involvement of HOI and Special Needs Counsellor
- ❖ Curricular adaptation and modification as required.

LEVEL 2 - TARGETED SUPPORT SERVICE

- ❖ Specific and timed intervention/strategicintervention for students who are falling behind age expected level of performance.
- ❖ All students have an IndividualizedSupport plan.
- ❖ Special Educator provide (pull-outsessions) strategic intervention.
- ❖ Teachers provide differentiated instructions
- ❖ Consultation with HOI
- ❖ Counselling and therapy services ifrequired.
- ❖ Curricular adaptation and modification onneed basis

LEVEL 1 - GENERAL SUPPORT SERVICE

- ❖ High quality differentiated teaching andlearning and assessments in the classroom with accommodation.
- ❖ Students may have an IndividualizedSupport plan or 504 Plan.
- ❖ Consultation from Inclusion team toimplement teaching and learning.
- ❖ Strategies are given to lower barriers tolearning.
- ❖ Scaffolding for learning (push insupport) t by the LSA
- ❖ Teachers provide differentiatedinstructions.
- ❖ Consultation with HOI/SENCO/Counsellor
- ❖ Counselling and therapy services ifrequired.

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

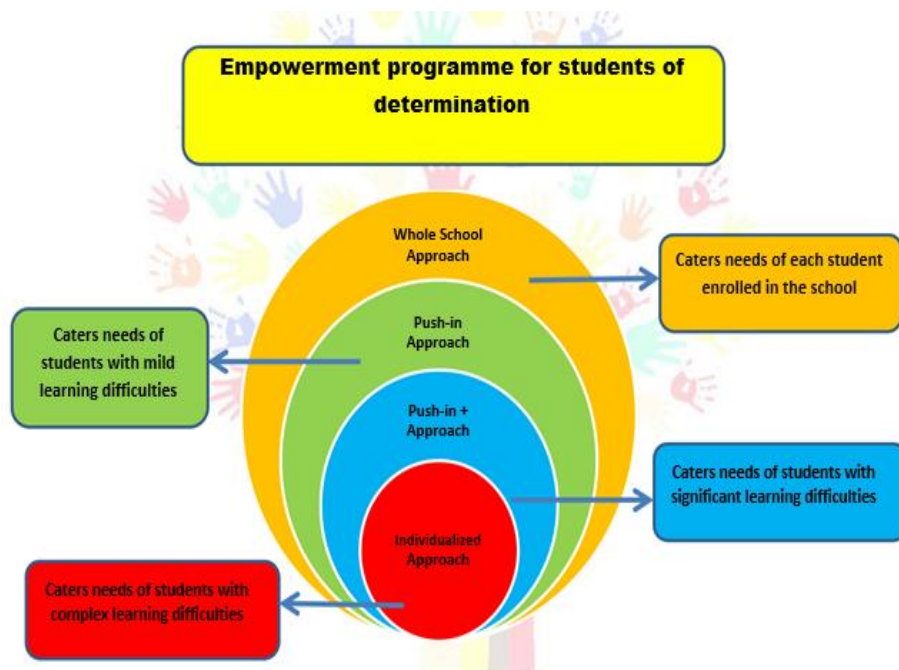
When the needs of the child are not met in the classroom, the teacher will approach SMC for support. SMC will identify the needs of the child and will suggest strategies/accommodation to the teacher so that the needs of the child can be met in the classroom along with peer's student will be supported in the classroom itself where the teachers accommodate individual differences in ability, learning style and behaviour 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 programs to accelerate progress and enable students with complex learning needs to achieve their potential. This includes specialist approaches, intervention, and support services.



