



Delhi Private School Dubai

مدرسة دلهي الخاصة - دبي

Division/ Department: Pastoral Care

Subject: Inclusion Policy

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Policy for Students of Determination experiencing Special Educational Needs

Vision

We at DPSD endeavour to achieve maximum inclusion whilst meeting students' individual needs in a supportive environment to develop their potential by providing educational programmes and related services.

Mission

- To promote quality and equality education for all.
- To ensure progress through individualized planning and effective review of procedures.
- To enable students with determination to be productive and contributive to society.

Purpose

- To establish a clear Inclusion Policy.
- To create and implement detailed inclusion procedures in the school.
- To foster and maintain an inclusive culture.
- To align with National Agenda regulations.

Aims and Objectives:

The school's aim is to:

- Achieve maximum inclusion of all students whilst meeting their individual needs.
- Maintain a culture of learning that works towards the wellbeing of all its students, fights exclusion, creates a sense of belonging and promotes trust.
- Provide differentiated learning opportunities to all students and ensure that all students have full access to the school curriculum.
- Make every effort to narrow the gap in attainment between students with special needs and their peers.
- Focus on individual progress which will be considered as the main indicator of success.

- Make a clear distinction between ‘underachievement’ and Special Educational Need.
- Identify at the earliest students requiring different or additional support and ensure appropriate interventions are put in place to help them succeed.
- Use appropriate and accurate assessment tools and carefully plan programs that address the learning difficulties of these students to help them succeed.
- Ensure that the needs of each and every student are supported so they may feel happy, confident and valued.
- Work in partnership with parents to achieve the best outcomes for the child.

Terminology

The UAE School Inspection Framework (p.117) defines a **Special Educational Need** 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’.

The UAE Revised Categorisation Framework for Students of Determination (2019-20) defines a **Student of Determination** as a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age.

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

Legislation

1. This policy aims to ensure that the school is compliant with the terms of:
 - The ‘UAE Revised Categorisation Framework for Students of Determination (2019-20)
 - UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs.
 - UAE Federal Law 2 (2015) against Discrimination and Hatred.
2. The school’s Admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
3. The school’s Admissions policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
4. The school’s Admissions policy adheres to the stipulations of the ***UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai*** (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of students with disabilities in private schools.

Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of students with disabilities.

Article 13 Clause 17: To admit students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 Clause 19: To provide all supplies required, within the school’s capacity, for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by students with disabilities.

Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst students and prevent discrimination based on race, gender, nationality, religion, or social class.

In 2019, the Government of Dubai released a ‘Revised Categorization Framework for Students of Determination’ which is used within the school.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

Special Educational Needs and Disability (SEND) Overview

1. The school provides education based on a standard curriculum, ensuring that all students can engage with this curriculum using the English language as a medium.
2. The school extends support to students who have Special Educational Needs.
3. The initial and crucial response to students with Special Educational Needs or Disabilities (SEND) involves delivering high-quality teaching that caters to individual differences.
4. Every teacher is responsible for addressing the needs of students with Special Educational Needs (SEND).

Inclusive Education Support Team

At Delhi Private School Dubai, our Inclusion Support Team is dedicated to ensuring that every student receives the support and resources they need to succeed in a nurturing and inclusive environment.

A multidisciplinary team for students with special needs plays a crucial role in ensuring comprehensive support and tailored education plans for each student. This team typically consists of professionals from various disciplines such as special education teachers, speech therapists, occupational therapists, psychologists, behavior specialists, and medical professionals, depending on the needs of the students.

A Council has been established to facilitate the smooth operation and uphold the inclusive vision of the school, ensuring that policies are continually evolving to align with our overarching goals. This Council is instrumental in allocating resources across different Phases. Each Phase is overseen by an administrator who serves as a leader in implementing these policies effectively.

