

STUDENT OF DETERMINATION (INCLUSION POLICY)

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

Statement of Intent

The Indian Academy Dubai is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to school matter –including those identified as having additional needs. The school is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of Dubai, Dubai Inclusive Education Framework (2017), which seeks to ensure persons (and children) with disabilities should participate in education, recreation, arts, sports and culture.

This policy explains the approach to Students of Determination within the school and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalization of the curriculum opportunities offered and support programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Admissions

Any child whose limitation can be described under the UAE's Special Education Policy; "The Federal Law No. 29, 2006" will receive Special Education support through all academic and cross curricular areas of School. The school ensures that admission into all educational settings, including early years will not be conditional upon the submission of a medical diagnosis. School is equipped to support SEND Learners with access to premises and all activities.

No child will be refused admission to school on the basis of his or her special educational need, provided the school's competency and availability of resources. In line with the SEN and Disability Act the school will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision. As an inclusive school, TIAD treats all applications equally, admitting students with a range of SEND. Admission applications for children who have identified additional needs are reviewed in partnership with SLT/HOI/Registrar to ensure if TIAD can meet the needs of the child.

Aims

- To ensure that all students, whether or not they have learning barriers, have access to a broad, balanced, and relevant curriculum, which meets their individual needs.
- To encourage a whole school approach to SOD and a close partnership between the school, the student, and the home.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To give a voice to SOD and to ensure that their views and wishes are taken into consideration

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To inform staff of students' needs and suggest ways for meeting those needs.
- To enable all staff to play a part in identifying SOD and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SOD.
- To monitor and review the progress of students on the SOD register.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To involve outside agencies, where these are available, to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills.
- To help every student realise his or her full potential and optimise their self-esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Definitions

- Special Educational Needs are defined as “A need which occurs when a student is 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.” as per the Dubai Inclusive Education Policy Framework 2017.
- Additional Educational Need (AEN) (Unidentified) have an educational need that is different from those of the majority of students; but does not arise from the impact of a known disability or recognised disorder (but may be under investigation)
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Being identified with a special need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make expected levels of progress given their starting points.

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (including Intellectual disability – unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and Interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	<ol style="list-style-type: none"> 7. Attention Deficit Hyperactivity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

Provisions

Identification and Assessment of Students with SOD & AEN (unidentified)

- Early identification will be key to the progress of SOD. TIAD will use the following to identify students with special educational needs, whichever are appropriate:
- At the time of admission. Information shared in the Application form.
- Group testing for English – reading and spelling tests annually for Years 1 – 9 PTE tests.
- CAT4 results along with the battery of Progress Tests from GL Assessment.
- Observation and concern regarding lack of progress noted by staff /parents.
- Student self-assessment.
- Information supplied by parents.
- Information from outside agencies-educational psychologists, Speech & Language Therapists.
- Information from staff via individual reports, reviews, referrals.
- SNAP assessment- Online screening tool.
- Students who are performing below their expected level of progress for the respective year group.
- Students who have socio emotional barriers due environmental and external factors which hampers their overall development.

Students will be placed on the SOD register after consultation with subject teachers, parents, whose views will be recorded.

Criteria for being removed from registers.

All students have their identified need and/or intervention programs reviewed regularly. The graduated response is a fluid process, and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register.

- Assessments
- Teacher feedback
- Class observations
- IEP/ILP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion to decide if a student placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements.

Support programs From the Inclusion Department

Graduated Support

A student on the inclusion register will receive Wave 1, Wave 2 or Wave 3 support (or a combination of these) based on his/her needs. Steps are taken by the Inclusion department to identify the needs of students with learning difficulties and consult with parents, teachers and external specialists, as well as the student, how far these needs can be accommodated through the nuanced provision and curriculum modification if required.

Level 1

Provision leads by year group/subject specialist, Inclusion team -Intervention group, in-class support, temporary support, differentiated or scaffold assignments to close identified gaps.

The classroom teacher's awareness of and response to a learning need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress.

Level 2

Provision led by Inclusion team 1:1 support, differentiation in class, modified activities, in-class support, pull-out sessions, and class accommodations.

Students are working just below age-related expectations and need some additional focused teaching to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support and will be set at a pace which supports accelerated learning. This will be a provision that goes beyond the "normal" classroom. About student well-being, this may include a short-term series of academic & counselling sessions

Level 3

Provision led by the Inclusion team, Individualised support, LSA, modified curriculum, modified assessments, functioning below grade level, and external therapies, in some cases, can have shortened school hours.