IEP, AND IEP DEVELOPMENT TEAM

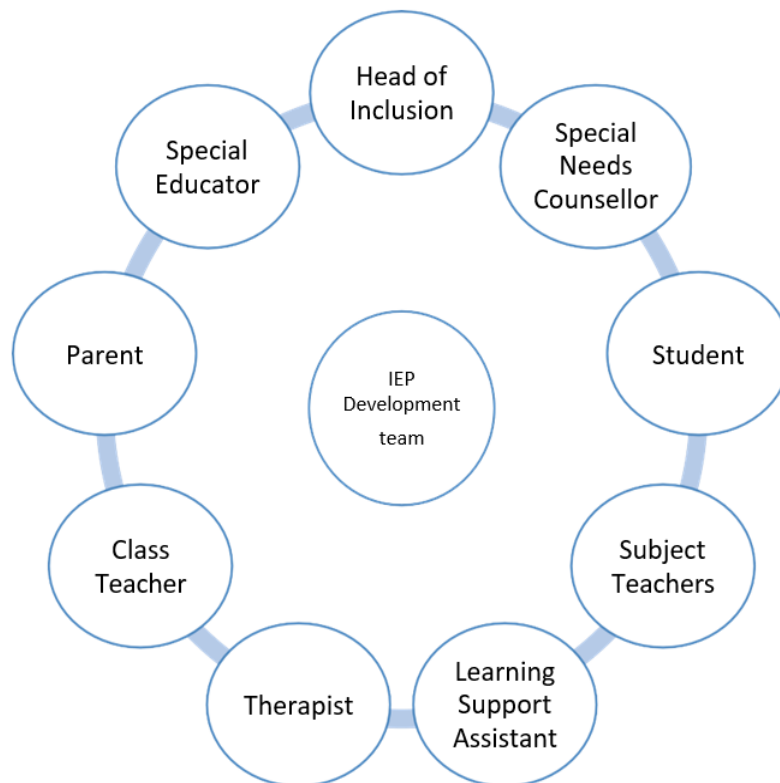
The comprehensive assessments conducted during identification forms a basis on which IEP barriers are identified. The Special Educator may conduct further assessments to develop the present level of performance in areas of need/barriers which is followed by the development of IEP.

Individual Education Plan (IEP)

IEP serves as a core component of their educational program. Based on the graduated system, all students accessing level 3 support and some students accessing level 2 will be provided with an Individual Education Plan. IEP consists of SMART targets in areas of barriers that the student has in learning or development which forms the basis for intervention. It has accommodations and modifications as per the child's needs. IEP is reviewed every term and periodic IEP meetings are conducted with the stakeholders.

Behavior Modification Plan: A written document that includes positive strategies program modifications and supplementary aids that attempt to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment.

504 plans: A written document that includes accommodations that will ensure their academic success and access to the learning environment. It is developed for those students who do not have a formal Individual education plan but need accommodations for academic success.



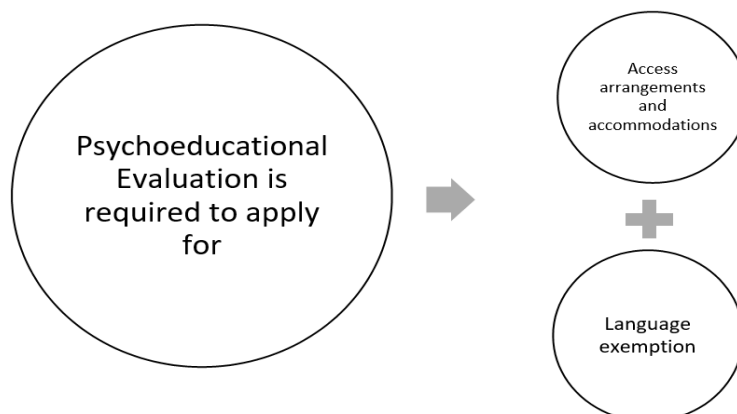
PARENTAL INVOLVEMENT

In our commitment to promoting inclusivity and ensuring the success of students with special and/or additional educational needs, we recognize the vital role that parents play. Their active involvement is integral to the achievement of our inclusive educational goals. We encourage ongoing parental engagement and have established various avenues to foster collaboration between parents and our support teams. Our approach to parental involvement includes:

- ❖ **Parent coffee mornings:** We provide monthly coffee mornings to encourage parents to share experiences with the team and other parents.
- ❖ **Review Meetings:** We hold periodic review meetings where parents can discuss their child's progress, individualised educational plans, and any concerns they may have with our dedicated Learning Support teams.
- ❖ **Open-Door Policy:** We maintain an open-door policy, welcoming parents to reach out, share their insights, and seek assistance whenever they require it. Our staff is readily available to address any queries or concerns.
- ❖ **Participation in School Events:** Whenever possible, our leaders will attend school-wide functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies, and other significant events. This approach aims to keep our leaders accessible to parents and provide them with opportunities for direct interaction.
- ❖ **Accessible Communication:** To facilitate communication, our Inclusion teams' email addresses are widely available, making it easy for parents to contact them directly with questions, feedback, or suggestions. We value the active involvement of parents in our inclusive education community and believe that their partnership with us is a cornerstone of our shared success in providing the best possible educational experience for all students.