DPSD has a whole school community approach which is led by an Inclusion Support Team that includes the:

- Governor
- School Principal
- Inclusion Champion
- Head of Inclusion
- SENDCO
- Special Educators
- Counsellors

- Support Teachers
- Learning Support Assistants
- Teacher Representatives
- Student Representatives
- Parent Representatives
- Medical Team

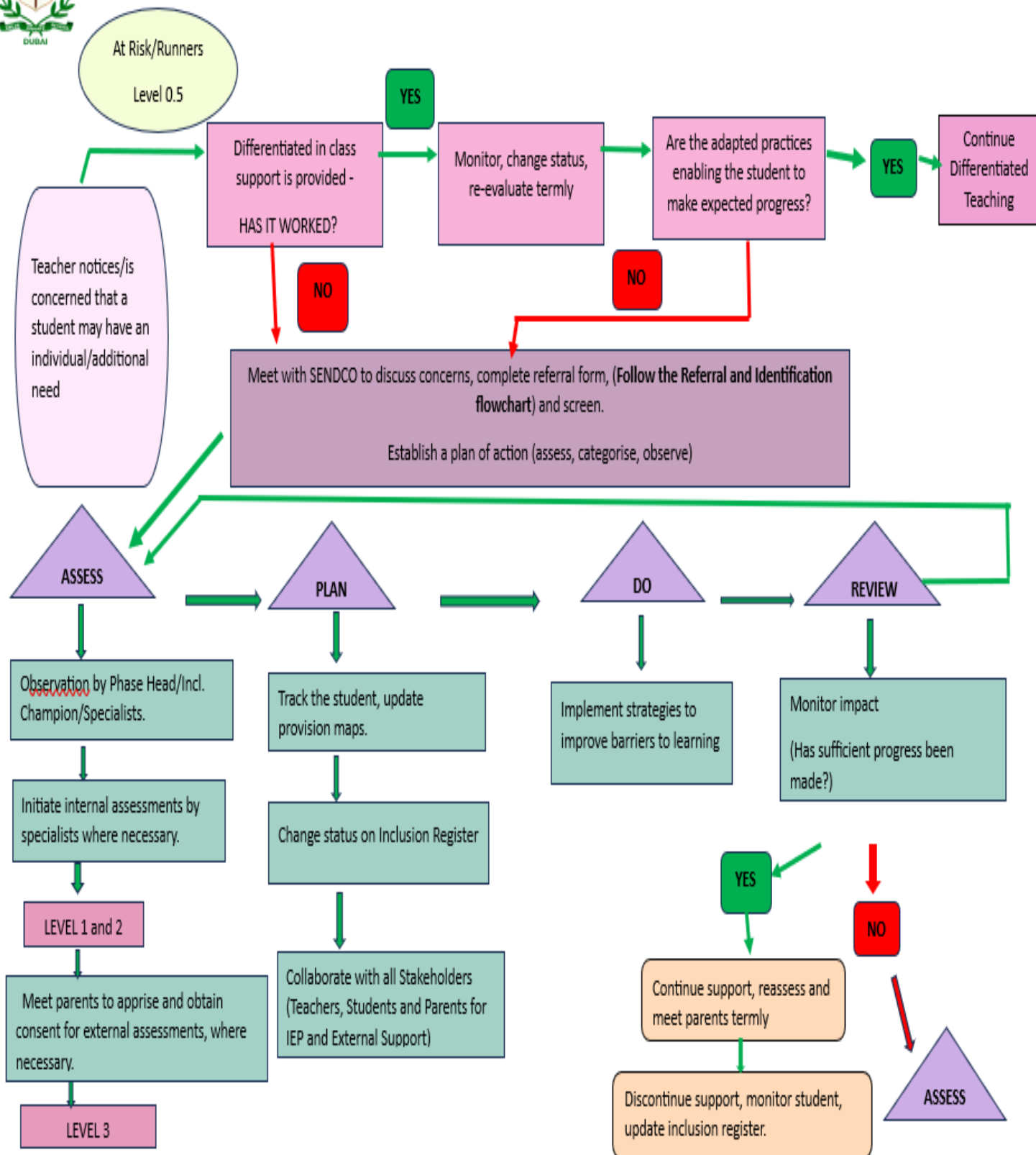
Role of the Inclusion Department:

- The Inclusion Department supports Students of Determination outlined in the revised Categorisation Framework for Students of Determination (which is based upon the UAE Unified Categorisation of Need).
- The Inclusion Department plays a crucial role in identifying and providing support to students who need accommodations for both internal and external examinations.
- Furthermore, this department serves as a consultant, collaborating with class instructors, specialised educators, parents and students to establish cross-curricular objectives designed to assist students and outline recommended learning strategies.
- Additionally, the Inclusion Department maintains the inclusion section in the school database which summarizes students' needs and details strategies for their learning.
- In summary the primary objective of the Inclusion Department is to foster the development of essential learning and life skills in students, enabling them to access a broader curriculum.
- This department also focuses on nurturing the potential of the most Gifted and Talented students and boosting the confidence and self-esteem of each student.

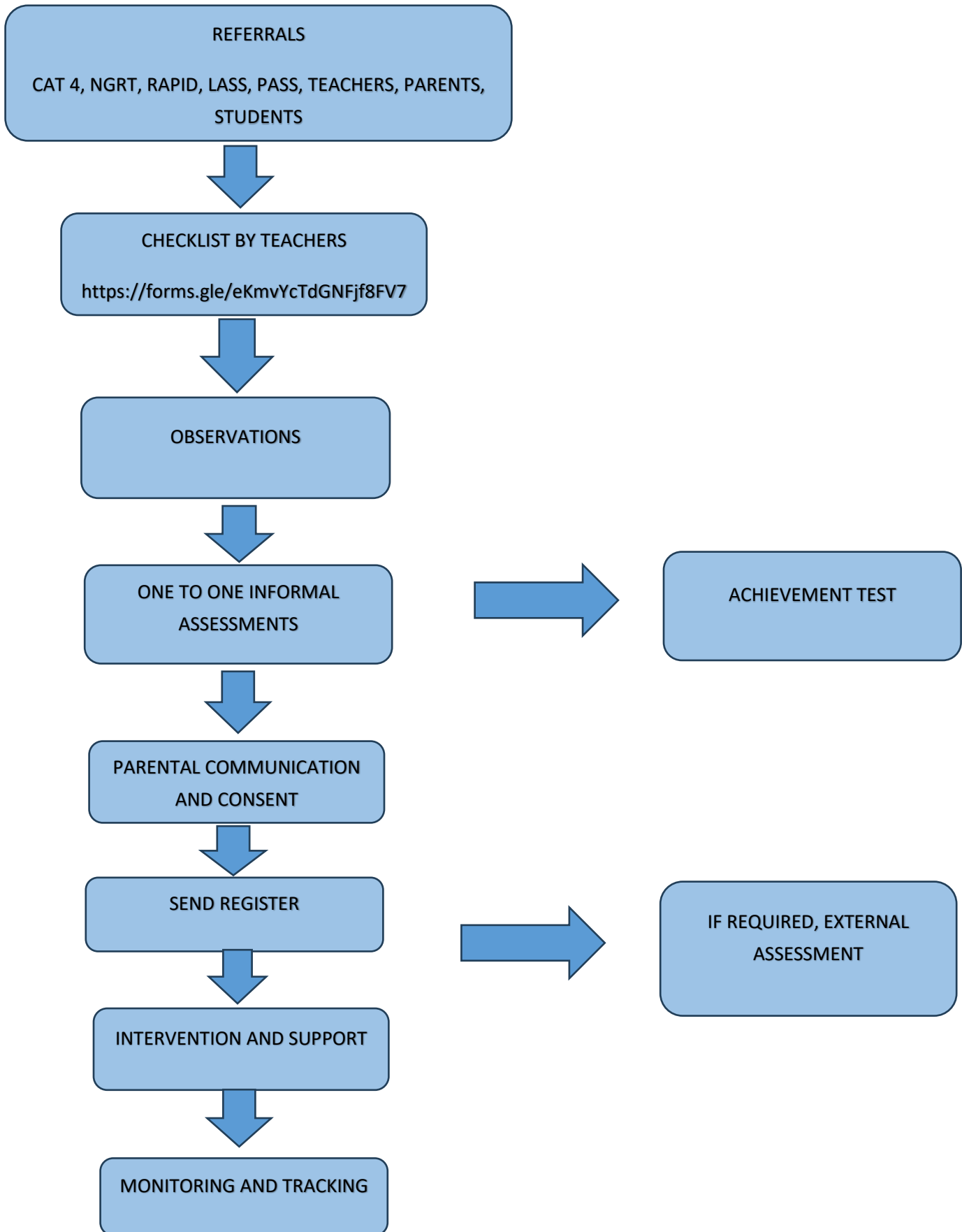
At DPSD we follow the *'Graduated Approach'* towards the Students of Determination.