- highly individualized and based on fine-tuned assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and achievable. Internally, this may include withdrawal support for highly targeted intervention (at no extra cost to parents) with the Inclusion team. Externally, this would involve specialist support (e.g. SLT, Counselling Psychologist), which is a private contract between parents and external agencies. These interventions need to be rigorously evaluated to ensure that children are making expected progress.
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- medical conditions or health-related disabilities such as asthma, diabetes and allergies that affect a child's school attendance are addressed by providing them with handouts of missed lessons and allowing for make-up work

Gifted & Talented: Gifted and talented students are given opportunities to showcase their talents through regular enrichment activities headed by different subject areas. They are supported in lessons through high-quality teaching, higher-order questioning and differentiated extension tasks.

Individual Education Plans (IEP) are completed on a need-led basis, however, primarily students on Levels 2 and 3 support have an IEP. It 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.

Accelerated Learning Plans (ALP) are similar to an IEP although the targets that students are set will typically be above age-related curriculum expectations and nuanced to the student's interests and higher-order capabilities. The ALP is to be agreed collaboratively with the subject/curriculum leader, parents, and child, if appropriate. The ALP may include input too from external agencies or peripatetic teachers who support the student in ECAs such as the creative arts, including musical instrument tuition, singing, dance, drama or fine arts and high-level sports coaching.

Interventions

The intervention programs available within the Inclusion department include, but are not limited to:

1. Intervention in the Classroom

Push-in sessions SEND students are supported by the Inclusion team in the mainstream classrooms, and work closely with the teachers to initiate suitable teaching strategies, activities and class work to ensure the progress of students of determination.

2. Intervention outside the Classroom

Pull-out sessions Students who require Level 2 support will have a one-on-one session with respective special educators in the designated resource rooms. The session will focus on their IEP goals.

3. STEPS Learning: Strategic Training for Educational Progress and Success

is an educational program run by the Inclusion department to help students in need in areas of mathematical and English basic knowledge, providing support through simple lesson plans which is easy to learn and memorize? The goal is to engage them through relevant motivating sessions and worksheets to achieve meaningful learning outcomes, which elevate them to upgrade their level of understanding and concepts.

4. STEPS- Behaviour

is a group support program which is designed to help the students with determination in behavioural and emotional management. It is run across the school to support the students and helps children to develop reality-oriented thinking, judgement, and evaluation abilities. Each group sessions make them prosocial and able to cope with their life's challenges also they feel good about themselves and have good relationships.

5. SEED: Supporting and Enhancing Educational Development

English language learners Pull-out and Push sessions Similarly, students with very low proficiency in the English language will also be supported in pull-out sessions to supplement their acquisition of essential vocabulary and phrases to enable them to access modified learning resources that are to assist such students in the mainstream classroom. The school tracks and measures language proficiency across the four skills of listening, speaking, reading and writing. Teaching staff support with resources and teaching methods to allow students to learn through high-quality standards, assessments, research, and professional development.

7. CARE

Counselling Sessions to address behavioural concerns Students in need of counselling services are accommodated by the Counsellor in designated timeslots, which will not impact negatively their schoolwork.

8. General Provisions for Students of Special Needs

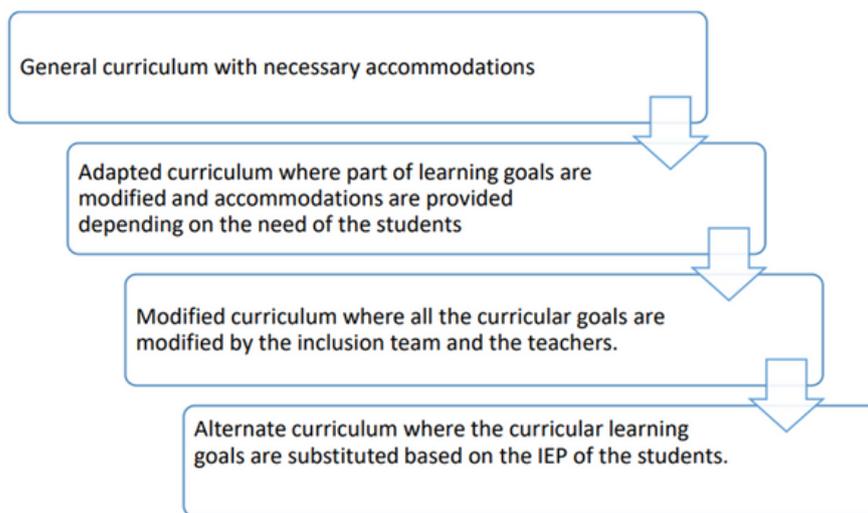
Any student enrolled on the inclusion register receives the below-mentioned support provisions as per their needs:

- An Individualized Educational Plan (IEP)
- Behavior Modification Plan (BMP)
- Pull out sessions in groups or 1-1 setup
- Push in sessions
- Modified worksheet and study portions
- Modified exams (exam accommodation and modifications are subjective to their needs and progress)
- Support and consideration in all school activities
- exams are conducted for all students on wave 2 and wave 3 to optimize the support.
- Support through all subjects as per student's need
- The school also allows and facilitates the use of Assistive tools for SEND students to learn and participate better.
- Guidance to teachers about the appropriate use of electronic translators is provided to allow older ELL students to access essential vocabulary.
- The inclusion departments work to enhance social and communication skills
- The inclusion department will also provide behaviour Interventions and Sensory integration where necessary.