INVOLVEMENT OF EXTERNAL AGENCIES IN IDENTIFICATION

Some students may be referred for Psychoeducational evaluation or diagnostic assessments as part of the identification process.

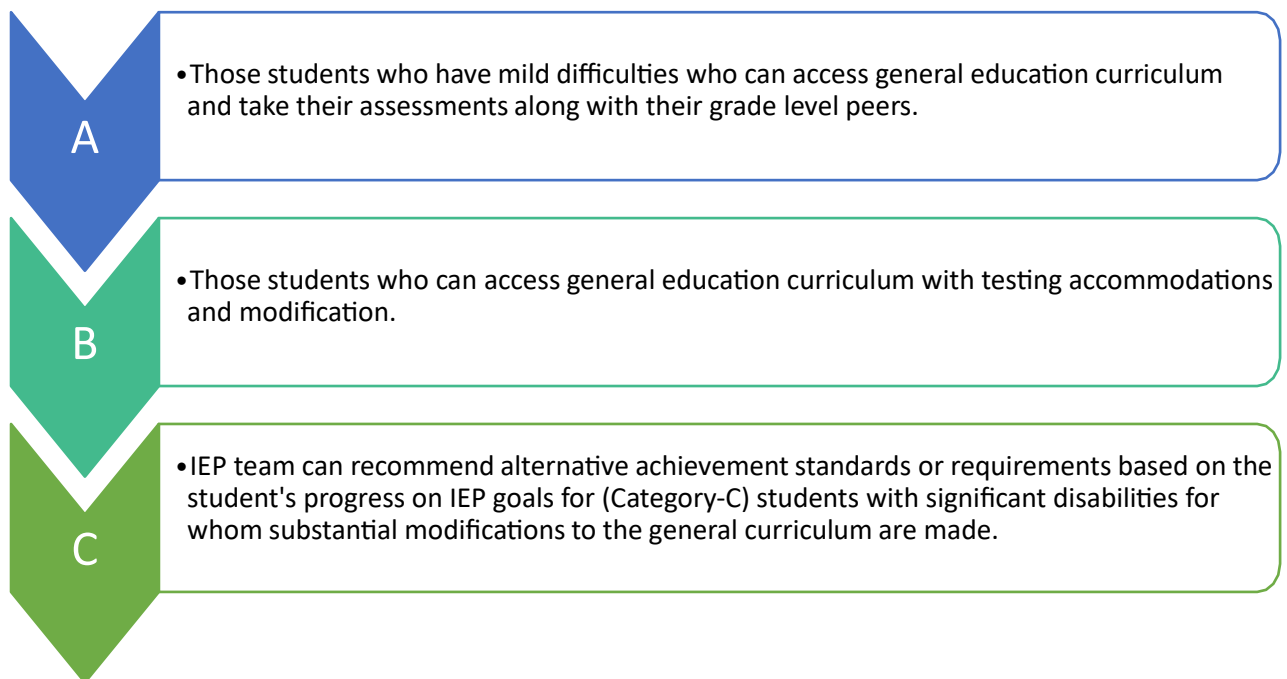


ASSESSMENTS AND LANGUAGE EXEMPTION

CURRICULUM

All students are entitled to a comprehensive and balanced curriculum in alignment with KHDA regulations. Teachers are tasked with establishing high expectations for every student, irrespective of their prior achievements. At The Indian Academy Dubai our teachers employ suitable baseline assessments to establish ambitious targets. We proactively identify potential challenge areas and promptly initiate interventions. Lesson planning and delivery are meticulously crafted to target these potential challenge areas, ensuring that obstacles to individual progress are removed. Our commitment to inclusion means that students with Special Educational Needs and Disabilities (SEND) will be provided access to the standard school curriculum, unless exempted officially or if individual needs necessitate substantial adjustments. In instances where specialised support is required, students might participate in targeted interventions through temporary withdrawals, all with the goal of fostering their optimal development and growth.