Delhi Private School Dubai Inclusion Flowchart



Referrals- Students are referred to the Inclusion Team by teachers and parents throughout the year. They are observed, assessed and categorised based on the DSIB guidelines.



Identification and Provision

1. Standardized Measures for Cognitive Ability:

- **CAT4:** Provides a standardized measure of cognitive reasoning ability and helps identify gifted and talented students, including those who may be coasting in class.
- **NGRT:** Identifies where intervention may be needed and monitors the impact and progress of those interventions.
- **RAPID:** Quick group/class screening tool to identify dyslexic tendencies in students aged 4-15 years.
- **CoPS:** Is a suite of computerised tests designed for the assessment of cognitive skills in the age range 4 to 8 years and indicate dyslexic early.
- **LASS:** Pinpoints specific areas of need and is taken by students who have a high probability of dyslexia. It gives a more detailed indication of a student's strengths and weaknesses that may impact reading, and it is available in two versions: for ages 8-11 and for 11-15.

2. Screening and Categorization:

- Screeners are administered to identify gifted and talented students as well as those with learning difficulties, and to further categorize them based on the intensity of their needs.
- The school's system of regularly observing, assessing, and recording the progress of all students is used to identify those who are not progressing satisfactorily and who may have additional or advanced needs.

3. Informal Assessments:

Structured and informal observations are made on a regular basis through:

- **Discussions, questioning, and listening:** Conducted during normal classroom activities.
- **Student work:** Evaluated in written or graphic form, as well as through social interactions.

4. Formal Diagnosis:

- If necessary, a student may be recommended for a formal psycho-educational evaluation to ascertain or clarify the nature of their challenges.
- Adjustments to the curriculum will be sought as needed based on the findings of the evaluation.
- Learning support and in-class modifications will not be contingent upon this assessment; support will be provided based on ongoing observations and assessments.

The SEND Register

The Inclusion Department maintains a tiered list of students with identified learning needs. Identification of needs requires sensitivity and discretion, ensuring effective relationships with students and families and external agents and maximum impact of support.

The school has categorised provision in 4 groups:

1. Gifted and Talented (Refer to Gifted & Talented Policy)
2. Level 1
3. Level 2
4. Level 3

Provision for Level 1 Support

- The classroom teacher responds to a student's particular barrier to learning by providing differentiation in their lessons.
- The teachers schedule regular meetings with parents to share resources, strategies and guide them on how they can support their child.
- The students who have shown progress and need monitoring are also maintained at Level 1.

Provision for Level 2 Support

- Where Wave 1 does not meet the student's needs or where the barriers to learning are significant, an IEP details specific targets and effective strategies.
- More support takes the form of withdrawal groups and an LSA/Support teacher working with a group of students in the classroom.
- This may involve some external assessment.