Accommodations and Modification

Modified and accommodated lesson plans are delivered in class. Provision and exemptions may also be provided as per the need of the student. Teachers form an integral part of an IEP team. Teachers get insight into each student's interests, needs, and barriers to learning and strength while planning Individualized educational plans/support plans. The curriculum is made more accessible through appropriate adaptations, accommodations, and modifications to the general curriculum. Teachers adapt the lessons; and provide necessary adaptations, accommodations, and modifications as per each child's individual abilities, interests, and learning preferences. Inclusion team members and the regular teachers jointly modify or adapt curricula for specific students depending on the need. In specific cases, ministry approval is obtained for the provision of modifying curriculum, or for providing an exemption from learning additional languages.

Types of curricular structure available for students of determination.



Examination Provision

- Separate seating during examination
- Additional time during examination
- Enlarged and sans serif fonts.
- Part or whole question can be read out
- Use of calculator •Accept answer in key points
- Learning Support Teacher/Assistant in class during assessment

Transitional Services

Transitional Services include activities designed to prepare the students of determination to move from one stage 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 center to the school
- From school to the next phase (University/vocational training center)

Communication to parents

Parents are important part of this process, and we keep in contact with parents through the following manner:

- Parents are contacted by email, phone call, messages / online meeting through MS Teams on monthly basis to have their input.
- Parents are provided following documents:
- Individualized Education Plan for each term
- Behavioral Intervention Plans when required.
- Modified worksheets & online study materials
- Student's Timetables o End of year Reports
- Parents can contact the school and inclusion department anytime and can request modification in plans which is then reviewed and accommodated according to Students' need

Recording

The Head of Inclusion compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs), Individual learning plans (ILP), Group intervention plan (GIP), These plans can be accessed by all staff on the Teacher's server.

Each student will have an SOD file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

School Network

Each subject area liaises with the Inclusion department. There is communication between the subject area, the learning support team, form tutor and Head of Section. All staff have copies of all relevant documentation including Individual Education Plans which are drawn up in consultation with parents where necessary. They will contain identified strategies that are student and resource specific. Teachers will consider these when planning and delivering the curriculum, and should take account of differences in subjects, learning styles, teaching methods etc.

The school will provide support within the classroom wherever possible but acknowledges that there are occasions when one to one or small group work is valuable and will facilitate learning. The student's response and progress will be the indicators of the appropriateness of this approach.

We intend that all students should access the full curriculum and subject departments are expected to address this directly within schemes of work and departmental policy.

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Supporting students on the SOD register during distance Learning

- Develop high-quality student learning experiences.
- Collaborate with other members of the team to design distance learning experiences for students by Schemes of work.
- Develop and deliver high-quality student learning experiences.
- Communicate frequently with students and as needed, with their parents.
- Provide timely feedback to support students' learning.
- Register student attendance through learning activity submission by specified time and date.
- Provide guidance and support for students to aid in monitoring and supporting.
- student wellbeing
- Collaborate with co-teachers to design learning experiences that teach the students on the SOD register.
- Provide supplementary learning activities for students, either in the curriculum or with additional targeted learning needs
- Communicate regularly with the subject or classroom teachers who teach the students on the SOD register.
- Provide scaffolding or modifying assignments, as necessary, for students on the SOD register, support subject or classroom teachers.
- Help the subject or classroom teacher differentiate lessons and activities for the students.
- Communicate regularly with students and/or their parents to ensure they have success with distance learning.
- Provide supplementary learning activities for students who may benefit from additional practice to close academic and curriculum gaps

Monitoring, progress tracking and Evaluation of SOD

- The senior leadership team conducts periodic lesson observations and learning walks to ensure quality first teaching.
- Regular classroom observations are made by the senior management and middle management team to ensure that the curriculum adaptation, accommodations, and modifications are effectively implemented by the teachers during classroom teaching and learning.
- 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 students' progress and achievement.
- Individual Plans (IEP plans/ Behaviour plans) are reviewed to assess progress.
- The Inclusion team analyses the SOD data of the whole school with the Data Analysts and plans further steps.

Monitoring and Review

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students, and parents. The academic tutorial is a key part of this process together with parent consultation meetings. The IEPs are updated after parents' consultation meetings in response to subject staff feedback. Interim and full reports about attainment are published to parents by the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. Intervention plans will always be updated and reviewed with the student (where appropriate), and they will be allowed to review their progress each time the Intervention plans are update

Regards,

Shiny Davison

Principal