The Head of Inclusion in consultation with the IEP team decides on access arrangements needed for students. The students depending on their needs can be categorized into A, B, C categories.



The students may get the following access arrangements depending on their diagnosis and severity of the need. Examination consideration for students with determination by CBSE serves as a guide in deciding the access arrangements. Approval from Senior Leadership team is obtained for B Category students. Ministry approval is obtained for providing access arrangements for C category students.

1. Flexibility in choosing subjects (after grade 9)
2. Option of skilled based subjects instead of language (after grade 9)
3. Relaxation of attendance
4. Exemption in studying 2nd language.
5. Examination using computers.
6. Permitted assistive technology.
7. Scribes
8. Additional time

TRANSITIONAL SERVICES

Transitional Services include activities designed to prepare the students of determination to move from onestage to another, one learning environment to another, and from school to the activities of real life so that he/she is able to rely on themselves to the maximum extent possible.

- From one class level to another
- From one school to another school
- From an Early intervention centre (behaviour enrichment) to the school
- From school to the next phase (University/vocational training centre)

MONITORING, PROGRESS TRACKING AND EVALUATION OF SOD

- ❖ The senior leadership team conducts periodic lesson observations and learning walks to ensure quality first teaching. They check for effective differentiation and provision of accommodations and modifications for those students with special needs. They also ensure that Lesson plans are differentiated and cater to the needs of Students of Determination.
- ❖ The Inclusion team leaders also periodically conduct lesson observations for teachers/ special educators and LSA and provide quality feedback.
- ❖ The Inclusion team leaders and senior leadership team together plan further training and development programs based on the observations and data.
- ❖ The Inclusion team conducts periodic student progress meetings to elicit staff review and ensure student's progress and achievement.
- ❖ Individual Plans (IEPS/ISP/504 plans/ Behaviour plans) are reviewed to assess progress.
- ❖ The Inclusion team analyses the SOD data of the whole school with the Data Analysts and plan further steps.

ROLES AND RESPONSIBILITIES

Our School Advisory Council plays a vital role in upholding our commitment to inclusive education. This body ensures compliance with UAE and Dubai's regulations for inclusive education, appoints a designated link governor for inclusion, and oversees the school's progress in alignment with our Department Improvement Plan.

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 enrolment 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 enrolment. 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 Senior Leadership Team

The Senior Leadership Team will provide strategic direction and guidance, ensuring that the school's inclusive ethos is embedded across all aspects of operations. They will oversee the formulation and implementation of inclusive policies, programs, and initiatives that promote equitable access to high quality education for all students, including those with diverse needs. The Senior Leadership Team fosters a culture of collaboration, professional development, and continuous improvement in inclusive practices. They will allocate necessary resources to support the effective provision of inclusive education, ultimately ensuring that each student is valued, respected, and empowered to achieve their full potential within a nurturing and diverse learning environment.

The Head of Inclusion

The Inclusion Lead will collaborate with school leadership, teachers, staff, and parents to craft a comprehensive and actionable inclusion policy. They will facilitate the development of strategies that cater to the diverse needs of all students, ensuring that the policy aligns with the school's vision for an inclusive education. By spearheading initiatives, providing guidance on best practices, and monitoring the policy's effectiveness, the Inclusion Lead will empower the entire school community to embrace inclusivity as a core value, ultimately enriching the educational experience for all students.

School Counsellor

Open a file for any student referred and maintains a case log detailing reason for referral and details of each counselling session with next steps noted. Conduct observations, document and report child protection cases to the DSP and DSL and to maintain records of all child protection cases. Provide counselling for SEND students to develop their social and emotional skills. Identify trends in behaviour that are a concern within the school. Run the anti-bullying campaign within the school. Devise programs, policies, etc., to curb negative behaviour and promote positive behaviour. Place students on a behavioural 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.

Teaching staff

In alignment with the school's inclusion policy, teachers will play a crucial role in cultivating a truly inclusive educational environment. They will implement inclusive teaching practices that cater to the diverse learning styles, abilities, and backgrounds of all students. Teachers will collaborate with the Inclusion team and their peers to adapt curriculum materials, employ diverse teaching methodologies, and create a classroom atmosphere that fosters a sense of belonging for every student. By differentiating instruction, providing necessary accommodations, and nurturing a supportive

classroom community, teachers will ensure that each student has the opportunity to thrive and succeed academically and socially. Through their commitment to inclusion, teachers will contribute to a vibrant and enriching learning experience for all learners.