Provision for Level 3 Support

- A high level of individual support is administered with the help of an LSA/Support teacher in the classroom.
- The IEP includes specific targets and effective strategies to support the student.
- Withdrawal from lessons is done for extra literacy and numeracy on a one-to-one basis during exemptions.
- Optional subjects are available and offered against exempted subjects.
- Approved accommodation like extra time, use of a reader, amanuensis etc. are provided during examinations.
- This involves external assessment and extra costs if required.

Curriculum Adaptation

- Support for **All** students with learning challenges: The school provides active support for all students facing learning challenges. They are encouraged to engage with the regular curriculum with additional guidance if needed.
- Modified curriculum (scaffolding): A modified curriculum is available for students who require a more structured approach to learning and achieving classroom goals. These modifications follow a tiered system gradually reducing support to ensure the student progresses alongside their peers and is prepared for assessments.
- Alternative pathways for severe cognitive deficits: Students with significant cognitive deficits are offered alternative curriculum pathways enabling them to continue learning within a shared classroom setting.

The school is an accredited center for ASDAN and our Inclusion Team has conducted a thorough evaluation of the courses identifying numerous advantages they offer for our students.

- Assessment concessions: For assessments we adhere to the provisions set by the board for CBSE examinations. However, some internal adjustments may be made to facilitate the student's active participation in the learning process.

Role of the School:

- Identify students who experience special educational needs at an early stage in their school years.
- Keep parents informed of their attainment and progress at every stage.
- Put into effect a plan of action involving the parents at every stage.
- Use outside agencies and/or resources as appropriate.
- Continuously monitor the progress of all students.
- Evaluate the results of the plans regularly.
- Revise the plan of action when/if required.
- Meaningfully integrate students who experience SEND into all the school activities.

Role of the Parent:

- Provide the school with copies of all medical, psychological or educational assessments on entry to the school.
- Notify the school authorities in writing if they are aware of or suspect that their child (or anyone in his or her immediate family) has special needs.
- Collaborate with the school to ensure appropriate provisions, accommodations and services are provided.
- If a student needs a higher level of support beyond what teachers can offer, parents will need to obtain additional reports from relevant external specialists. (The school reserves the right to request educational reports from sources identified as qualified by the school's specialists).

Individual Education Plan *IEP*

- The IEP is generated in cooperation with the SENDCo, teachers, parent, external agents and where possible the student. It is maintained by all stakeholders and updated termly. All IEPs should be BARRIER focused.

Additional support

- The LSAs in the ratio of 1:125 are hired by the school in alignment with the Dubai Inclusive Education Policy Framework. (The cost is totally met by the school).
- A student may require a 1:1 Learning Support Assistant (LSA) in order to support them to access all aspects of learning and school life.
- The student's parents will be consulted if the Inclusion department feels there is a need for part time or full time LSA support.
- Costs of the 1:1 LSA are met entirely by the parents in keeping with the details in the
- School's Memorandum of Understanding for LSAs. This document will be signed by the LSA, parents and SENDCo.
- LSAs are recruited by parents with the advice and support of the Inclusion departments.

Recording and Reporting Progress:

- Records of daily progress are kept for each student to inform progress of the targets on the IEP.
- The school reports to parents through parental interviews and end-of-term reports.
- In addition to the reports at the end of the term parents receive a copy of the reviewed IEP.
- The school modifies the Report Card for students with SEND in Kindergarten.
- Parents of children with SEND may require additional meeting and the Special Educator is available for any additional meetings.
- All students with identified needs and intervention programs undergo regular reviews. The graduated response is flexible allowing students to move between support levels as needed.
- Students' progress is evaluated annually to determine their placement on the SEND Register.
- The school provides appropriate accommodations and modifications to ensure that each student can effectively demonstrate their knowledge and skills.
- The Inclusion team monitors the student and maintains a record for one term after they have successfully transitioned off support.

INCLUSION PYRAMID