Learning Support Assistant

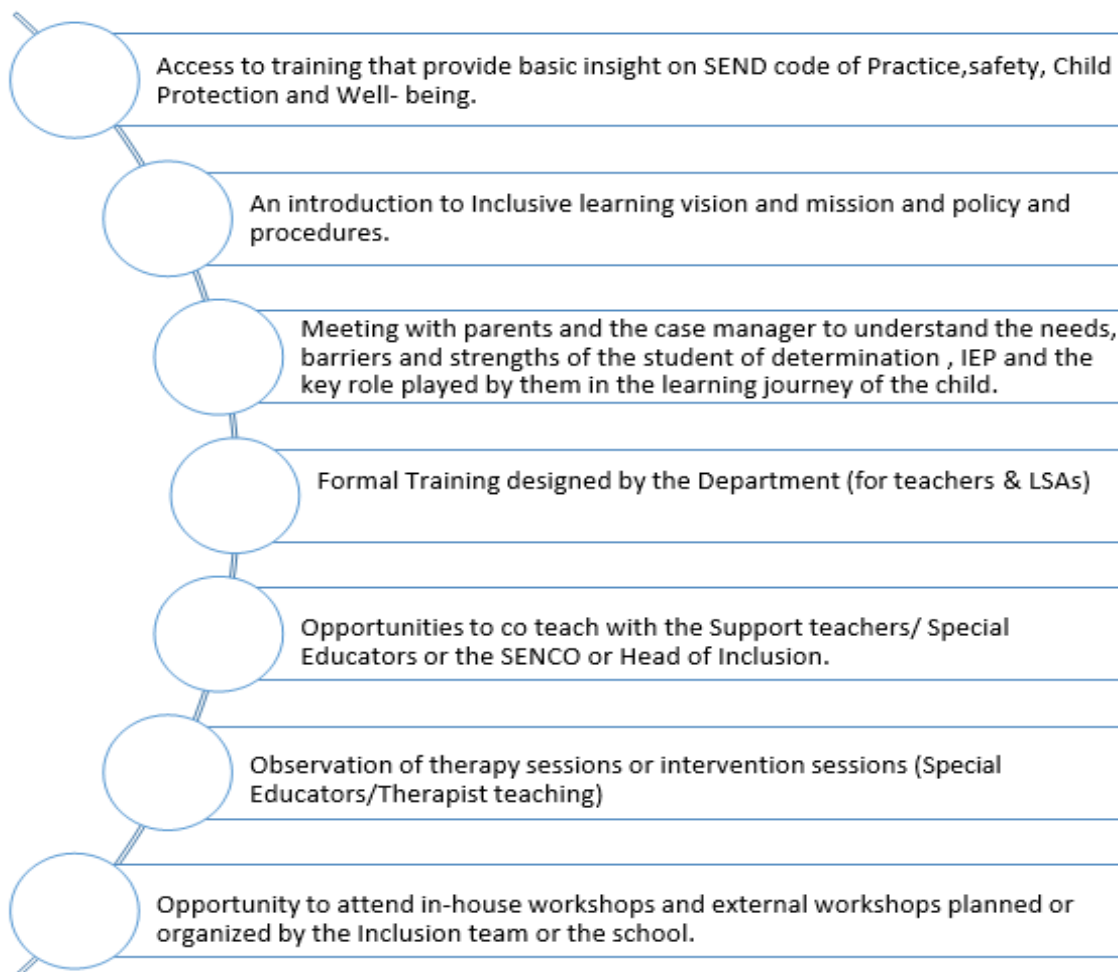
To provide additional guidance and support for students to successfully integrate into the mainstream environment. To work in partnership with classroom teachers in effective implementation of modifications to facilitate progress. Help student display appropriate classroom behaviour provide guidance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

Teacher /special educator induction and professional support includes.

Teaching staff: All teachers undergo induction upon appointment by the school Inclusion team.

A meeting is facilitated with the Head of Inclusion as well as specific cases manager (Special educators or Learning Support assistants) on the day of arrival.

Induction involves the following steps.



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